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Notice for the PhD Viva-Voce Examination

Ms Infanta Vincy R (Registration Number: 1830091), PhD scholar at the School of Arts and Humanities, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Friday, 10 November 2023 at 10.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis : **Effectiveness of Classroom Interaction on English Language Production in Tamil Medium Schools in Coimbatore**

Discipline : **English Studies**

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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 20 October 2023


Registrar

ABSTRACT

The research study emphasized the importance of classroom interaction (CI) in English language classes for language learning among disadvantaged learners of English as a second language. The present study attempted to address the problem of inequity in English language education by facilitating classroom interaction (CI) through the development of an Interactive Hour module based on the interaction approach to language learning. The two-phase mixed methods research study was conducted in government-aided Tamil medium schools and the participants were 10 English language teachers, 20 English language classrooms and 73 students. Phase I of the study, which was qualitative, was conducted to establish the need for the study in the context by systematically presenting the actual teaching and learning scenario of English language classrooms. The pedagogic goals of English language teachers, their classroom interactional awareness and the extent of classroom interaction in English language classes were evaluated through semi-structured interviews and classroom observations. The data showed that there was a gap between the language policy at the macro-level and actual practices of English language teaching and learning in the classrooms at the micro-level.

The pedagogical goals of English language teachers were not aligned with the goals suggested in the English education policy notes and the target language learning outcomes. Oral participation in English in mother tongue medium schools was recorded only up to an incredibly low 9.5% of the English language class. Analysis of Teacher Talk (TT) showed that the teachers did not exhibit skills and classroom context modes in English language classes. In the quantitative phase II of the study, the efficacy of the researcher developed Interactive Hour module was tested in terms of extent of classroom interaction (CI) and achievement of learning outcomes using classroom observations and rubric-scale based progress tests. The effectiveness of classroom interaction (CI-independent variable) on English language production (dependent variable) was evaluated in the experimental study. The English language speech output of the students that were recorded, transcribed, coded to derive the CALF (Complexity, Accuracy, Lexis and Fluency) pre and post intervention using an automatic analytic tool. The efficacy of the Interactive Hour module was established in terms of increased CI and achievement of learning outcomes to a very large extent. The effectiveness of Interactive Hour module on English language oral production was found to be statistically significant. Interactive Hour module was found to have a moderate effect on complexity, a large effect on accuracy and lexis and a very large effect on fluency.

Keywords: interaction approach, classroom interaction (CI), English language production, Interactive Hour, Complexity, Accuracy, Lexis, Fluency

Publications:

1. **Vincy, R. I., & D'Souza, G. (2023).** English language education scenario in India: A systematic review for developing policy recommendations. *Journal of English Language Teaching*, 65(4), 27-38.
2. **Vincy, R. I., & D'Souza, G. (2021).** Assessment of English language oral production using CALF: an automatic analytic tool for complexity, accuracy, lexis, and fluency. *Indian Journal of Educational Technology*, 3(2), 249- 260.
3. **Vincy, R. I. (2020).** Examining the effect of explicit instruction on vocabulary learning and on receptive-productive gap: An experimental study. *Journal of Language and Linguistic Studies*, 16(4), 40-58.