



## Classroom Processes and Students' Learning

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### ABSTRACT

The study shows how classroom processes relate to students' learning outcomes in Urdu and English. For this purpose, five tools were used by the researcher in the Government Schools of Bahawalpur. The observation checklist by (Allwright, 2014); was used to personally observe the lectures of Urdu and English subjects by the researcher to check the verbal interaction between teacher and students and record these lectures. Second tool; test of English for 9th class, third tool; for the test of Urdu 9th class, fourth tool; for the test of English for 10th class and fifth tool; for Urdu 10th class were developed and conducted in same classes where observations were taken. After analyzing the data, the result was concluded, showing that classroom interaction is highly related to student learning outcomes. There was a negligible relationship between classroom management and students' learning outcomes. It was found weak but positive relationship between students learning outcomes and repetition reinforcement. There was a weak but positive relationship between students learning outcomes and encouragement and evoking stimulus by teachers. Research confirms that there was a negligible but positive relationship between teacher information explanation during lectures and students' learning outcomes. So Teachers should spend more time on students' learning instead of classroom management, discipline, and behaviors. Teachers are the lighthouses; who are working to guide the learners. Policy recommendation for Government Schools is; that highly qualified teachers should be appointed in Schools who are experts in the subject language, have effective communication skills, and have command of teaching and learning processes. Government should provide facilities to schools like language laboratories for language teachers for the better and more effective learning environment.

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### 1. Introduction

Process is a sequence of events or steps taken in order to achieve a particular result. There are many ways to think about important classroom processes. Many of these are explained in models that draw from research based on John Carroll's (1963) model of school learning (Huitt, 2006). Classroom process and students learning outcomes is interrelated with each other. If classroom activities are not successful then students learning may effect and disturbed. Learning outcomes are manipulates by the subject base learning experiences with physical world according to their environment. Students learning depends on previous knowledge, subject of learning, the aims, the interest that controls the process of interaction between teacher and students (Saggaf, Salam, & Rifka, 2017). Learning of students and methods which teacher adopted, interactions constantly exhibit in the teacher and student talk, their investigation of the developing relationship between pedagogy, strategies and communication (Saggaf et al., 2017; Seedhouse & Walsh, 2010).The continuing learning ways

enhance the understanding, develop learning opportunity for teachers' increases and provide necessary high quality professional learning with practical and skill base understanding (Seedhouse & Walsh, 2010). In classroom interaction between teacher and students in target language is important for developing knowledge about languages although it's difficult for native speakers to learn and speak in targeted language (Moore, 1989). Nisa (2010) interaction during learning process is the transferring of knowledge, thoughts, emotions, thinking about new ideas, creativity among people or learners, and it plays reciprocal effect on each other's.

Giving the direction and explanation, model reading, translation of foreign language in native language and checking the students' comprehension skill about the languages, all these strategies are very important for better interaction and for healthy classroom processes (Chasanah, 2015). Pujiastuti (2013) says that teachers of languages were spent mostly time in talk in the classrooms. That means teacher play active role in language learning. Flanders mechanism was observing only the verbal contact in the classroom and nonverbal signs are ignored (Lambert, Goodwin, & Roberts, 1965). The behavior management for effective teaching in classroom is maximizing the academic instructional time for involvement of student, and success, and hands-on performance management practice and obvious vision (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015). The research utilize the verbal aspects during classroom observation, the classroom activities are provides to learners who are unwilling to orally participates in class activities and discussions (Gaies, 1983).

In Behavioral Observation System; Using 10 second intervals to calculate the percentage of recording class period. The amount of the huge division of the tool such as target language, English and real language or native language, teacher talk and student talk, on communication drill language review from the individual categories. Further division is based on learning activities, drill and real language categories (Allwright, 1983).

The purpose of this research is to better understand how students learn in Urdu and English subjects and how classroom processes effects on students learning outcomes. In 21<sup>st</sup> century languages play important role in development of any nation. Teachers' who teach languages, their verbal and nonverbal interaction, pronunciation, talk, actions and responses with students effects and produce students learning, if students also receive effective knowledge than the response must also be positive. In this study researcher want to analyze the teacher talk and students talk improve and produce the learning in language subjects.

What is the relationship between classroom processes and students learning outcomes? Globally classroom processes are much important in teaching and learning process, it effects on the academic performance, enrichment of students learning outcomes and ability development. Interaction of teacher either verbal or nonverbal has effect students learning outcomes. The Objectives are to observe classroom processes in language subjects at secondary level Schools of Bahawalpur, to observe the interaction between teachers and students in Urdu and English language classrooms, to measure the learning outcomes of student in language subjects at secondary level and to find out relationship between classroom processes and students learning outcomes at secondary level.

The Research Questions are as follows;

- What is the classroom processes during language subjects of secondary Schools of Bahawalpur?
- How teachers interact with students in Urdu and English subjects?
- How English and Urdu languages effect the students learning?
- What is the relationship between classroom processes and students learning outcomes?

The importance of teacher student interaction in classroom processes cannot be ignored. This study will be useful and beneficial for administrators in secondary Schools and to make informed decisions regarding language subjects. In Pakistan Urdu is use as national or as native language and English as foreign language. Through this study, teachers, administrations in schools, parents and other stakeholders can take benefits. This study tell us

how teachers interaction and classroom processes during language lessons are enhance and produce students learning outcomes in form of language acquisition.

The Hypothesis are as follows;

H<sub>1</sub>: There is no significance relationship between classroom processes and students learning outcomes.

H<sub>2</sub>: There is no significance relationship between teacher student verbal interaction and students learning outcomes.

Study will be based on observation of teacher and student interactions in Urdu and English subjects. Research will be Quantitative in nature and observation will be taken and conduct test so its Quasi experimental design research. The study is delimited to the teachers and students of secondary schools of Bahawalpur. It is observational study, researcher observe one by one lecture of each subject and takes a lot of time. So according to this we limited to Bahawalpur Government Schools. As in all Government teachers' selection criteria, promotion criteria and working environment are same it means we considered all country. And our observations and findings are same and generalizable.

## **II. Review of the Related Literature**

### **A. Introduction of classroom processes**

The actions that performed by the teacher and the students in the process of teaching and learning in the classroom is called classroom interaction. Interaction can be verbal interaction and nonverbal interaction it depends on the person, subject and situations. During classroom processes, when students do their written and oral interaction in the classroom. it means that they have done their verbal interaction and for their nonverbal interaction showed from their responses such as head-nodding, raising hands, blinking eyes and many different ways to show their learning and understanding (Mardiana, Zainuddin, & Gultom, 2019). An observational tool Flanders Interaction Analysis Categories System (FIACS) is used only the verbal communication in the classroom and ignores the nonverbal signals. FIAC is a Ten Category organization of verbal potentials. Seven categories used when the teacher is talking (Teacher Talk) and two for the students when they are talking (students Talk) and last category is for silence or confusion (Nurhajati, 2017).

### **B. Teaching Learning Model**

According to the model of the teaching and learning process by Using Carroll's terminology, learning as output and Output contains the specific measurement of learning of students' achievements, mental growth, public speaking skills, etc. Situation contains the environmental factors such as home and social atmosphere. The characteristics of teachers and students interaction level the teaching and learning process teacher is source of input and students are represent output in return. In result from interaction which happens in classroom process is the combination of thinking, feelings, promises, and actions of teachers and students dealing patterns and descriptions of the learning environment (Huitt, 2006).

Classroom-centered research or Classroom base research should be taken as a cover term for a complete variety of research on language learning base study in classrooms. Allwright, Woodley, and Allwright (1988) classroom centered research is based on through Observation, through Introspection and through triangulation (Allwright, 2014). Gaies (1983) provide new dimension Classroom Process Research (CPR) which is also called classroom-centered research. This type of research is investigating the several factors that form language acquirement in language classrooms. Classroom-process research may serve to refine our considerate of guide of involvement the study presents an exceptional design. Schinke (1981) has observe outline of involvement in English language classes. There are alternative approaches (anthropological, qualitative, and mentalist research) to classroom-process research (Chaudron, 1977).The communicative approaches currently focuses on the uses of fictional manuscripts in the language classroom based teaching and oral proficiency, are calling for a re-examination. Higher Secondary level learners often distinguish an inequitable space between the literary selections of the second year and the readings they were presented at the elementary level, where the translation of the text give the impression of difficulty to understand with the help of thesaurus transformation of its critical components (Kramsch,

1985). Interaction plays major responsibility in the language classrooms as it can increase language related vocabulary of students (Rivers, 1987), make stronger the societal connections (Naimat, 2011), and expand communication skills and build high level confidence (Thapa & Lin, 2013).

### **C. Features of Classroom Communication**

In language learning model teacher talk is important for process of the acquisition but also important for the arrangement and for management of the classroom environments. In teaching process, teachers frequently make simpler speech, by using simpler vocabulary and grammar, giving it many of the characteristics of foreign person talk such as apply slower and louder than normal speech, and the sometimes present repeated subject matters. Students talk can be used by the learners to articulate their own thoughts, begin new area of study, and enlarge their personal views or opinions. After that the outcome is in form of their knowledge will develop and generate. When student is talking that show they are concentrating on activity that will helpful for the effective teaching learning tasks and practices (Moskowitz, 1968).

### **D. Observation of classroom processes**

In teaching of spoken skill observe the fluency and accuracy in grammar, vocabulary and pronunciation should be taken and observed in languages (Kouicem, 2010). Qualitative researches will be designed to select in order to explores in depth actions and tasks in which one or more individuals are understanding the social phenomenon of classroom processes (Creswell & Creswell, 2017). In this research the data will be collected through naturalistic observation. Fraenkel, Wallen, and Hyun (2012), explains the individuals' observations in their natural settings, basically observes and record about what happens and occurs in real life sittings. The classroom processes will be observed and watched through video recording tools. Classroom practices like large classes, strength of students, un avoidable environmental conditions, unmotivated learners, lack of adequate time, lack of resources and the need for examination preparation, busy routine of teachers, lengthy study material and short time to cover course (Tomlinson, 2013). The behavior management for effective teaching in classroom is maximizing the pedagogic instructional time for involvement of student, and accomplishment, and hands-on performance management practice and obvious vision (Pas et al., 2015). The effective use of these practices for class management, nonstop clarification of lecturers point out that they be able to frequently use these strategies, so observation, check, balance and constructive feedback are necessary and important for effective classroom management (Reinke, Stormont, Herman, & Newcomer, 2014).

To summarize as the classroom processes have been discussed in many ways but their effect on the language learning is not determined in any of the research paper available. Hence this study will fill the gap between available literature and body of knowledge.

## **III. Research Methodology**

Study is carried out to find out the relationship between classroom processes and students learning outcomes in (Urdu and English) languages as subject at secondary level. This research is quasi experimental in nature; as intervention classroom processes were observed. Observations of Urdu and English subject teachers and test results of their respective students were used to explore the relationship among the variables in this research study.

### **A. Study Design**

Study was based on observation of teacher and student interactions in Urdu and English subjects. Observations were taken and conduct test from respective course related books so this research design was quasi experimental. The secondary level school teachers and students, both boys and girls and their respective language subject teachers are included in the study. All secondary level (9<sup>th</sup> and 10<sup>th</sup> class) language subject teachers and their respective students of Urdu and English subjects are included in this study as population.

### **B. Research Tools**

One already prepared and tested research tool was adopted to check relationship between classroom processes and students' learning outcomes in languages as subject at secondary level. Following were the research tools: Observation sheets ( adopted and modified

for this study (Allwright, 2014), Videos, audio recordings and tests were conducted after observations in Urdu language and English language classes. Urdu and English subject MCQ type test of 9<sup>th</sup> and 10<sup>th</sup> classes were made by researcher. After checking validity, reliability, difficulty index and discrimination analysis of these tests results were used to establish relationship between Teachers' talk, students' talk, other behaviors and students' academic achievement.

### **C. Population and Sample of the Study**

Population was selected the level 9<sup>th</sup> and 10<sup>th</sup> classes of Government schools of Punjab. Both boys and girls students and their respective subject teachers were included in the population. Two language subjects Urdu and English were selected. Observations of language classrooms and papers were taken from respective classes. All subject teachers and students of Urdu and English subjects were included in this study. The sample includes 21 teachers and their respective student of Bahawalpur City. Students of 9<sup>th</sup> and 10<sup>th</sup> classes from 4 schools in Bahawalpur, Pakistan were included in the sample. In this manner convenience sampling technique was used to extract the sample both for the teachers and the students. 230 students of 9<sup>th</sup> class English, 320 students of 9<sup>th</sup> Urdu, 221 students of 10<sup>th</sup> English and 222 students of 10<sup>th</sup> Urdu were included in study.

### **D. Data Collection**

Bahawalpur is the city of Palaces located in Cholistan, Punjab Pakistan. The research tool observation check list was adapted (Allwright, 2014), for Urdu and English teachers and test designed for this research and administered personally as a participant observer for students by following the procedure sampling.

### **E. Research Paradigm and Design**

This study aims to investigate classroom processes and learning outcomes, for this purpose the positivist paradigm was used to conduct the study. It is evident that every action has a reaction. Evidences were investigated and evaluated through scientific method results were concluded. The positivist believed in empiricism, the idea that observation and measurement was the core of the scientific attempt. That means during classroom processes; interaction, verbal and nonverbal communication, methods etc. everything was measurable. The key approach of the scientific method is the experiment, the attempt to determine natural laws through direct manipulation and observation (Weideman, 2012). Used mix method data collection technique to find the results. Present study tries to find out new implication of existing theory in Urdu and English language subjects. It was quantitative study, positivism is often associated with the quantitative research approach in which the purpose is to predict, control and generalize the findings through surveys, observations, questionnaires or experimental methods.

### **F. Pilot Study**

After reviewing the related literature, tools were developed and validated by the supervisor and the experts, and then pilot study was conducted on the students who were studying Urdu and English language courses. The reliability using Cronbach's Alpha tells us that scale has reliable value of more than 0.7. Difficulty index of accepted questions were 35%. Discrimination Power of acceptable range is more than 0.2 and if less than 0.2, item was rejected. Only accepted items were included for final data collection.

## **IV. Data analysis and Interpretation**

In this study, data collected by results and questionnaire was analyzed by software SPSS. Finding, conclusions and recommendations were drawn after interpretation of data collected. Findings of this study were interpreted in terms of mean score, correlation, etc.

### **A. Correlations between Teachers talk time and Students Results**

- The correlation between evoking students' response by the teachers' and students' academic results shows there is strong positive relationship between evoking students' responses by the teacher and students' academic achievement. But this relationship is statistically significant at the 0.05 level. As correlation coefficient is .446\* at alpha  $\alpha$ = 0.042.

- The correlation between evoked by students of the teacher and students' academic results shows there is strong positive relationship between evoking students' responses by the teacher and students' academic achievement. But this relationship is statistically not significant. As correlation coefficient is .304 at alpha  $\alpha = 0.181$ .
- The correlation between classroom management by teacher and students' result shows there is negative relationship between classroom management by teacher and students' result. And this relationship is statistically not significant. As correlation coefficient is -.1156 at alpha  $\alpha = 0.616$ .
- The correlation between facilitating performance of teacher and students' result shows there is negative relationship between facilitating performance of teacher and students' result. And this relationship is statistically not significant. As correlation coefficient is -.168 at alpha  $\alpha = 0.465$ .
- The correlation between information explanation by teacher and students' result shows there is negative relationship between information explanation by teacher and students' result. And this relationship is statistically not significant. As correlation coefficient is -.166 at alpha  $\alpha = 0.471$ .

In the light of the data analysis of the study, the researcher assembles the findings, Conclusions, Discussion, and for future researches; recommends some suggestions.

#### **B. Findings: Correlations between Teachers talk time and Students Results**

- There is strong positive relationship between evoking students' responses by the teacher and students' academic achievement. But this relationship is statistically significant at the 0.05 level. As correlation coefficient is .446\* at alpha  $\alpha = 0.042$ .
- There is strong positive relationship between evoking students' responses by the teacher and students' academic achievement. But this relationship is statistically not significant. As correlation coefficient is .304 at alpha  $\alpha = 0.181$ .
- There is negative relationship between classroom management by teacher and students' result. And this relationship is statistically not significant. As correlation coefficient is -.1156 at alpha  $\alpha = 0.616$ .
- There is negative relationship between facilitating performance of teacher and students' result. And this relationship is statistically not significant. As correlation coefficient is -.168 at alpha  $\alpha = 0.465$ .
- There is negative relationship between information explanation by teacher and students' result. And this relationship is statistically not significant. As correlation coefficient is -.166 at alpha  $\alpha = 0.471$ .

#### **V. Conclusions**

Following are the conclusions of this study:

- When teacher enters in classroom they interact with students in form of questioning may be personal, related to individual student or mostly related to studies. That create the positive interaction between teacher and students, attention seeking and alert the students but this interaction cannot impact on students' academic performance.
- Transfer of knowledge in form of explanatory presentation, teacher try to explain the meanings and use language when students listen they response accordingly. In this way it not only clarify the concept about grammar structure, sounds and intonation etc also it better for language production.
- Teachers are facilitator, when they put efforts for language learning their utterances required to fulfill the purpose of communication skill not only in English also in Urdu language.
- Positive feedback by the teacher encourages peers to speak and write in any language. Teacher presents the model reading and students listen and then read aloud after teacher. In this regard teacher provides explanation of text, correction representation, grammatical structure and sound system of English and Urdu languages generalization of students' utterance.

In the light of conclusion; the classroom interaction between teacher and the students especially verbal classroom interaction in English and Urdu subjects analyzed through observation checklist. This research discovered that if teacher had command on subject, knowledgeable, self-efficacy, and has effective communication skill of subject base language he/she interacts positively to the students and which positively impacts on students learning outcomes. These observations are similar to (Saggaf et al., 2017).

Shomoossi (2004) defines that behaviors of teachers are very important for creative and productive teaching learning processes. When teachers behave nicely with students the response is same in return by students. During observation the behavior of teachers was positive. These observations are similar to (Shomoossi, 2004). Pujiastuti (2013) says that teachers of languages spent mostly time in talk in the classrooms. That means teacher play active role in language learning, so teacher must have strong command on core skills which develop and enhance students learning. This study observed that Urdu teachers had more command on their subjects as compare to English teachers. Same difference was observed in their classroom talk time (Lai, Yeung, & Hu, 2016).

Results suggest that achievement of students is maximized by the following classroom conditions; high emphasis on real language categories by teachers, academic instructions and student engagement in academic tasks, repetition, reinforcement, encouragement, and prompt feedback to students etc. on the basis of results the suggestion presents that in Government schools number of students in the class may affect the classroom management so for better classroom organization schools should provide facilities like big rooms or fixed strength, where teachers should apply multiple techniques related to classroom management, which will be a better and developed students learning.

Research suggest that teachers are the persons who help students to acquire knowledge, competence or virtue for this purpose they must have knowledge full, competent, have knowledge to adopt strategies, methods and command on subjects specially language subjects. For the improvement it is recommended that the school education department; should provide facilities like trainings for up gradation of teachers' knowledge. Pedagogical trainings should be arranged for teachers to learn the latest and upgraded strategies to learn different ways of interaction with students. Research suggests the stake holders, policy makers, principals and the training departments; should arrange or develop language laboratories for Urdu and English language teachers. It is suggested that similar research should be done comprising public and private sectors and research covers only language subjects that may also achievable in other subjects.

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