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Enhancing college classroom interaction: A journey of discovery and engagement

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Abstract
This research paper is a subsidiary initiative of Tamil Nadu Agricultural University (TNAU), titled "A Study on Classroom Interactive Skills in English among First-Year Undergraduate Students of Agriculture Sciences." The goal is to actively engage these students in the learning environment and provide effective guidelines to enhance their interactive skills in an English classroom context.
The peer interaction and learning motivation had a direct impact on student's interactive skills. Furthermore, indirect effects were found between students' learning strategy through the mediator peer interaction, and between classroom preferences through the following: learning motivation, the combination of learning strategy and peer interaction, and the combination of learning motivation, learning strategy and peer interaction. Based on these findings, this study recommends that instructors teaching in a learning environment should focus on improving peer interaction and learning motivation, as well as smart classroom preferences and learning strategy, to hone students' interactive skills.

Keywords: Interactive teaching, skills, real communication situations, accuracy, fluency, spoken language teacher's role

Introduction
The college classroom is a vibrant ecosystem where knowledge, ideas, and perspectives converge. Among the many elements that shape this environment, classroom interaction stands out as a catalyst for intellectual growth and holistic development. This article embarks on a journey through the nuances of college classroom interaction, drawing insights from various sources, including research documents and expert opinions.
The study adopts a comprehensive methodology involving surveys, analysis, and action research to achieve its objectives. The foundation of effective classroom interaction lies in pedagogical strategies that encourage active participation. Research documents emphasize the significance of interactive tasks that stimulate discussion, debate, and collaboration. These tasks not only enhance comprehension but also cultivate critical thinking, problem-solving skills, and interpersonal aptitude.
An essential aspect of classroom interaction is acknowledging the diverse needs and learning styles of students. The integration of questionnaires enables educators to gain a deeper understanding of their students' preferences, strengths, and challenges. Armed with this information, educators can tailor their approach, fostering an inclusive atmosphere where every student's voice is heard.
The peer interaction and learning motivation had a direct impact on student's interactive skills. Furthermore, indirect effects were found between students' learning strategy through the mediator peer interaction, and between classroom preferences through the following: learning motivation, the combination of learning strategy and peer interaction, and the combination of learning motivation, learning strategy and peer interaction. Based on these findings, this study recommends that instructors teaching in a learning environment should focus on improving peer interaction and learning motivation, as well as smart classroom preferences and learning strategy, to hone students' interactive skills.
The analysis of the research results shows that interactive teaching best helps students to get maximum involvement in the lecturing process. The student is not only a passive recipient of knowledge, who is constantly in the position of the listener but is actively involved in the lecturing process and gets maximum knowledge. As a result, the information received is remembered for a longer time.
Recent studies show that interactive learning helps the learner not only to easily acquire new material but to memorize it for a longer period of time.

Methodology

To understand the development of students' interactive skills of students in the classroom environment, a structural equation modeling analysis was used to examine the relationships between key factors that influence students' learning and their interactive skills within classroom environment. A completed a survey with a sample of 40 first year undergraduate students of 2017 Batch of Agricultural Sciences That measures their smart classroom preferences, learning motivation, learning strategy, peer interaction.

1. Among the topics that students showed a strong preference for were music, literature, films, stories, sports, and notable individuals. This indicates that students are more likely to engage in discussions about subjects that interest them, which creates a conducive environment for meaningful conversations.

Table 1: Significant Challenges

Option	N	%
a	8	20
b	15	37.5
c	17	42.5
Total	40	100

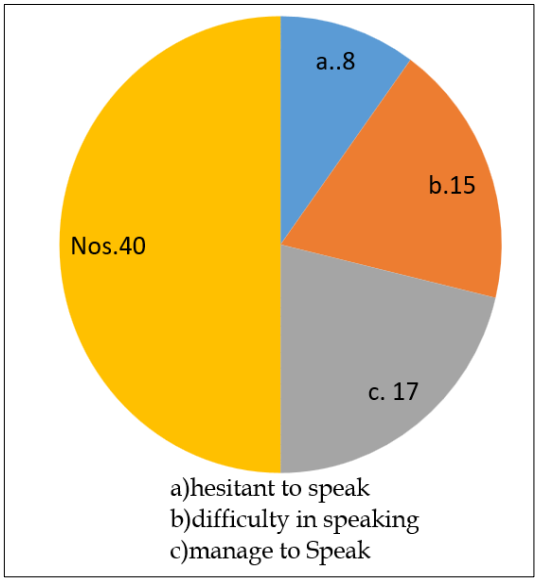

Fig 1: Significant Challenges

The above observations suggest that while students are enthusiastic about specific topics, there is a need to enhance their oral communication skills by addressing challenges related to fluency, grammar, pronunciation, and the ability to provide comprehensive explanations. This insight will guide the design and implementation of interactive tasks aimed at refining students' speaking abilities.

2. Three distinct tasks were designed with the primary objective of refining students' speaking abilities.

Table 2: Reflection for Tasks

Option	N	%
a	9	22.5
b	11	27.5
c	8	20
d	12	30
Total	40	100

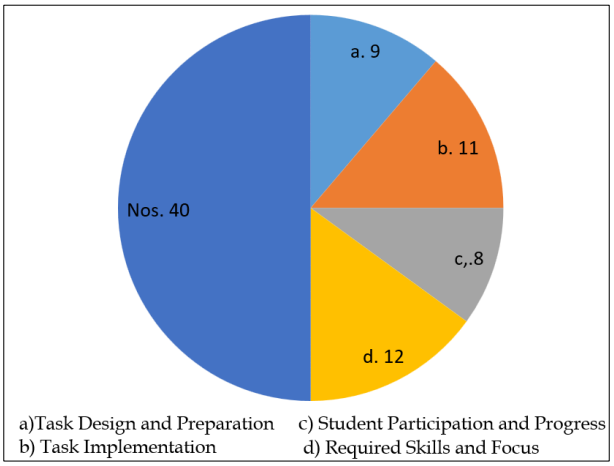

Fig 2: Reflection for Tasks

The implementation of speaking tasks marked a pivotal step in addressing the deficiencies observed in students' speaking skills. This proactive approach serves as a foundation for the subsequent tasks aimed at further refining oral communication abilities.

3. In contrast to the initial diagnostic stage, a noticeable improvement in sentence structure was evident during the implementation of speaking tasks. This realization prompted the exploration of strategies to reinforce the integration of linking words in oral production.

Table 3: Innovative Approaches

Option	N	%
a	13	32.5
b	17	42.5
c	10	25
Total	40	100

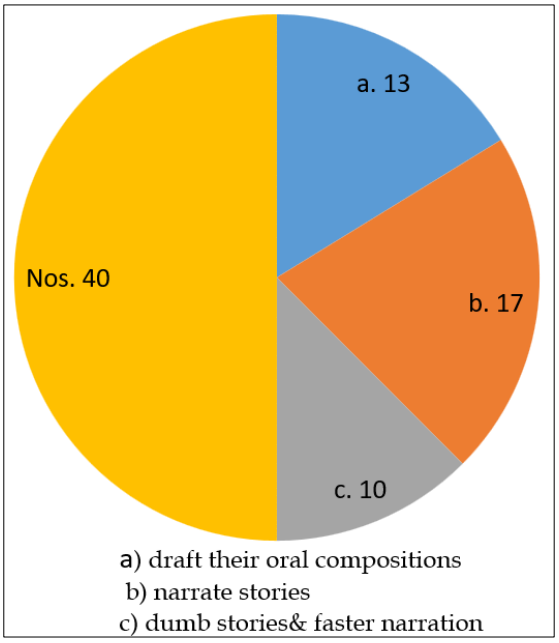

Fig 3: Innovative Approaches

The transition from diagnostic analysis to task implementation brought about promising improvements in students' sentence structures, incorporating paralinguistic devices and personal narratives. This evolutionary process

underscores the dynamic nature of pedagogical interventions and the continuous refinement of strategies to nurture effective oral communication skills.

4. The culmination of the project entailed the implementation of a final task, designed to foster dynamic conversations and consolidate the progress made in enhancing students' oral skills. Through open-ended questions, students actively exchanged information, shared viewpoints, and substantiated their ideas orally.

Table 4: Interactive Tasks and Collaborative Learning

Option	Nos.	Percentage
a.	12	30
b.	16	40
c.	12	30
Total	40	100

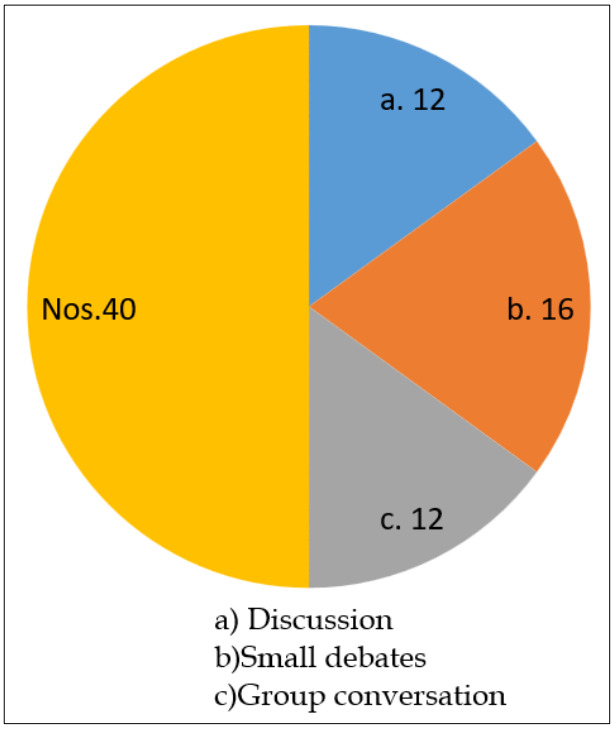

Fig 4: Interactive tasks and collaborative learning

The final task not only showcased the progress made but also exemplified the potential of well-designed interactive tasks in promoting holistic language development. The implementation of the final task marked the pinnacle of the project's efforts to enhance students' oral skills. By incorporating collaborative learning, interactive activities, feedback loops, and structured debates, students engaged in meaningful conversations and practiced substantiating their ideas effectively.

Table 5: Inhibiting factors

S. No.	Factors	Nos.	Percentage
a.	Lack of interest	16	40%
b.	absence of teacher motivation	12	30%
c.	fear of making mistakes	7	17.5%
d.	individual talkativeness	5	12.5%
Total		40	99.5%

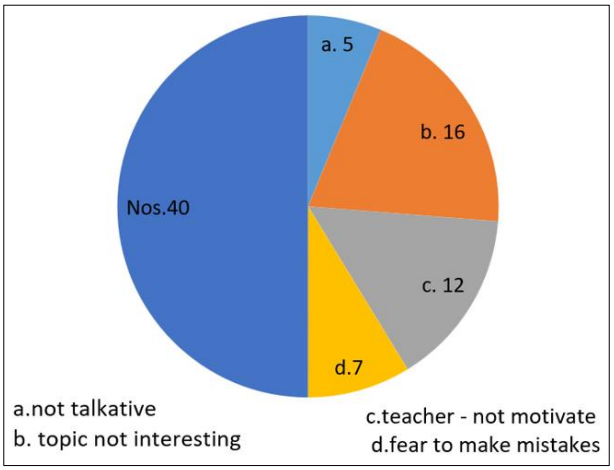

Fig 5: Inhibiting factors

The inhibiting factors mentioned above play a significant role in this study. The analysis of the research findings offers valuable insights into the dynamics of classroom interaction and its role in the development of students' speaking skills. The chosen sample, comprising predominantly female students (70%) over males (30%), sheds light on gender-based preferences in language learning. Females often display a greater interest in studying foreign languages, particularly English, in comparison to males who tend to pursue scientific studies. This divergence might account for the observed gender distribution within the sample.

In conclusion, classroom interaction emerges as a pivotal factor in the enhancement of speaking skills. The research findings underscore the importance of student-teacher rapport, balanced participation, interactive activities, and a supportive environment for successful skill development. Learners' active involvement and consistent interaction hold the potential to significantly enhance their speaking abilities and overall language proficiency.

The article does not attempt to contrast interactive and traditional methods but rather to highlight advantages of the interactive method and underline its effectiveness to activate creative thinking, analytic and argumentation skills in students.

Conclusion

In conclusion, classroom interaction emerges as a pivotal factor in the enhancement of speaking skills. The research findings underscore the importance of student-teacher rapport, balanced participation, interactive activities, and a supportive environment for successful skill development. Learners' active involvement and consistent interaction hold the potential to significantly enhance their speaking abilities and overall language proficiency.

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