QUESTIONNAIRE
SAMPLE
Willig, A.C., Swedo, J.J., and Ortiz, A.A. 1987 *Characteristics of teaching strategies which result in high task engagement for exceptional limited English Proficient Hispanic Students.* Austin: University of Texas, Handicapped Minority Research Institute of Language Proficiency.


REFERENCE (ADDENDUM)

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<table>
<thead>
<tr>
<th>S.No.</th>
<th>Classroom Interaction</th>
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<tbody>
<tr>
<td>1.</td>
<td>Only classroom interaction enhances the efficiency of English Language teaching (skills like), reading, listening, writing &amp; speaking.</td>
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<td>2.</td>
<td>The teacher often directs questions at students whose attention appears to be wandering or who are restless and fidgety.</td>
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<td>3.</td>
<td>Students’ who could manipulate situation and people in the classroom are described as smart or real characters.</td>
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<td>4.</td>
<td>Boys receive more attention than girls.</td>
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<td>5.</td>
<td>Few students receive higher average level of attention by teachers due to the fact that most of them have learning and behavioural difficulties.</td>
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<td>6.</td>
<td>High levels of teacher interaction with certain students disguises equal treatment given to other students.</td>
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<td>7.</td>
<td>The teacher reinforces that the oral participation by</td>
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the student in the classroom is a necessary requirement for success in learning English literature.

8. Students' silence indicates a lack of understanding.

9. Students' active participation within the classroom demand teacher response.

10. The nature of any kind of interaction depends on the nature of the participants.

11. Usage of vocabulary in the first place, makes present teaching practices easier and more efficient.

12. Only teacher must direct and mediate the discussion.

13. Teacher must adjust the lesson to fit the class needs.

14. Students get distracted from the lesson when they are disinterested towards the topic.

15. Many students are too shy to willingly participate in a group environment.

16. Failures in the past classes lead the student to the refusal of participation in any discussion.

17. Teachers' able interaction and understanding with the
student will enable him (teacher) to adjust more accurately, the direction and the pace of the lesson and identify students need for encouragement or assistance.

18. Enabling students to interact on an individual and private basis with the teacher during the lesson increase the potential for productive interaction.

19. The self-reading method will provide the students with responsibility, to participate fully in the lesson process.

20. A teacher could effectively evaluate 30 or more student responses in real time

21. Providing the teacher with recorded feedback the classroom interaction system (CIS) gives them the opportunity to reflect on the effect of their teaching and improve their teaching style.

22. The teacher may comment upon each student's response to the entire class for discussion.

23. Classroom management should be aided by information on individual students' understanding and
progress.

24. Students benefit only by being active participants in the lesson.

25. Students will have their special needs met by asking questions framed by them, and by receiving more timely, personal and complete feedback.

26. Interactive mode of teaching is found to be suitable for every subject in all stages of learning process.

27. The teacher should discourage the status-quo-state of a student.

28. Students' expression of views externalises their built-in language learning ability.

29. Students' evaluative thinking and innovations enhance the teacher to adopt new techniques in teaching.

30. It is the learner's duty to make his/her teacher, sure about teaching capabilities.

31. Oral communication is improved through group discussion.
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<tr>
<td>32.</td>
<td>Only classroom interaction plays a key role in the assimilation of the language.</td>
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<td>33.</td>
<td>The interpretation of a teacher promotes discussion and dialogue strategies.</td>
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<td>34.</td>
<td>In order to get students interact, language fluency activity participation becomes necessary.</td>
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<td>35.</td>
<td>Interactive teaching builds divergent thinking.</td>
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<td>36.</td>
<td>Exerting different kinds of control over the classroom talk is to find out if the students understand what is being communicated in the class.</td>
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<td>37.</td>
<td>The analysis of interaction helps to study many patterns of teaching and learning.</td>
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<td>38.</td>
<td>Teacher acts as a language model and informant, as a corrector, as a provider of feedback on group and individual performance.</td>
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<td>39.</td>
<td>Teacher controls thematic and social structure of student participation.</td>
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<td>40.</td>
<td>Learner exposure to linguistics provides opportunities to develop understanding of the second language.</td>
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41. Teachers lead students towards convergent thinking.

42. Classroom Interaction System lends opportunity to develop understanding of classroom social rules and conventions.

43. Only teacher sets up communicative tasks in the classroom.

44. Learners usually activate their world knowledge.

45. Teacher shows less control over student output and social structure of communication.

46. Learners develop clarity of diction and alertness while responding to the teacher.

47. Expressing teaches own views through lecture, giving directions and criticising with the expectation of student submission tend to restrict student participation.

48. Infrastructure of the college has significant influence on different communication patterns of teachers' classroom behaviour.

49. Teachers should be provided with the required
interactions with students and faculty is the single most important determinant in college outcomes.

63. Interaction refers to personal communication.

64. Reading of second language deals with reading, as acquiring knowledge of the language.

65. Interactive listening plays an important role in language learning.

66. The effective use of reception strategies by listeners in interaction can solve immediate understanding problems and facilitate long-term language learning.

67. Encouraging more frequent use of the discussion method provides students the opportunity to create and manipulate language freely.

68. Classroom discussion that are educative, reflective and structured promote critical thinking and engage students in productive social interaction and let them assume responsibility for their own learning.
motivation at regular intervals through systematic orientation in the techniques and methods of teaching.

50. Colleges are the only learning communities.

51. In order to communicate students' expectations, they must offer a set of standards and examples that moves their discussion from generality to practice.

52. Learning to develop interaction pattern requires an investment of time and effort by the student.

53. The social interactional dimensions of students are reflected through the contacts with faculty, informal student friendships, clubs and organisations, and student conversations.

54. Outcome of progressive interaction is identified by students' work and the degrees to which they are involved with their studies and campus life.

55. Colleges provide opportunities for interaction and involvement and establish a climate conducive to responsible participation.

56. College climate which build student involvement Yes
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<td>57.</td>
<td>Institutional policies and practices must be oriented towards developing a climate in which students' responsibility for and active participation in their own collegiate experience are promoted.</td>
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<td>58.</td>
<td>Policies that stress the importance of student achievement and in-class interaction and support are essential for student growth.</td>
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<td>59.</td>
<td>Care must be taken to ensure that the students understand the nature and importance of interaction.</td>
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<td>60.</td>
<td>Small-scale, human environment must be built, in which students and teachers collectively can engage in the process of teaching and learning. As this is the process through which interaction occurs.</td>
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<td>61.</td>
<td>Course activities are the vehicle through which students may become more fully engaged with academic material.</td>
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<tr>
<td>62.</td>
<td>The quality of effort that a student expends in</td>
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