

TEACHERS' DEMOGRAPHIC VARIABLES AND PATTERN OF INTERACTION IN ENGLISH AS SECOND LANGUAGE (ESL) CLASSROOMS

DADA Esther Morayo (Mrs.)

Institute of Education, Faculty of Education, Ekiti State University
Ado-Ekiti, Ekiti State, NIGERIA

ABSTRACT

Teachers are central to the teaching and learning processes that go on in the classrooms. The teacher is such an important factor in any classroom activity because it is the way he/she directs the classroom activities that will produce the expected learning outcomes in the learner. It is against this backdrop that this study examined some teachers' demographic variables and how they impact on their classroom interaction patterns. The descriptive design of the survey type was employed. The population for the study comprised all English language teachers in Ado- Ekiti. Four teachers were purposively selected as the sample and data were collected through classroom lesson observations. The recorded lessons were transcribed using Hillman's 1997 new coding system to categorise them into seven categories called pedagogical moves. These coding were later subjected to statistical analyses. Results obtained showed that none of the demographic variables of gender, qualification and years of experience had any significant relationship with the teachers' patterns of interaction. It is recommended among other things that teachers should be given appropriate opportunity for professional development and that the teacher education curriculum should be upgraded to accommodate training in classroom interaction models.

Keywords: Teachers' demographic variables, Classroom interaction, Patterns of classroom interaction, English as Second Language Classroom (ESL).