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Use of Classroom Interaction Techniques and Modes to Promote Learner Participation and Retention at Undergraduate Level

Abstract

There has been a wide ranging research done on classroom interaction techniques and modes which explored how interaction is done between the teacher and students; students and students. Some common instructional modes which were dealt in the paper are lecturing; reading and explaining; post lesson activities and activities as instruction. A few classroom interaction techniques which were used in the paper are appreciating a poem; teaching prose and teaching writing. The main objectives of using such techniques and modes of interaction are to equip teachers to reflect on their own teaching strategies and to devise ways in which they can promote greater learner retention and participation in the classroom discussions; encourage teachers to use techniques for the development of whole class, group and pair work interaction. Another aim is to help teachers comparing between teachers' dominated instructional techniques and participatory modes. Through such techniques, the research paper broadly aimed at promoting linguistic and communicative competence of the professional students.

Keywords: lecturing, reading & explaining, post lesson activities, activities as instruction, appreciating a poem, teaching prose, teaching writing

Introduction: Every kind of teaching involves interaction between the teacher and students. The instructional methods are different like a teacher can have interaction with the students through the discussions, lectures, demonstrations, and question answer sessions and so on. In the present technological environment many instructional course adopt interactivity. Here the writer would like to focus on the class room interaction between the teacher and students; students and students. There are various ways in which interaction can be promoted in the

class room for the language acquisition through interaction. It promotes a great learner participation and involvement in the learning process. This also help the language learner build their own learning strategies so that they become learners and learn how to learn. And these principles are being implemented in the Indian language class rooms at under graduate level.

Problems of the study: On the basis of the researcher's experience and investigation in teaching English, students face difficulties in the classroom particularly in the lecturing mode where they were treated as passive learners. The students get very rare opportunity to give their responses in the class in the traditional way of teaching like lecturing. There is a dire need of communicative competence of the professional students.

Aim of the study: This article aims at exploring "The Techniques of Classroom Interaction" where the students as well as the teacher play an active role in teaching and learning process. The main objectives of using classroom techniques and modes of interaction are to equip teachers to reflect on their own teaching strategies and to devise ways in which they can promote greater learner retention and participation in the classroom discussions; encourage teachers to use techniques for the development of whole class, group and pair work interaction.

Methodology: The researcher used in this article the qualitative method of research. This study was designed after reading a lot of literature on the related topic and the experience of the researcher in the classroom that how the students face problems in learning and participating in the classroom activities, conducted in the classroom. Activities are conducted as competitions among the students on appreciating the poem, teaching prose, teaching writing etc.

Instructional modes:

Instructions can take several forms in an institutional set-up. Teaching language in colleges is based on a syllabus which is prescribed in text books. These text books consist of prose, poetry etc, along with a workbook for language practice.

Some instructional modes are:

1. **Lecturing:** The teacher begins to teach an essay or a short story with a biographical note of writer, later he talks about the content. At the end the

language section includes summing up, essay writing tasks which are to be made by the students after the guidelines of the teacher. There may be a little scope for interaction between the teacher and students in such modes. If the class is large the teacher happens to ask few questions and a few responses he gets.

2. Reading and explaining: The teacher reads out small chunks of a passage and explains the meaning. By asking comprehending check questions after each chunk teacher gets responses from a few of the students. The teacher gives meaning of difficult words and this is equated with learning vocabulary. Sometimes student are nominated to give answers and then the teacher tells the whole class whether the answer is right or wrong. The teacher is a turn-giver and decides when students can talk and when they cannot in this mode.
3. Post lesson activities: In the present days there is a prominent role for the oral proficiency and so role-play activities, making short presentations, storytelling or narration of events are the important tasks for the learners from which students get communication skills when these activities are conducted.
4. Activities as instruction: In it, the teacher raises an issue on a topic of a story and asks the students in groups of four or five to discuss it in each group every member should talk over the issue. After the discussion is over, with the help of dictionary or glossary in the text the students read the text and they are also asked to write a report of their views on the topic that they may agree or disagree with the author's views. Later the students are asked to bring similar articles or stories on the same subject for the next class for the comparative discussion on them between the teacher and students. Finally the teacher highlights the linguistic features and content that would contribute the language development.

The main principles in this mode are:

- The learners are capable of reading and understanding a selected text by them- selves
- The learners use language with one another in order to negotiate meaning
- The learners use language to write a report of their views, and to comment on the author's views.
- The learners use language to comment on the style of writing

How class room interactive manner is treated so that how the content is understood and language forms are emerged

Some class room interaction techniques:

1. Appreciating a poem: In the beginning the teacher talks a few minutes to the class in general later he leads the topic by asking the students to get into groups of four or five to do some activities. Such as:

- Teacher reads the poem aloud once and asks the students to read the poem individually. The teacher checks the global comprehension
- Discussing the difference in perspectives between the students account and the poet's account
- Reporting the group's views to the whole class as one from each group.
- Teacher asks the scenic beauty that students liked somewhere
- Teacher allows the students to ask questions regarding what they have not understood. Here the teacher asks some other students to explain, if no one to explain, he explains it.

Though the teacher does not teach the poem, he prepares students how to comprehend and allow them to negotiate meaning themselves. Some may not understand the poem but with the help of the peers it becomes possible. This helps the students to understand other poems on their own. At the end the teacher appreciates the poem.

2. Teaching Prose: The teacher asks the students to participate in a "humorous story telling" competition in which students are to volunteer for the contest. Each story is allowed for four to five minutes.

Before the contest the teacher announces the event and arranges the order of students and asks the rest of the students to evaluate the stories. Meanwhile the audience takes down the notes which will help them to evaluate the stories told by the students later

This is how they participate,

- Around ten volunteers tell different stories
- The audience put down the names of three best story –tellers in the order of merit on chits of the paper

- Students are asked to pair up and discuss the reasons for their final choices of winners
- A few students are nominated to give their reasons for the choice
- Teacher gives the feedback and also offers his opinion
- Doubts regarding text details are clarified by the teacher or the peers

3. Teaching writing: Here the students are asked to work in small groups where agreements and disagreements are allowed and with the help of the teacher they come closer to the expected norm of a good writing. The groups concentrate on the unity of thought, paragraphing, and underline topic sentences, circle the supporting sentences, identifying the linkers and noticing sentence balance. Later students are asked to write a piece of writing. They ask the teacher for the topic, the teacher may give the topic or ask the students to choose on their own.

Finally the group exchanges their writing and comments on their peers' work later the teacher comments on both and give his opinion.

So learning through interaction mode in the class room benefits both pedagogic and communicative purpose of the language use, as in the interactive mode language is generated by the user. It is used to get things done through variety of forms, statements, commands, questions and so on. The same content in the text book can benefit as the stimulus for the task. Thus both the content and communication pattern are acquired.

Conclusion: Some techniques of interaction in the class room by various modes of instructions and how much scope for the student to have interaction in each mode is discussed. It is said that there is a multidirectional flow of communication in the learner centered classroom in which interaction by itself becomes an instructional mode. Some interaction possibilities for doing a poem, prose and a writing task as a follow-up of the text are discussed. And there may be more discussion should be done on techniques of class room interaction at undergraduate level.

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