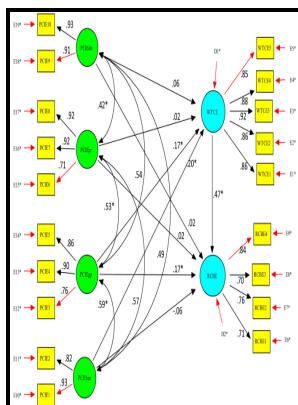


Effects of participation pattern and task type on language classroom interaction

-- Classroom interaction and the role of teacher in classroom interaction



Description: -

-effects of participation pattern and task type on language classroom interaction

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Triads in the L2 classroom: Interaction patterns and engagement during a collaborative task

You can't learn to play a musical instrument without actually picking up the instrument and similarly it is difficult to learn a language without engaging with that language. Giving learners roles adds variety to the lesson, contributes to more active learner participation in tasks and activities and allows the teacher to offer differentiated learning opportunities to students. The other method is whole class interaction.

What are Patterns of Interaction?

As a peer-reviewed journal, TQ's primary focus is to link theory with practice and to address the practical concerns of English language educators. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Teaching process language This is similar to classroom language but refers to the language that students need to interact.

What are Patterns of Interaction?

Given that language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner's ability in that language. There is actually no evidence to support this worry but it is still common. Students can be either sitting or standing in stations, choo-choo trains and inner-outer circles.

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Conclusion Interaction helps learners develop language learning and social skills and so maximising interaction in the classroom is an important part of the teacher's role.

What are Patterns of Interaction?

Depending on the activity aim, varying patterns of interaction can help you give learners different roles in the classroom. This form of classroom interaction teaches the students to respect their superiors. This descriptive investigation documents the nature of learners' interactions rather than

attempts to establish a link between their performance and learning.

What are Patterns of Interaction?

During this time, teachers can monitor and provide support — this might even help shyer and less confident learners to perform better during speaking activities. Some advantages of getting students to work together are to enable them to help and learn from each other and to let them work collaborative and feel more confident when contributing in the whole group. Furthermore, the finding that group and dyad interaction patterns produced more modification than did the teacher-fronted situation suggests that participation pattern as well as task type have an effect on the conversational modification of interaction.

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