

## A STUDY ON RESPONSIVE CLASSROOM APPROACH IN ENGLISH GRAMMAR IN TERMS OF EFFICIENCY OF THE TEACHER

**Dr. Suman Lata Katiyar,**

Assistant Professor, Dept. Of Education R. B. S. College, Agra

**Preeti Shakya,**

Assistant Professor, Dept. Of Education, Baikunthi Devi Kanya Mahavidyalaya Agra

### ABSTRACT

*The aim of this research is to study on responsive classroom approach in english grammar in terms of efficiency of the teacheres. Responsive Classroom (RC) programmes are meant to meet children's psychological, social, & emotional needs in order to create an atmosphere that supports children's involvement in school while also boosting academic success, as well as social, emotional, & behavioural growth" The RCA method is predicated on idea that developing & supporting strong peer connections & interactions would reduce conflict among students as well as b/w students & teachers. However in this study the researcher conducted a research on "A study on responsive classroom approach in english grammar in terms of efficiency of the teacher". In conclusion, the current research indicates that positive interpersonal interactions have a significant influence in the classroom. Morning meetings allowed them to voice their preferences, opinions, and views without fear of being judged, which fostered a strong sense of trust and camaraderie among them.*

*Keywords- Classroom Approach, Principles, morning meeting, concept, structure, teachers*

### INTRODUCTION

Responsive Classroom is more than simply a social skills curriculum or a character education supplement. It is also neither a lesson plan or a curriculum. It is a strategy of dealing with education that coordinates socio-emotional and academic learning and has an influence on all aspects of the curriculum. The RC method seeks to assist instructors in converting individual classrooms, as well as the school as a whole, into a more safe, conscious, and supportive environment in which students and teachers take responsibility for their own teaching and learning. The classroom community - instructor (teacher) and understudies (students) – gathers in a circle at start of each day to greet one another, exchange information from their daily lives, participate in group activities together, and hear a daily message from instructor. Morning meetings might last ten to fifteen minutes and provide valuable opportunities for children to practice socio emotional & academic skills that will be useful throughout the day. The Goals of morning meeting is to create a classroom community while also meeting kids' needs to belong, feel significant, and have fun. It put into practise and strengthen important academic skills and integrating social and academic learning and also to build trust and establish a pleasant learning tempo.

Four activities are done in the following order in every morning meeting :

1. **Greeting** : Students greet each other by name, invite everyone into circle, establishes a welcoming tone for first activity of the day, and creates a trusting atmosphere that is important for following segment, sharing.
2. **Sharing**: Students present their ideas & facts in an orderly manner. Everyone in the circle gets a brief opportunity to reply to the educator's chosen point. Students couple up to discuss on a topic chosen by the educator during partner sharing. Sharing soon before the start of the morning meeting ensures that youngsters will have the bravery and mood required to complete this difficult and complicated activity.
3. **Group action**: Students are prepared for the excitement of the full morning meeting by brief, vigorous activities after a nice start to the session by sharing. These might include interactive games, arithmetic exercises, choral and verse reading, remembering, singing, & reciting.
4. **Morning message**: Students acquire academic abilities & establish a healthy classroom community by reading and debating a daily message produced by their instructors that interfaces with both socio-emotional and academic skills. Morning speeches help kids settle down after the joyful movement of group exercise and serve as a transition to remainder of school day.

## LITERATURE REVIEW

Hyginus Lester Junior Lee (2012) investigates the use of Smarty's, a formative assessment instrument shaped like a board game, as an alternative teaching and learning aid in the language classroom. A survey questionnaire was also utilized to ascertain their views and opinions regarding the use of board games for language acquisition. The findings revealed that students had favorable sentiments regarding the use of smarty's.

Sharma and Gaur (2013) attempted to determine the effect of Parental Education, Locus of Control, and Intelligence on the development of classroom morale of senior secondary school students in their research paper titled, "Classroom Morale in Relation to Parental Education, Locus of Control, and Intelligence." The findings were analysed using a 2x2x2 factorial design. Parental education was discovered to have a major impact on the development of classroom morale.

Sara Rimm-Kaufman and colleagues (2014) The purpose of this randomised controlled field study was to investigate the effectiveness of the Responsive Classroom (RC) strategy on student success. Schools (n = 24) were randomly assigned to intervention or control conditions, and 2,904 students were examined from the end of second to the end of fifth grade.

Mirna Begagi (2014) explains the concept of collocation as well as its most popular classification, emphasising the need of correct use for English language students who are native speakers of Bosnian/Croatian/Serbian (BCS). This might be because the collocations of the language children are learning conflict with the collocations of their home tongue, but it could also be due to the manner students are taught English (vocabulary negligence in comparison with grammar and unawareness of the importance of collocations in language learning).

Sharma and Naveen (2016) attempted to determine whether there is a relationship between Classroom Morale of Adolescent Students in Relation to Their Gender, Locality, and Type

of School in their research paper titled, "Classroom Morale of Adolescent Students in Relation to Their Gender, Locality, and Type of School." The level of classroom morale of rural and urban teenage students is not significantly different. Teenage students in public schools had better classroom morale than adolescent students in private schools. There is no substantial variation in the level of classroom morale of teenage pupils in public and private schools."

Zhen Zhou (2017) conducts a questionnaire study and interviews with students from a high school in China's Hubei Province. The results show that high school pupils' grammar learning strategies are at a poor level. The study's findings show that there is a significant difference between female and male students in terms of English grammar method use and grammar score. This result contributes to a better understanding of high school students' grammar learning technique usage and provides some references for improving high school English teaching efficiency.

Chunyi Ji and Qi'ang Liu (2018) conduct a questionnaire survey and interviews with students and instructors from three different junior middle schools in China's Zhejiang Province. The findings imply that the efficiency of English grammar teaching and learning is inadequate. Furthermore, grammatical competency is unrelated to the National English Curriculum's aims and objectives.

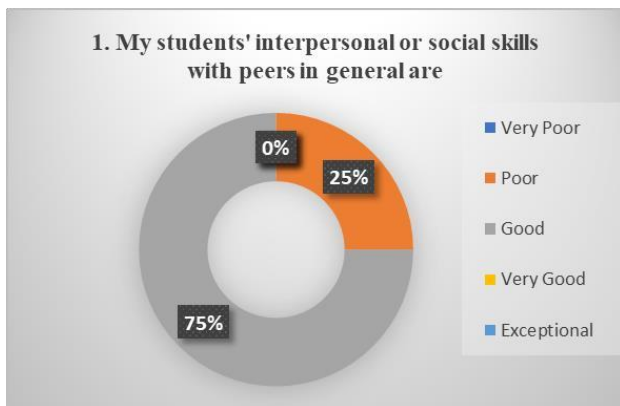
Rochma, Anis Firdatul (2020) Grammatical competence is a skill deemed important for correctly organising words and phrases. This study's fundamental framework is comprised on the four primary approaches to classroom management. The case study research method was chosen to depict the organisation of a grammar practise class in order to illustrate a specific classroom management style used in this programme. The data analysis procedure reveals that the grammar practise class employs forceful discipline. As a result, the grammar instructor is likely to be the classroom leader in charge of developing a systematic classroom management system.

Abdel Rahman Mitib Altakhaineh et al. (2021) investigate the efficacy of employing an overhead projector to display guessing games against printed dictionaries in teaching collocations to Arabic-speaking English as a foreign language (EFL) students. The study focused specifically on the acquisition of English grammatical collocations, or colligations.

**DATA ANALYSIS**

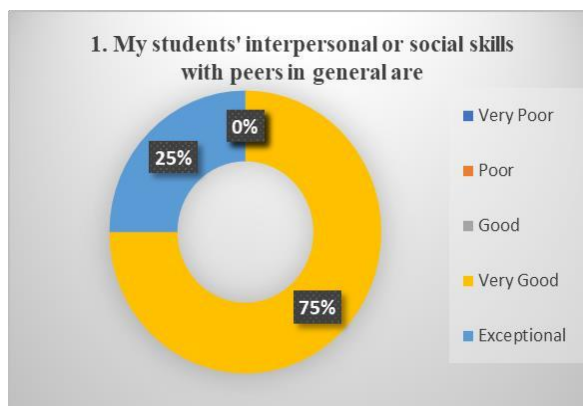
The data analysis of survey question for teachers was done graphically through sunburst graphs and interpretation is also given below each graphs:

**PRE EXPERIMENT SURVEY**



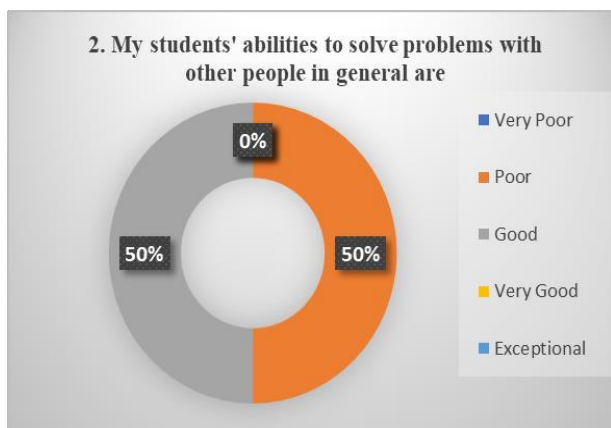
**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students’ interpersonal or social skills with peers overall this month, in general are”, asked before experiment – 75 % said it was good and 25 % said it was poor.

**POST EXPERIMENT SURVEY**



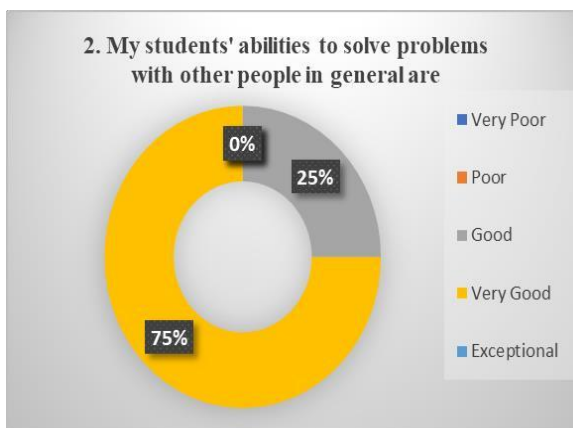
**INTERPRETATION:** Graphical representation shows the responses of teachers on question “ My students’ interpersonal or social skills with peers in general are”, asked before experiment - 75% said it was very good, 25 % said it was exceptional.

**PRE EXPERIMENT SURVEY**



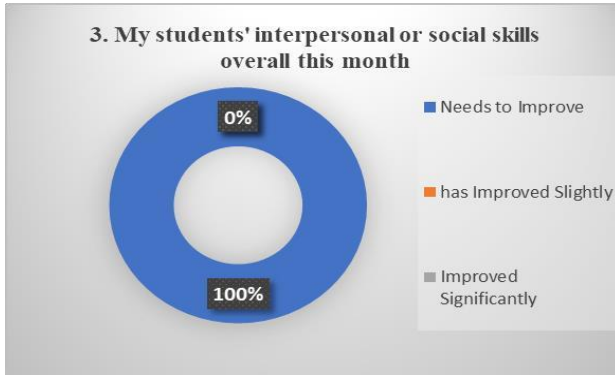
**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' abilities to solve problems with other people in general are”, asked before experiment - 50% said it was good, 50 % said it was poor.

**POST EXPERIMENT SURVEY**



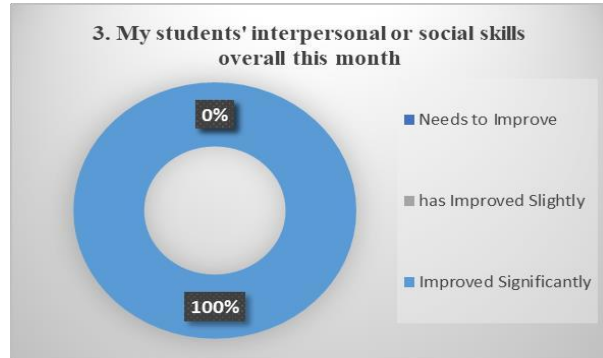
**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' abilities to solve problems with other people in general are”, asked before experiment - 75% said it was very good, 25% said it was good.

**PRE EXPERIMENT SURVEY**



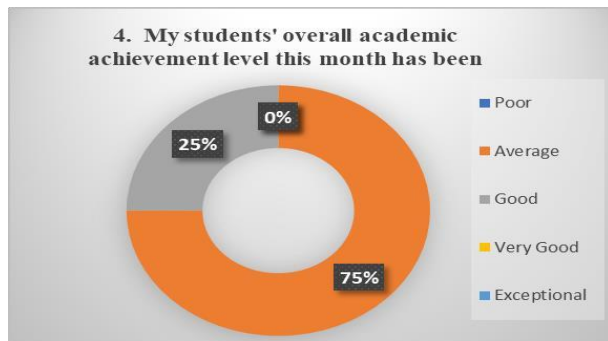
**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' interpersonal or social skills overall this month”, asked before experiment - 100% said it needs to improve.

**POST EXPERIMENT SURVEY**



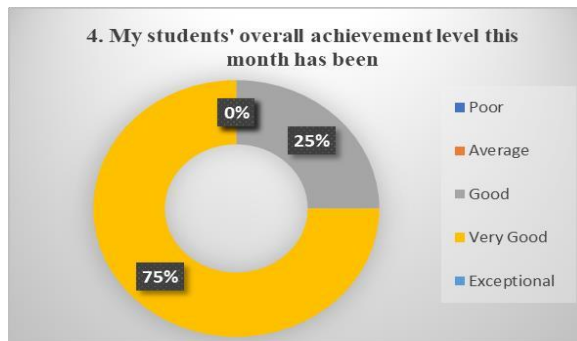
**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' interpersonal or social skills overall this month”, asked after experiment - 100% said it has improved significantly.

**PRE EXPERIMENT SURVEY**



**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' overall academic achievement level this month has been “, asked before experiment - 75% said it was average and 25% said it was good.

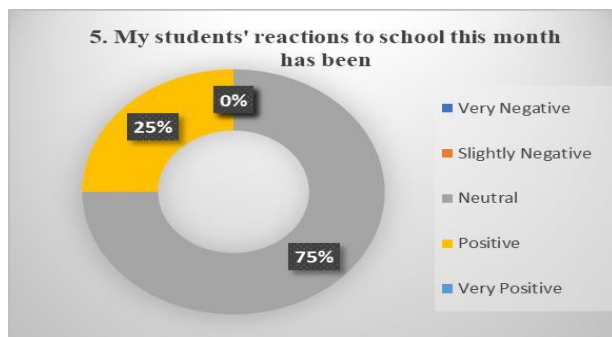
**POST EXPERIMENT SURVEY**



**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' overall academic achievement level this month has been “, asked after experiment - 75% said it was very good and 25% said it was good.

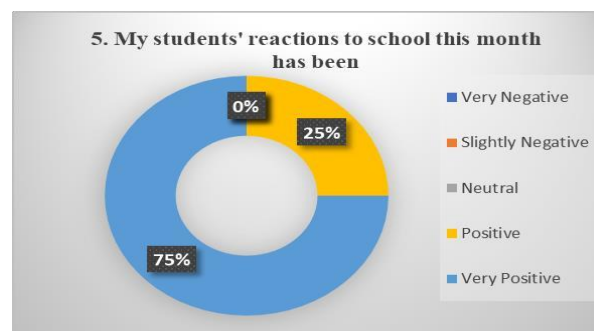


### PRE EXPERIMENT SURVEY



**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' reactions to school this month has been “ , asked before experiment - 75% said neutral and 25% said it was positive.

### POST EXPERIMENT SURVEY



**INTERPRETATION:** Graphical representation shows the responses of teachers on question “My students' reactions to school this month has been “ , asked after experiment - 75% said it was very positive and 25% said it was positive.

### DISCUSSIONS

Our qualitative interview findings show that there are significant and noticeable changes in socio-emotional behaviour in both the experiment and re-experiment, laying the groundwork for better and long lasting changes that can be introduced in current classrooms that not only help a student to be a better citizen of society, but also help a teacher to make her job more rewarding, less strenuous, and enjoyable.

A comparison of survey questions before and after the trial revealed significant and favourable changes in student-teacher relationships, peer relationships, organisational abilities, and overall social skills of teachers. The results were presented and analysed in graphical form. The comparative study of survey questions on teachers before and after the experiment revealed significant and favourable improvements in the student-teacher interaction, organisation, and overall attitude of instructors for the responsive classroom method, post experiment. The results were presented and analysed in graphical form.

Frequent and complete observation of teachers through all sections was depicted graphically, allowing for a comparison of percentage score acquired in comprehensive observation of changes in socio emotional abilities of children from both schools before and after the experiment. The graphs clearly showed that there were significant socio-emotional changes following the trial, implying that the exercise was helpful in increasing students' overall socio-emotional skills.

1. Should allow students to select and read interesting and meaningful materials that they can comprehend, enjoy, and be inspired by.
2. Teachers should generate a degree of engagement by offering prominent goals, real-world or relevant links to the reading materials, so that it is recognisable, vivid, and exciting to the reader.

3. Teachers must collaborate to form a professional learning team that meets to design and select responsive activities based on curricular materials, such as relevant books and events, to improve the school's instructional methods and programmes.
4. The instructor should plan group activities based on the subtopics of all Science and English grammar themes, and attention should be made to ensure that students express themselves and flourish as a classroom community.
5. Teachers should form student groups and rotate them on a regular basis, and they should insist on employing group activities as part of the responsive teaching technique.

## CONCLUSIONS

In conclusion, the current research indicates that positive interpersonal interactions have a significant influence in the classroom. Students do far better in circumstances where they feel safe, at ease, and respected. They claimed that their typical school day never began with such much joy and surprise. Morning meetings allowed them to voice their preferences, opinions, and views without fear of being judged, which fostered a strong sense of trust and camaraderie among them. Since a result, they just opened up to the researcher and enjoyed talking to her about anything, as she made it plain that they could tell her anything, whether it was about school or after school.

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