



Practices Of Classroom Interaction In English Language Teaching At Secondary Level

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Abstract

This study investigates the practices of classroom interaction in English language teaching at the secondary level, with a specific focus on Kendriya Vidyalayas (KVS) in the Hyderabad region. The research centers on 9th grade students and English teachers, analyzing how various interaction practices impact students' English proficiency and engagement. The study identifies key classroom interaction dimensions, such as teacher-student dialogue, peer collaboration, instructional methods, and feedback mechanisms, to understand their role in enhancing students' language skills and motivation. The findings suggest that purposeful and structured classroom interactions significantly contribute to students' language acquisition and communicative confidence. Insights from this study provide practical recommendations for fostering positive, interactive environments in English language classes to support effective learning outcomes.

Keywords: Classroom Interaction, English Language Teaching, Kendriya Vidyalayas, Hyderabad Region, Secondary Education, Teacher-Student Interaction, 9th Class, Language Proficiency.

Introduction

Education plays a significant role in the overall development of a child. It not only provides knowledge of various disciplines but also brings desirable behavior and helps to utilize the maximum potentialities of the children. The aim of education must focus to improve holistic development of the child. In order to achieve it, education needs to be planned to provide in systematic way on the bases of children's needs, mental abilities,

societal needs, and technological needs. The holistic development is possible only when teaching-learning focuses on three domains i.e. cognitive, affective and psycho-motor simultaneously. The objectives of learning also must be framed by focusing to improve these domains and it is also necessary to find appropriate approaches, methods and techniques. So, the curriculum has to be constructed meticulously to inculcate knowledge, skills, attitudes and values in the child.

Classroom interaction is a critical component of the language learning process, influencing students' motivation, engagement, and overall academic achievement. In the context of English language teaching, interaction between teachers and students is pivotal for building communicative competence and confidence. Effective classroom interaction enables students to practice language skills actively, facilitates understanding through real-time feedback, and encourages collaborative learning.

The interaction came from different environments supported by different theories like constructivism, sociocultural and situated learning (Zubairu, 2015). Interaction is similar to the concept of “private speech” as expressed in the view by the work of Lev Vygotsky (1978, as cited in Feigenbaum, (n.d.)). The interaction begins in childhood with the family members. As a result, Mondal (1997) stated that “no other agents of socialisation are as important to the total make-up of the child as his family”. According to Crow (1986), the home is the most significant place which plays an essential role in the development at the early stage of life and later contributes to the classroom interaction. Fleminy (1990, as cited in Brooks & Donato, 1994) disclosed his belief in the classroom interaction concept by stating that a child learns to interact with his or her family and then contributes to the classroom. Ibrahimova (2014, as cited in Larsen-Freeman, 1986) stated that once there were classes based on lectures where students were not allowed to speak in the class, and later they were allowed to speak in the community language learning classes and the scenario of traditional approaches got changed

National Education Policy 2020 One of the notable suggestions in National Education Policy (NEP) 2020, in aspects related to language-in-education policy, is the use of mother tongue as a medium of instruction until Grade V. “Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language” (GOI, 2020, p. 13).

Common Problems Affecting Teaching / Learning English as a Second Language in India

There are so many reasons that affect the teaching-learning process in India. The students in India can be branded into two; the one having the local language as medium of study from the primary level and the other having English as the medium of study. Hence, the problem of teaching English as a second language to the Indian students jerks from the pre-schooling. Teaching of English in India has always been a challenging state of affairs. This is because of the huge population, desolate economic conditions, the cultural diversities, etc.

Importance of Classroom Interaction

Classroom interaction is pedagogically important and best to represent the learning that has taken place in the class to the outside world (Allwright, 1984). Following Savignon (1972), we should create the opportunity for our learners of sufficient communication in the classroom if we want to witness the actual outcome in the real world. Littlewood (1981) argued that without practice activities in the classroom, learners cannot solve “real-life” communication problems. Allwright (1984) stated that communication is an essential skill for learning to lead in the corporate world. Bygate (1987) expressed the importance of communication in the classroom by arguing that by interacting in the class, students develop two different skills simultaneously one is speaking and the other is listening. Class time should be in favour of students so that they can practice different collaborative activities through communication among them (Malamah-Thomas, 1987)

Communicative intent is always given a prime position in every CLT activity. “In a communicative class, students are provided with opportunities to use the language a great deal through communicative activities. There are various classifications of activities that are typically found in a communicative language classroom.” Paulston and Bruder (1976), classifies “the activity types that they thought were of maximum benefit in enabling students to attain communicative competence into the four categories below:

Kendriya Vidyalaya Sangathan

Kendriya Vidyalaya is a system of central government schools that have been instituted under the guidance of Ministry of Education, India. A brief description of Kendriya Vidyalaya Sangathan follows: The system of central schools came into being in 1963. It has been affiliated with CBSE since then. Later, the name was changed to Kendriya Vidyalaya. The objective of Kendriya Vidyalaya is to educate children of the Indian Defence Services personnel who are often posted to remote locations. The service is also extended to all central government employees. These schools follow a uniform curriculum all over India. It was intended to ensure that the children of government employees do not face any disadvantages in their education if and when their parents are transferred by providing a common syllabus to be followed all over India. It still operates on the same lines even after 50 years.

This study focuses on English language teaching practices at the secondary level within Kendriya Vidyalayas (KVS) in the Hyderabad region, specifically targeting 9th grade students. KVS schools, with their structured yet flexible pedagogical approaches, serve as ideal environments for examining classroom interaction practices due to their commitment to promoting effective teaching strategies and maintaining high academic standards. In this context, classroom interaction practices are explored as multidimensional activities involving teacher-student dialogue, peer collaboration, feedback and assessment, and instructional methods.

The importance of fostering interactive English classrooms is underscored by the increasing demand for language proficiency in a globalized world. For students in secondary education, especially in KVS settings,

developing a strong foundation in English is essential not only for academic success but also for future career opportunities. This study aims to explore how different aspects of classroom interaction contribute to students' English language development and assess the impact these practices have on students' communicative abilities, participation levels, and overall achievement in English.

By analyzing the specific interaction methods employed by English teachers in KVS schools and examining their effects on 9th grade students, this research aims to provide insights into effective strategies that can enhance language learning outcomes. Ultimately, the study aspires to contribute to the understanding of best practices in English language teaching at the secondary level, particularly within the unique educational landscape of Kendriya Vidyalayas.

Statement of the Problem

The title of the study is “Practices of class room Interaction in English Language Teaching at Secondary Level”

Objectives of the Study

The following objectives were framed in the present study

- 1 To study the students practices of class room interaction in English language.
- 2 To evaluate the English teachers' Practices of class room Interaction
- 3 To observe the teaching-learning Practices of class room Interaction

Hypotheses of the Study

Keeping in view the above objectives of the study, the following hypotheses have been framed.

1. There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to gender
2. There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to age.
3. There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to type of school.
4. There is no significant difference in English Practices of Classroom interaction among secondary school teachers with respect to gender.
5. There is no significant difference in English Practices of Classroom interaction among secondary school teachers with respect to Age.

Method of the Study

The method adopted for this study was descriptive survey and a qualitative research approach was followed to explore the Practices of class room Interaction in English Language Teaching at Secondary Level. Both the Qualitative and Quantitative method are applied in this research work in order to analyse the necessary data. This method is employed to bring about the credibility and authenticity in the presentation of the data. Quantitative research is a survey research which is “based on the measurement of quantity or amount”. It is a systematic process where numerical data is controlled and measured to get information.

Population of the study

The population of the study is class 9th standard students studying in Kedriya Vidyalaya schools and the teachers teaching English in class IX in the Kedriya Vidyalaya secondary schools in Hyderabad station.

Sample of the Study

The sample was selected from the population of 9th, class students studying in Kedriya Vidyalaya Secondary schools following the required sample for the present study was drawn using purposive stratified random sampling technique. The purposive random sample technique was used in the present study to select the sample of 300 students from different Kedriya Vidyalaya secondary Schools drawn purposively from Hyderabad station. In this sample 151 boys and 149 Girls were selected from Kendriya Vidyalaya. 30 English teachers of the schools were also the participants of the study.

Tools for the Study

1. **Practices of Classroom Interaction in English Language at Secondary Level scale for students** were Constructed and Developed by the investigator.
2. **Practices of Classroom Interaction in English Language at Secondary Level scale for teachers** was Constructed and developed by the investigator.
3. **Observation of English classroom process**, was Constructed and Developed by the investigator.

Statistical Techniques for the Study

Investigator has used Percentage Analysis, t-test was employed to assess the presence of a statistically significant difference between the means of two groups.

Analysis and interpretation of data

Students Classroom Interaction

Hypothesis 1: There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to gender.

Table 1: Practices of Classroom interaction in English among secondary school students with respect to gender

Classroom interaction and Its Dimensions	Gender	N	Mean	SD	't'-value	p- value
Teacher-Student Interaction	Boys	151	19.05	2.16	8.684	.000**
	Girls	149	18.03	1.72		
Instructional Practices	Boys	151	17.89	2.18	5.694	.000**
	Girls	149	18.01	2.05		
Feedback and Assessment	Boys	151	19.12	1.83	5.017	.000**
	Girls	149	17.67	1.06		
Peer Interaction	Boys	151	18.23	3.21	7.169	.000**
	Girls	149	16.58	2.96		
Verbal and Non Verbal Communication	Boys	151	17.02	1.02	6.18	.000**
	Girls	149	19.08	1.58		
Emotional support	Boys	151	17.06	2.16	5.25	.000**
	Girls	149	15.12	2.03		
Practices of Classroom interaction	Boys	151	183.36	16.95	6.39	.000**
	Girls	149	176.14	18.04		

From the above table, the calculated 't' value for the overall Practices of Classroom Interaction is greater than the table value and is statistically significant at the 0.01 level. Hence, the null hypothesis is rejected. Therefore, there is a significant difference in Practices of Classroom Interaction between boys and girls. Based on the mean value, boy students exhibit better Classroom Interaction than girl students.

For the dimensions such as Teacher-Student Interaction, Instructional Practices, **Feedback and Assessment**, Peer Interaction, Verbal and Non Verbal Communication, and Emotional support, the calculated 't' values are greater than the table value and it is statistically significant. Based on the mean value boys students have

better Teacher-Student Interaction, Instructional Practices, **Feedback and Assessment**, Peer Interaction, Verbal and Non Verbal Communication, and Emotional support than girls students

Hence the stated Hypothesis “There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to gender” was rejected.

Hypothesis 2: There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to age.

Table 2: Practices of Classroom interaction in English among secondary school students with respect to Age

Classroom Interaction and Its Dimensions	Age	N	Mean	SD	‘F’-value	p- value
Teacher-Student Interaction	14	157	20.92	4.37	4.712	.062**
	15	139	22.63	2.91		
	16	4	23.18	2.75		
Instructional Practices	14	157	21.93	4.85	4.032	.047**
	15	139	22.17	3.52		
	16	4	23.85	2.94		
Feedback and Assessment	14	157	21.16	3.18	3.574	.081**
	15	139	22.49	2.56		
	16	4	24.57	2.78		
Peer Interaction	14	157	20.84	3.05	4.273	.089**
	15	139	23.97	3.01		
	16	4	24.03	3.12		
Verbal and Non Verbal Communication	14	157	21.16	2.15	3.162	.051**
	15	139	22.49	2.86		
	16	4	24.57	2.49		
Emotional support	14	157	20.17	2.53	5.063	.064**
	15	139	23.92	3.84		
	16	4	24.18	1.08		
Practices of Classroom interaction	14	157	129.93	11.92	6.574	.053**
	15	139	130.86	11.57		
	16	4	130.95	10.85		

Based on the table, the calculated 'F' ratios for overall classroom interaction practices and its dimensions including Teacher-Student Interaction, Instructional Practices, Feedback and Assessment, Peer Interaction, Verbal and Non-Verbal Communication, and Emotional Support are greater than the table value, indicating statistical significance. Consequently, the hypothesis stating that "There is no significant difference in English practices of classroom interaction among secondary school students with respect to age" has been rejected. This suggests that significant differences do exist in classroom interaction practices related to age.

Hypothesis 3: There is no significant difference in English Practices of Classroom interaction among secondary school students with respect to type of school.

Table 3: Practices of Classroom interaction in English among secondary school students with respect to type of school

Classroom Interaction and Its Dimensions	Type of school	N	Mean	SD	'F'-value	p- value
Teacher-Student Interaction	Civil	81	22.04	3.21	3.814	.062**
	Defence	159	24.83	2.78		
	Project	60	23.15	2.14		
Instructional Practices	Civil	81	24.18	3.79	5.341	.059**
	Defence	159	24.79	3.06		
	Project	60	23.01	3.54		
Feedback and Assessment	Civil	81	18.74	2.85	3.294	.091**
	Defence	159	24.91	1.93		
	Project	60	22.06	3.47		
Peer Interaction	Civil	81	22.14	2.86	3.574	.064**
	Defence	159	25.28	2.07		
	Project	60	23.19	2.98		
Verbal and Non Verbal Communication	Civil	81	22.07	3.54	5.237	.085**
	Defence	159	23.16	3.05		
	Project	60	23.72	4.12		
Emotional support	Civil	81	24.12	3.09	3.571	.053**
	Defence	159	24.86	3.87		
	Project	60	24.08	3.04		
Practices of Classroom interaction	Civil	81	128.25	19.12	7.532	.097**
	Defence	159	131.47	18.03		
	Project	60	130.83	20.79		

The table shows that the calculated 'F' value for overall Practices of Classroom Interaction is higher than the table value, indicating statistical significance. Therefore, the null hypothesis is rejected, suggesting that there are significant differences in Classroom Interaction practices among different types of schools. Specifically, Defence students demonstrate better Classroom Interaction compared to students from Civil and Project schools.

For the dimensions of Teacher-Student Interaction, Instructional Practices, Feedback and Assessment, Peer Interaction, Verbal and Non-Verbal Communication, and Emotional Support, the calculated 'F' values also exceed the table value, confirming statistical significance. In each of these dimensions, Defence students perform better than their counterparts in Civil and Project schools.

Thus, the hypothesis stating that "There is no significant difference in English practices of Classroom Interaction among secondary school students with respect to types of schools" has been rejected.

Teachers Classroom Interaction

Hypothesis 4: There is no significant difference in English Practices of Classroom interaction among secondary school teachers with respect to gender.

Table:4 Practices of Classroom interaction in English among secondary school teachers with respect to gender

	Gender	N	Mean	S. D.	t	Df	P
Classroom practices	Male	10	69.55	18.523	1.068 ^{NS}	118.406	0.288
	Female	20	66.59	18.045			

The M and SD in Classroom practices of Male teachers (M=69.55, SD=18.523) and Female teachers (M=66.59, SD=18.045) $t(118.406) = 1.068$, $P=.288$. There is no significant difference between Gender of English teachers with respect to their Classroom Practices towards teaching English. Hence the Null hypothesis is accepted.

Hypothesis 5: There is no significant difference in English Practices of Classroom interaction among secondary school teachers with respect to Age

Table 5: Practices of Classroom interaction in English among secondary school teachers with respect to**Age**

Description	Age	N	Mean	S. D.	df	F	P
Classroom practices	25-33 Years	3	70.59	19.935	3	1.239 ^{NS}	.297
	34-42 Years	12	65.75	17.778			
	43-51 Years	10	70.09	17.431			
	52-60 Years	5	64.48	19.438			

Test results of F test Table shows there is no significant difference between age of English teachers on Practices of Classroom interaction Language Teaching at $p \leq 0.05$

There is no significant difference between Age of English teachers with respect to their Practices of Classroom interaction. Hence the Null hypothesis is accepted.

Analysis of Classroom Observation**Table 6: Motivating the class and Introducing a lesson**

Sl. No.	Issues	Yes (%)	No (%)	Partial (%)
1	General introduction to the lesson taught	76.66	23.33	-
2	Use of previous knowledge through questions and statements	60	40	-
3	Get correct response/s from students while testing previous knowledge	70	16.6	13.33
4	Provide link/s to the previous lesson	54	21	25
5	Use of appropriate device/s (dramatics, songs, recitation, storytelling, teaching aids etc.) in class	-	100	-

6	Effective introduction of the lesson	63.33	16.66	20
7	Innovation in the area, if any	Comments		
		No		

The data obtained through observation under the domain of Motivating the class and introducing a lesson as shown in Table 4.28 reveals 76.66% teachers introduced lessons through a general introduction to the lesson/topic, 23.33% teachers did not give a general introduction to the lesson taught. 60% teachers tested previous knowledge of the learners through questions and answers. 40% teachers did not test previous knowledge of the learners through questions and statements. 16.66% teachers did not get correct response from the students while testing previous knowledge. Only 70% teachers got correct responses and 13.33% got partially correct responses from students. 21% teachers could not provide any link to the previous lesson. 54% teachers provided a link to the previous lesson and another 25% partially provided link to the previous lesson. None of the teachers were seen using appropriate devices like dramatics, songs, recitation, storytelling, teaching aids etc. In motivating the class and introducing a Lesson, 63% of teacher was seen with novice idea.

Table 7: Optimum use of aids and Organization of the class

Sl. No.	Issues	Yes (%)	No (%)	Partial (%)
1	Effective use of blackboard / white board	50	13.33	36.66
2	Use of teaching aids	30.33	69.67	-
3	Proper display of the teaching aids	50	50	-
4	Scope in the lesson for use of audio/audio-visual materials	43.33	56.66	-
5	Use of audio/audio-visual materials	40	60	-
6	Scope in the lesson for group and pair activity	93.33	6.66	-
7	Involve students in group/pair activity	40	60	-
8	Does the class become noisy during setting the roomfor class activity?	39	41	-
9	Use of teaching materials other than the text book, ifany	20	80	-

10	Innovation in the area, if any	Comments
		No

Table No. 4.29 reveals 69.67% of the teachers did not use any aids other than the blackboard. Only 30.33% teachers were found using teaching aids. 50% of the teachers properly displayed the teaching aids. 50% teachers made full and effective use of the blackboard, while 36.66% teachers made partial use and 13.33% did not make use of the blackboard at all. Regarding use of audio and audio-visual aids in class, there was ample scope of using such aids in case of 43.33% of teachers and in case of 56.66% teachers there was no scope for use of audio/audio-visual aids. 40% of the teachers made use of audio / audio-visual aids. Also, there was scope in the lesson for group / pair activities in case of 93.33% of the teachers. Scope of group /pair activity was not seen in case of 6.66% teachers. 40% of the teachers involved students in group/pair activities and so 39% of the class becoming noisy during setting the room for group/pair activities. 20% of teacher made use of any teaching material other than the textbook and no innovative idea was seen in Optimum use of aids and Organization of the class.

Table 8: Presentation skill

Sl. No.	Issues	Yes (%)	No (%)	Partial (%)
1	Clear and audible voice of the teacher	86.66	-	13.33
2	Control pace of delivery	70	6.66	23.33
3	Speak concisely	70	30	-
4	Effective eye contact with students	66.66	33.33	-
5	Manage timing	70	30	-
6	Show enthusiasm in class	63.33	-	36.66
7	Innovation in the area, if any	Comments		
		No		

Table 4.30 reveals 86.66% teachers' voice was clear and audible. 70% teachers could aptly control pace of delivery while 23.33% teachers could partially control pace of delivery and 6.66% teachers could not control pace of delivery at all. 70% of the teachers spoke concisely, 30% teachers did not speak concisely. Regarding eye contact with students, 66.66% teachers made effective eye contact with students while teaching. On the

other hand, 33.33% teachers did not make eye contact with students. 70% teachers could well manage the class timing. More than sixty per cent (63.33) of the teachers showed much enthusiasm and 36.66% teachers showed partial enthusiasm in class. In the presentation traits, too, teachers did not show any new idea.

Boys consistently exhibit better classroom interaction practices compared to girls, including in areas such as teacher-student interaction, feedback and assessment, peer interaction, and emotional support. This suggests a significant gender-based difference in classroom engagement and communication skills. Students' classroom interaction practices are significantly influenced by their age. This indicates that age impacts how students engage with various classroom dimensions, including teacher-student interaction and peer communication.

Defence students outperform their counterparts in Civil and Project schools across all dimensions of classroom interaction. This suggests that the type of school plays a crucial role in the quality of student engagement and instructional practices.

There is no significant difference in classroom interaction practices between male and female English teachers. Age does not significantly influence English teachers' classroom interaction practices. Teachers' monthly income does not affect their classroom practices.

Educational Implications of the study

- Teachers, who teach English as a second language at secondary school level should have awareness about the communicative language teaching and its implementation in classrooms.
- Teachers, who teach English as a second language at secondary school level must have a favorable attitude towards communicative language teaching for the successful enhancement of language activities in the classroom.
- Teachers, who teach English as a second language at secondary school level must have a tendency to tolerate communicative errors done by students.

Suggestions for Further Study

1. Preparation of programmes for improving English language in respect of speaking, writing and reading skill and their experimental evaluation study may be taken up.
2. A similar study can be conducted on a large sample covering all the schools of Hyderabad region or other regions of KVS.
3. A comparative study can also be made related to the other students studying in government and private institution at different level.
4. The present problem of the study may be conducted as an experimental study.

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