

# **Teachers-Students' Classroom Interaction in English Medium Schools**

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A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**

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## Approval

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of December, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 12/31/2020.

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## **Ethics Statement**

Ethical researcher makes decisions according to a code of ethics or a standard for conduct that is based on moral principles (Rossman & Ralls, 2003, p. 70). To maintain the confidential status of all collected data, the names of the participants of the research have not been disclosed. I myself have collected, analyzed and organized all the information that is included. The collected data was stored in a password protected space.

## **Abstract**

Classroom interaction is the bridge between the teachers and students in the process of learning. It plays a significant role in successful implementation of teaching strategies. This study followed a qualitative research approach and relevant data was collected through interview, classroom observation and focus group discussion (FGD), conducted with English medium school's teachers and parents. As a large number of students are joining English medium schools and spending their valuable time, the research explored the ways of classroom interaction revealing the contributions of the teachers and the students. The findings suggest that these features of teachers-students' classroom interactions constitute an important foundation for promoting the quality of students learning as well as teachers-students' classroom interaction. I also found that instead of rushing to complete the syllabus, interactive methods should be used in the classroom for impactful learning. I also discovered teachers hail from different educational backgrounds and mostly undergo training after joining the profession. The results of the study add to our understanding of teachers' knowledge and skills within classrooms and how teachers can improve their methods. I hope findings presented here will lead us to deeper understanding of the intrinsic links between the discursive environments we create in our classrooms and the developmental consequences they give rise to. Such understanding can help us shape our classroom interactional practices in ways that foster the development of learners and teachers.

## **Keywords**

Teachers-students classroom interaction;

students' learning; classroom discourse; teacher's training; teachers' feedback.

## **Dedication**

This thesis has been dedicated to my mother, brother, and my two lovely kids, for their unending love and support.

## **Acknowledgement**

All praises belong to Almighty Allah, the most magnificent and the most merciful, the most forgiving and sustainable to his actions who helped me to finish this study successfully on time. I would like to extend my gratitude and respect to my supervisor Dr. Manjuma Akhtar Mousumi, Assistant Professor of BRAC IED for her thoughtful guidance, continuous support, valuable suggestion, and encouragement in every step of my study. I would like to show my greatest gratitude to all faculty members and administrators of the institute. I am thankful to all my classmates and colleagues as well for their spontaneous support. I am thankful to the research informants who participated in the study.

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## **List of Acronyms**

EMS            English Medium School

FGD            Focus group discussion

BANBEIS      Bangladesh Bureau of Educational Information & Statistics

UNESCO      United Nations Educational, Scientific, and Cultural Organization

BMS            Bangla Medium School

# **Chapter 1**

## **Introduction and Background**

### **1.1 Introduction**

Teachers play a very significant role in the classrooms where learning takes place (Go et al.,2020). They are usually known for the role of educating students. In building warm learning environment in the classrooms, teachers – students good interaction is a necessary. When interaction is effective, both the student and the teacher benefit (Pettis,2017). Classroom interaction makes learning easier for the young learners, helps them to achieve goals and increases opportunities for expanded learning. Better classroom communication also strengthens the connection between student and teacher. Classroom interaction provides a bountiful source of information that supports the practice of learning (Hall &Verplaetse,2000).

Learners can take charge of their responsibilities, make choices of their decisions and get opportunities to learn from and about others if teachers and students interaction is incorporated in classrooms. Engaging students in classroom is always a challenging task for a teacher. Teacher's experiences reflects through teacher's classroom activities (Navarro,2015). Concept of interacting in classroom not only allows the opportunity to impart a simple lesson but also gives them the edge to absorb a sense of contributions, consideration and of course in a broader sense generosity and humanity.

At one point of time, parents were keeping house tutors to complete the schools homework and help their kids to pass the exams. Currently, different schools are applying different strategies and following different curriculums. To catch up with the changed methods classroom interaction between teachers and students is a must. Basic knowledge on certain

topics blooms only through classroom interaction. Classroom interaction can only ensure learning if it runs well through teachers classroom strategies, teachers knowledge and skills, facts on classroom pedagogy, behavioral attachment and of course students family background. Chai (2015) stated that, the process of teaching is the process of interaction.

## **1.2 Research Topic**

In the field of classroom learning, interaction has long been considered important. The relationships between teacher's praise and feedback, and students' perceptions of the classroom environment have a great connection with classroom learning (Burnett, 2010). Classroom interaction promotes the learning. The learning is developed in the diversity of interaction. Such learning situations give students more opportunities to participate and practice socially and opens windows of their knowledge construction processes (Hall & Verplaetse, 2000). Education is an important area of society, factor that raises more and more problems that are reflected in the entire process of teaching (Andreia, Georgeta & Ion-Ovidiu, 2014). There is no such research on teachers students classroom interactions in English medium schools in Bangladesh yet. It is important to unfold, explore and understand this issue. Children often imitate whoever they observe or see in front of them usually. So being a teacher of these little minds, the teacher should expose or express the best attitudes and acting in front of his or her students. This might make the students more responsible and more disciplined. "An emotional thermometer is a great tool for teachers to use." Blazer and Kraft (2017) found that research has focused predominantly on how teachers affect students' achievements and behaviours equally to their long-term success. The question of what and how students should learn has been occupying a central place in debates on education in many countries in the Asia-pacific region (UNESCO, 2014). On the basis of this debate many countries are introducing different approaches and interactive processes to apply in classrooms to strengthen classroom interactions and to ensure students' learning.

So this is important to be acquainted with the overall practice of teacher- students' classroom interaction in ensuring classroom learning (Biswas,2015). I have decided to select my area on the overall practices of teachers – students' classroom interaction in English medium Schools and also the views of parents and teachers on it which is a vital motivation and primacy to classroom learning that propelled me to study my research. In classroom learning is mostly enhanced or proceeds through classroom interaction. This is not a magical relationship but a practical one. If the teacher has enhanced respect for his or her learners, then this will emerge in classroom interaction(Allwright,1984). This is a focused study of general issue, impact of classroom interaction, its practice in English medium schools and of physical spaces on classroom learning and wellbeing.

The current formal education system in Bangladesh is broadly divided into two main types: general education and religious (madrasah) education (Nath,2002). General education has three major levels: primary, secondary and tertiary education (Raqib & Mahbub,2018). At least 11 types of institutions impart primary education. The main providers are the government and registered non-government primary schools, ebtidayee madrasas and NGO operated non- formal schools (Ahmed,2011). English medium schools are mainly private schools and they are of two types: English medium and English version. English medium schools use international curricula whilst English version use national curriculum. According to Bangladesh Education Statistics 2017, there are 147 English medium schools in Bangladesh and the exact number of English version school is not available.

English language education is developing constantly. Bangladesh is not an exception in a vigorous searching for an effective system (English medium schools) to educate her young citizens (Rosca,2014). Students' achievements in schools are always an important societal issue. Students' academic progress depends on classroom learning which includes teachers students classroom learning.



### **1.3 Statement of the Problem**

Allwright (2014) specified that classroom interaction enhances the practice of classroom learning to the 'real world'. Classroom learning is enhanced when both instructors and students reciprocally ask and answer questions, and give and receive feedback above both course content and the process by which it is explored (Byrnes,2008). Learning is perceived not only as a constructive process but also as a process of meaning- making and socialization (Hall &Verplaetse,2000) Classroom discussion is one of the teaching strategies to facilitate learning. A teacher must understand every individual. A proper learning environment encourages positive social interactions, active engagement in learning, and self-motivation. A good teacher can foster students' self-esteem, motivation and character. Experiencing satisfaction, cheerfulness and joy is not only found in the big things. When we learn to appreciate even the smallest of things in classroom, the students discover true happiness and move forward. Therefore, teachers are professionally trained to efficiently manage the classrooms to provide better learning. It has been recommended that in order to achieve the classroom objectives, teachers must have ideas on disciplinary issues. They should design their own classroom rules and plan structures to encourage motivation and participation of the students. A substantial body of research suggests that teachers' beliefs and values about teaching and learning affect their teaching practices (Biswas,2015). According to Mullei,(1987) in Wachanga and Mwangi,(2004) having trained teachers does not necessarily improve the quality of education, but the way a teacher teaches is immensely influenced by the teacher's theoretical perspective and particularly his or her beliefs and perception towards the subject. The adoption of learner-centered teaching methods is a demanding change which requires profound alterations in teacher-learner power relations and teacher professional learning (Schweisfurth, 2011). So this is the time to think about the overall practices of all the educational sectors of the country where teachers-students' classroom interaction and

students learning are the most significant elements for achieving the demand of quality education (Nova,2018). On the basis of this scenario it is really important to study my research on the particular topic that I mentioned earlier.

The importance of classroom interaction to learning development is foregrounded (Ginting,2017). The content of classroom interaction empowers the erection of knowledge (Hall &Verplaetse,2000).Meaningful learning does indeed come from classroom interactions. To understand the classroom interaction between teachers and students of primary grades, to find out the reasons behind students inappropriate learning, I have chosen a topic which seems a very pressing issue to all the parents, students and teachers of primary section of English Medium schools. This paper identifies several important issues which need attention of all the associates relevant to educational fields of English medium schools as well the policy makers. This study will also help us to shape our classroom interactional practices in ways that foster the development of classroom learners.

#### **1.4 Research Questions**

This study explores classroom learning and teachers students' classroom interaction, These questions guides identify the factors that can ensure better learning of students in English medium schools. Moreover, I will also have a clear vision to share how the students learning is been influenced by classroom interaction between the teachers and students. These questions may also focus on the quality and nature of the interactions of the classrooms and how these contribute to their academic learning. In addition, teachers and educators might want to look at the ways in which understanding and learning are represented in the students' development.

My questions are:

Q.1. How do the teachers and students interact in the classroom?

Q.2. How does the teacher – student interactions enhance students' learning?

Q.3. What improves teachers' interaction with students?

## **1.5 Purpose of the Study**

As students spend most of their time in schools and classrooms learning different concepts with the help of their teachers, it is very important to know the way of interaction taking place between them. The most common factor for influencing students' class performances is teachers- students' classroom interaction. Impact on opportunities for classroom interaction has not been satisfactorily analyzed. More specifically, it has been perceived that students' learning depends on their interactive participation in different activities with other more competent participants in the classroom. With time and experience children learn to anticipate a variety of activities, which in turn, give rise to distinct developmental outcomes. The purpose of the study is to explore the practice of reciprocal interaction that takes place in the classroom between the teachers and students in English medium schools. And if we can present the scenario with enough evidence on how the classroom interactions proceeds, how it involves the participants, what are the impacts of it, what are the do's and don'ts of teachers, how it is affecting students and teachers' learning then it will enhance the whole learning procedures of all English medium schools. Moreover, all the teachers will fulfill their thirst of queries to progress on the way of this noble profession teaching as their passion and profession.

The aim of this paper has been to draw attention to interaction in the classroom. Moreover, there are three more important details that are essential for this study. Firstly, there is a need

for a summary review of existing knowledge of classroom interaction to reinforce classroom settings. Secondly, more refined yet systematic tools and methods are requisite to lighten the delicacies of classroom interactions and their effects on learning. Lastly, offering a dense parameter to the educators and the teachers to recognize the importance of classroom interactions in both student's and teachers' learning while contributing their efforts with a constructive awareness.

## **1.6 Significance of the Study**

Most children come to school ready and willing to learn. How can schools foster and strengthen this predisposition and ensure that young children leave school with the motivation and capacity to continue learning throughout life should be addressed now (Bhise & Sonawat, 2016). Without the development of these attitudes and skills, individuals will not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances. So wherever the students are learning the aim should be same to achieve the goal successfully with the motivation and capacity to continue learning throughout life. This classroom interaction and learning management perspective opens up a whole new area for research on students learning in English medium schools (Allwright,1984). This study will increase our understanding of the role of classroom interaction in learning and instruction. I have presented this perspective on interaction in the classroom as a set of descriptive facts about classroom pedagogy, as a set of unalterable facts of classroom life.

Research studies shows that overwhelming number of responses is generated from closed questions and teachers special attention. Response or comment of the teachers is the focal point of learners' attention in the classroom and thus facilitates their development of their knowledge in classroom learning. The way in which a teacher organizes their class; or how

they control it, will produce or provide positive or negative consequences for their students. It is seen that if a teacher is negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is perceived that to enhance the knowledge about teaching and teacher education, classroom performance “where the action actually is” had to be observed (Dunkin and Biddle, 1974:13 as cited in Rahman,1999). As teaching takes place in the classroom, for developing the term teacher-student interaction a theory would need to be grounded in classroom data (Hobson et al., 2006).

Moreover, this study will help the teachers to strengthen the relationship between them and the students to refine the classroom learning. It will also help the educators and teachers in creating a set of principles for identifying and sustaining classroom interactional practices that foster learning development (Ginting,2017). If the English medium schools can set proper policies and structures to ensure better teachers- students’ classroom interaction, policy level decision will be taken by the state government to enrich students’ learning. The findings of this research will surely fill up the existing knowledge gap regarding classroom interaction of primary sections in English medium schools.

## **Chapter 2**

### **Literature Review and Conceptual Frame Work:**

In this literature review, I am presenting the information from different books, articles and documents that I have reviewed to understand my research topic of “Teachers- students’ classroom interaction in English medium schools”. I have reviewed different articles on teachers’ behavior and students’ academic performance that supports and promote positive qualities of a teacher, using art of communication in educating the students and managing classroom environment. I have organized the literature review section under the following categories: 1) Classroom interaction and its practice 2) Students’ learning 3) Teacher’s role in the classroom 4) Teachers’ skill of designing materials 5) The role of classroom discourse 6) Classroom environment 7) Curriculum 8) Teacher’s training and education 9) Teaching-learning process.

### **Classroom interaction and its practice:**

In a seminal volume exploring *Interaction Analysis: Theory, Research, and Applications*, Amidon and Hough (1967 as cited in Green and Joo,2016) captured the earliest roots of interaction analysis research (1930s- 1960s). In this volume researchers experts on social and ecological psychology, entered the classrooms to explore what teachers were interactionally accomplishing with students. One primary outcome of this body of work was the development of ways of observing and identifying the outcomes of interactional processes.

It is perceived that in classrooms different patterns of behaviours are constituted through interactions; as a result there is a difference in the nature of understandings and outcome of classroom interactions (Green and Joo, 2016). Dunkin and Biddle (1974 as cited in Green and

Joo, 2016) labeled the classroom as, 'a classroom as a social system'. Hymes (1972) provided a comprehensive conceptual synthesis of linguistic difference in understanding classroom language. Hence, this body of work led to deeper understandings of the resources that children and teachers bring to their interactions in classrooms. Through long interactive processes students and teachers construct social and academic repository using classroom language. Language resources constructed by classroom interactions, text and curriculum, erects opportunities for learning. In classrooms students are engaged in broad range of interactional partners (Pianta, Hamre & Allen, 2012). Additionally, it made visible the need to understand how classroom interactions are conceptualized in relation to situated nature of learning (Green and Joo, 2016). Language opportunities are constructed through interactions occurs in a classroom. It is needed to examine what is being constructed within the group from the interactive processes and how it is interpreted and used by both the individual and the group (Green and Joo, 2016).

From different case studies it is assumed that classroom interaction has a direct relation with students' achievement scores. Student-teacher exchange is a key of classroom activity. Ryan & Callhan (2002) stated that classroom interaction strengthens both critical- thinking and problem solving skills in students'. It accelerates the process of learning in classroom. It also helps the students to express their feelings openly. Collins (2016) mentioned that it is nevertheless important to examine how this interaction operates in particular interactive tasks and situations and how it is reinforced by institutional evaluation procedures. Collins (1982) stated that one important fact of classroom learning is the quality of conversational exchanges between teachers and students that influences student achievement.

A pattern of interaction is an important variable that works for students' classroom learning. Appropriate questioning strategies can help in eliciting responses from students. It is

perceived that overwhelming number of responses is generated from closed questions and teachers special attention in the classrooms (Wu,1993). The findings from a study on ESL classroom in Hong Kong showed the relationships among the four variables (1) question types, (2) questioning strategies, (3) student attitudes, and (4) patterns of interaction. A study on classroom interaction suggests that in Hong Kong, ESL students prefer to be modest rather than to show off by giving lengthy responses to teacher questions. In this situation, the use of appropriate questioning strategies, deserves special attention if teachers want their students to produce longer and syntactically more complex answers (Wu,1993). Prior knowledge of both students and teachers is one of the important variables to run the interactive activities in the classroom. In the context of classroom what is already known by the participants must be noted and checked as it differs from particular students in particular classrooms. Dunkin and Biddle (1974 as cited in Green and Joo,2016) developed a conceptual model of factors (Fig.1) influencing the nature of classroom interactions and learning that developed from the growth and purposes of interactions.



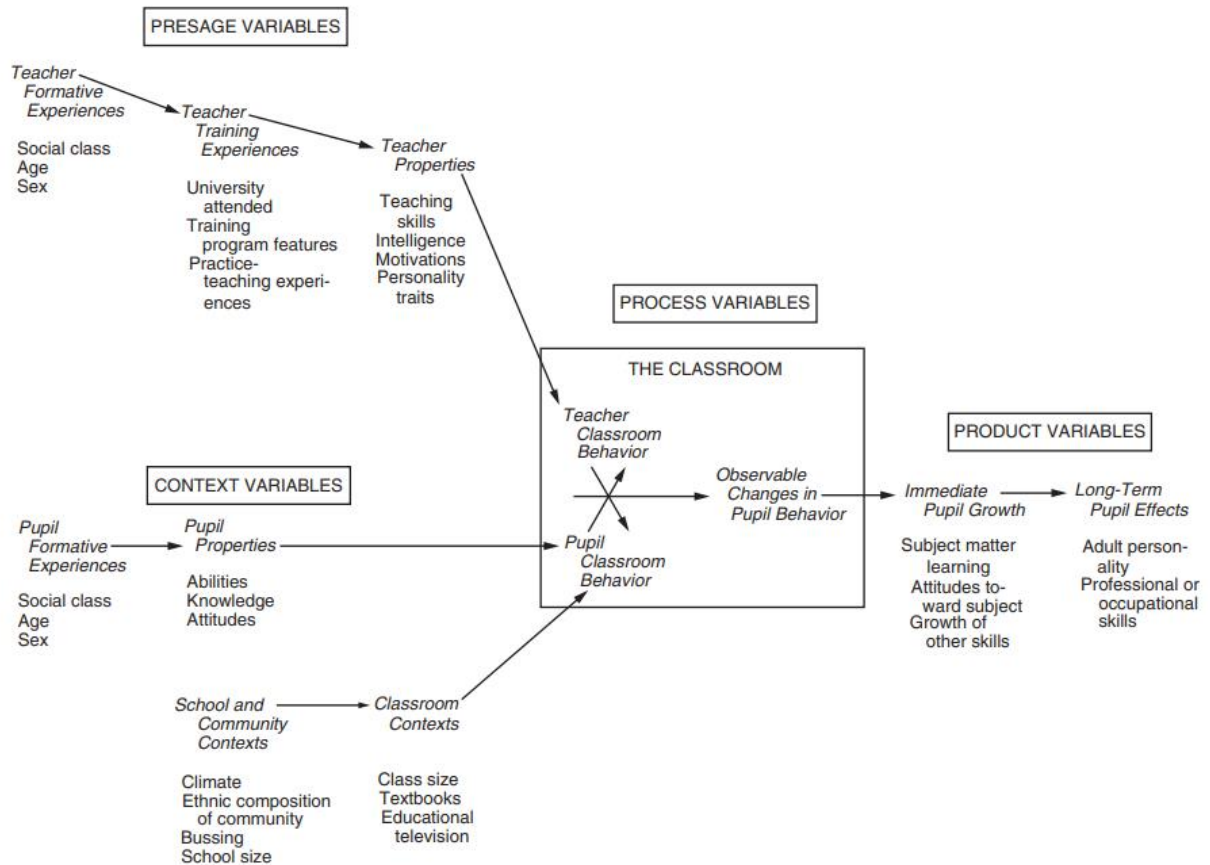


Fig.1: A model for the study of classroom teaching from Dunkan and Biddle (1974,p.38 as cited in Green and Joo,2016).

In this model the researchers not only considered the interactions but also the influential sources of learning outcomes. It also framed learning in terms of pupil growth related to subject matter learning along with the growth of other skills. This model proposed a range of different relationships of classroom interactions to the situated nature of learning accompanying with the growth of students over time.

### **Students' learning:**

Students are actively pursuing learning from the classroom interaction. Classroom interaction and the activities can fully engage the students to broaden their thinking as well as learning. It is perceived that students' development is connected to their classroom participation as well

classroom learning. Thus classroom interaction is the focus of students' learning (Hall & Verplaetse, 2000). The findings show that our cognitive development is molded through immense and mixed patterns of regular activities. In classrooms mixed age group of children are found along with different background. It has been observed that slow progressing children are attending school but unable to cope up well due to different reasons. In Bangladesh, it is now an established norm to be successful in school (Hossain & Zeitlyn,2010). But there is no study showing parent and teacher's reaction and expectation of the classroom organization (Hossain,2016). Progress in the understanding of the lesson in the classroom is the progress of the students learning. Classroom learning is consisting of variety of discussion and teachers can understand and locate the innate possibilities in the learners from such interaction. Seedhouse(1996 & 2004) stated that the patterns of interaction produced by the learners are evaluated by the teacher. In terms of students' learning, Larsen-Freeman mentioned about transformation of accumulative knowledge. It declared that students come with some initial applicable knowledge and this knowledge must be recognized and worked with (Larsen- Freeman 1983:267 cited in Rahman,1999). This concept must be acknowledged and nurtured in classrooms to enhance students' learning. Furthermore, the *theory of socio-cultural learning* proposed by Vygotsky (1978 cited in Rahman,1999 )shows that learning is not an individual process but occurring through instruction and social interaction in a participatory framework. This theory has strengthened the concept of collaborative learning in the teaching process. It has been appeared that if a learner is supported and encouraged appropriately, has the potential for learning effectively (Hobson et al., 2006).

### **Teacher's role in the classroom:**

The teacher acts as a facilitator in the classroom. Since students do not always naturally interact well with one another they hence need encouragement and thus teacher can help to pursue interaction within the participants. Teacher's talk may affect the interaction situated in a formal instruction since it is the key method of controlling learners' behavior (Allwright & Bailey, 1996 as cited in Ferrer,2015).Teachers' need to incorporate students' responses to answer the questions asked in the class. Successful and unsuccessful collaboration becomes most transparent providing indigenous evidence of interaction difficulties for both teachers and students. Thus the ways of interaction must be analyzed to understand its influence in classroom learning. In an important research on activities created through classroom discourse in first language showed that teachers are considered as the experts in their classrooms in shaping the intellectuals. The roles of special genres of teacher talk play in the raising of students' consciousness in a syntactic form of their successive learning (Hall & Verplaetse, 2000).This is partly expected by the teachers that students will learn outside the classroom. Many teachers see that teaching is more about giving homework and checking them in school. Teachers expect students to learn everything mostly at home with the guidance provided by the them (Ahmed et al.,2005: 72 as cited in Ahmed,2011).

Altman (1983 cited in Rahman,1999) advocated the fostering of positive attitudes necessary for affective learning, foreseeing the observation made by Britten that “ though whole skills execute, it is attitudes that command” ( Britten 1985:122 cited in Rahman,1999). Islam (2020) stated that, the teachers in past believed in the philosophy of ‘plain living, high thinking’. The phrase pertinently describes the ethos of an age which is long gone. Teachers need to provide students with adequate opportunities to hear and practice extended academic discussion (Li,2008). Careful attention has to be paid to the content of students' interactions to understand how it is supporting or challenging their learning in a classroom (Hall &Verplaetse, 2000).

Islam (2020) asserted three areas in search of the reasons why teaching in our country has lost the earlier aura and respectability. First, the country still lacks an educational policy that clearly sets out educational goals, then teaching as a profession is failing to attract bright young minds and the third reason is the temptation of more attractive alternatives. According to studies on teaching profession since 1975 by the Public Opinion Research Centre shows that teachers occupy a high position. In 2013, teachers were among the seven most respected professions (CBOS, 2013 as cited in Smak and Walczak, 2017). Studies shows that 60% teachers think that the profession does not provide them with prestige or remuneration (Federowicz et al., 2013 as cited in Smak and Walczak,2017).

### **Teacher's skill of designing materials:**

Teachers are needed to make an environment full of opportunities for learners to be engaged in classroom interactions to acquire learning. In the context of Bangladesh, Islam(2020) mentioned that teaching is no longer seen to be a profession dedicated to creating 'enlightened souls'- but against the number of highest achievers certificate holders they turn out.

In a national education conference (1996) in terms of basic education, diversity and flexibility in primary education were considered necessary, embracing the varied learning needs of children. It was suggested that, diversity would be strength if different approaches are followed to establish the standard of learning (Abed,2011 as cited in Ahmed,2011).

Teaching material design can contribute to teachers' development process. Larsen –Freeman (1983 as cited in Navarro, 2016) asserted that teaching is about making choices. This practice will grant the teachers and students some autonomy and also create opportunities or reflection (Navarro,2016). According to the changed curriculum and teaching practice, teachers need to

design materials differently to engage or involve students effectively in the learning process. Thus, the practice has to closely take into account many contextual factors.

### **The role of classroom discourse:**

The oral interaction between the teachers and students creates the learning environment in shaping the individual learner's development (Hall & Verplaetse, 2000). In fact, in recent years, the practice of learning in institutions of education has begun to intrigue educational researchers more and more. Many classroom activities are created through classroom discourse in shaping individual learners' development (Hall & Verplaetse, 2000). In the classroom the main motive of the teacher-student interaction is learning. Teachers can motivate the students through activities to revive classroom discussion. Thus teachers need to introduce the patterns of interaction in fulfilling the pedagogical purposes. In classroom teacher needs to ensure that the interactive conversation will be institutional discussion rather than only conversation. Seedhouse (1996) viewed the institutional discussion with these characterizations, institutional interaction involves an orientation, institutional interaction allows the contributions of the participants and lastly institutional interaction associates with the contextual procedures. Seedhouse (1996 & 2004) stated that the patterns of interaction produced by the learners are evaluated by the teacher. The study on "Classrooms as communicative system" (Cazden 1986, 1972 cited in Green and Joo, 2016) provides conceptual arguments about how learning in classrooms is constructed and interactionally accomplished by participants through discourse by teachers and students. Choudhury (2008 as cited in Ferrer, 2015) emphasized that asking too many questions in a classroom will not guarantee stimulation of interaction and may actually discourage interactive learning.

## **Classroom environment:**

Motivating learning environments have positive impacts on the learning improvement of students. Hall & Verplaetse (2000) mentioned that differences in interactional activities across and within the classrooms are important to individual development.

It is generally accepted that classroom is the research venue to provide data. In the words of Gaies (1980 as cited in Rahman,1999) classroom is the ‘crucible’. This indicates that classroom is the venue where all sorts of interactions take place through the interactive processes that enhance the situated learning.

## **Curriculum:**

There have been educational studies indicating that teachers play an intricate role in the curriculum development process, and thus their perspectives and decisions are important (Wittrock 1986; Calderhead 1987; Houston, 1990; and Sikula et al., 1996 cited in Rahman, 1999). English medium schools conduct the academic activities in accordance with the curricula of the foreign universities and following Oxford and Cambridge syllabus (Zahedy,2020). Cohen and Hill (2001 as cited in Boudersa,2016) found that teachers who followed the professional development programs on curriculum, adopted the practices more.

Teachers training have great impact on teachers’ classroom practices. It is usually claimed that the available programs, seem to be poorly aligned with curriculum and inadequate to meet the needs of teachers (Cohen and Hill, 2001 as cited in Boudersa, 2016). Farooqui (2008) indicates that one of the main features of the curriculum is to use English as the only language of instruction (as cited in Farooqui, 2014). There is no option of using native language in any activity (Mizza,2014).

In a national education conference held in 1996 identified the critical challenges for Bangladesh in basic education. One of the identified challenges was, an overloaded curriculum with distinct subjects had become the obstacle to eminence education. There was a longing towards the child-centered active learning to integrate in the curriculum (Abed,2011 as cited in Ahmed, 2011). Although new curriculum is introduced to improve the quality of education, literature shows that classroom teaching does not always change according to curricular modifications and alterations (Li,2001;Su,2006;Wall &Alderson, 1993 as cited in Farooqui, 2014).

### **Teacher's Training and Education:**

According to Abed (2011 as cited in Ahmed, 2011) in a national education conference (1996) held in Bangladesh, it was suggested to organize the teachers efficiently by applying customs of physical facilities, working conditions and performance criteria. Teachers of all types need continuous teaching and professional development trainings to improve them to sway their classroom teaching practices. It is essential to realize that teachers are first and foremost individuals working in complex situation with their individual plans and therefore it is quite difficult to understand the range of teacher practices (Hobson et al.,2006). As teaching is a continuing process of development, student- teachers' learning processes must be addressed by the teachers to enhance the professionalism. To deal with the critical pedagogy of classroom teachers need to gain control over the direction of societal and ideological influences over their practices (Rahman,1999).

It cannot be ignored that teacher education is an ongoing process and it is nurtured over the time. Teachers' motivation is very important in teaching profession. Learning is a changing process since knowledge is not something static (Boudersa,2016). Therefore, teaching should be boosted in improving teachers skills and acquiring new knowledge in subject areas to help

improve students' learning (Boudersa, 2016). A teaching theory is needed to enhance the broader perspective that includes not only the content (what teachers need to know to teach effectively) but also the process (how to begin and practice teaching to develop) with a growing focus on teacher thinking and decision making along with the impact of the operational environment (Hobson et al., 2006). It is important to ensure teachers participation in integrating theoretical knowledge with practice on the training courses (Rahman, 1999).

Teacher training and professional developments are two broad goals in education (Boudersa, 2016). At all levels in the teaching profession, there is always a need for quality in teaching and learning. Continuous teaching and professional development trainings help teachers influence their classroom teaching (Boudersa, 2016).

There is a general tendency of many teachers to show resistance to professional development. Such teachers must be supported by their school to respond effectively to raise student learning standards and to enhance classroom practices (Fullan and Miles, 1992 as cited in Boudersa, 2016).

In Algeria teachers are accepted to teaching profession on the basis of their degrees in schools and universities. Teaching qualification has no significance to join teaching profession. Thus, teachers face difficulties in adapting teaching skills effectively (Boudersa, 2016). Teaching qualification is still not mandatory in the context of Bangladesh in EMS. Academic qualification is still getting the preference in the field of teaching profession.

In terms of teacher education, 'exploratory teaching' has great impact not only for experienced teachers but also for the teachers who joins the pre-service training. According to Allwright and Bailey (1991 as cited in Rahman 1999) have mentioned 'exploratory teaching' seems in agreement with the concept of teacher-as –researcher. The reflective approach bestows affluences of experience to in-service education of teachers. Wallace (1998 as cited



in Rahman1999) maintains that ‘explanatory teaching’ is suited to the development of reflective practice through the process of reflection-on-action. Thus Ramani (1987 cited in Rahman ,1999)uses classroom observation techniques in an in-service programme.

### Teaching-learning process:

Awareness rising is one of the central purposes of teacher education. It needs to be emphasized as a single important feature of development and change (Hobson et al.,2006). According to Wallace (1991 as cited in Rahman ,1999) professional education is seen as having two dimensions – received knowledge and experiential knowledge. Received knowledge is of ideas and theories and experiential knowledge is the form of experience developed by practice. Wallace (1991 : 59 as cited in Rahman, 1999) mentioned that reflective model leads to ‘professional competence. On the other hand, Calderhead (1989, 1992 as cited in Rahman,1999) cautions that, reflective approach is not efficiently effective for novice teachers. Wallace (1991 as cited in Rahman, 1999) claims that reflective model is a compromise model that gives equal emphasis to experience and scientific basis of the teaching profession.

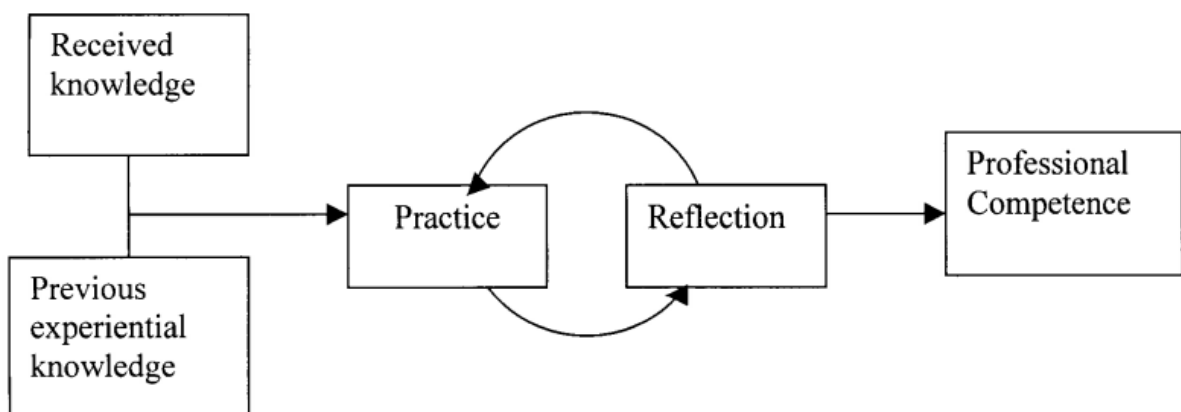


Figure 1.1: The reflective model of professional education (Wallace,1991as cited in Rahman,1999).

Anthony (1963 cited in Rahman, 1999) has identified three levels of procedures for classroom implementation: approach, method and technique. Richard and Rodgers (1986 as cited in Rahman,1999), interpret method as the whole concept perceived through approach, design and procedure. Methods have been instigated through time influencing the teachers to play their concrete role in the classroom. The approach method has significance in teacher's learning process. Yet the dimension of this approach has not been explored enough. Many teachers are influenced by their personal experiences and observing the experienced teachers as well. Lortie (1975 as cited in Rahman, 1999) has so aptly called this observation process as "the apprenticeship of observation". This apprenticeship gives a close wide view of what teachers do. There is general opinion about such practices but little evaluation.

Bunchman(1987 as cited in Rahman,1999) uses the two terms "teaching knowledge" and "teacher knowledge" clearly as they have great impacts in teaching learning process. Classroom –based research has shown that teachers often do not change the way of their teaching (Hobson et al.,2006). Britten (1988 as cited in Rahman,1999) identifies this as a *transfer problem*. It happens even with the qualified trained teachers who have received the knowledge of teaching behavior but adopt the patterns of teaching seen in their own teachers and older colleagues. Therefore, it is suggested to the educators by Altman (1983 cited in Rahman,1999 ) to remember that "teachers teach as they were taught not as they were taught to teach".

It is agreed that teachers require their personal qualities and skill to continue their work (Murray&Male,2005). Thus it is important to understand the situation from teachers' own perspectives (Calderhead, 1987; Houston, 1990; Sikula et al. 1996 cited in Rahman,1999). The English language proficiency of students also plays a significant role in teaching practices (Mizza,2014). In a case study of a Korean elementary school, Kang (2008 as cited in Farooqui,2014) shows that teacher use both English and the first language for many

pedagogical reasons among which her attention to her students' interest was main, which is in contrast to many studies (Carless,2004; Shin,2012; Su,2006 as cited in Farooqui,2014) which indicate that English Language teachers' language use is mainly determined by teachers' proficiency in English. Literature shows that teacher's English language proficiency level significantly impacts teaching (Nunan,2003;Orafi & Brog, 2009; as cited in Farooqui, 2014).

## **Chapter 3**

### **3.1 Research Methodology:**

The focus of my study was to explore the diversified classroom interactions between teachers and students that enhance classroom learning in English medium schools. So it is important to know the practice of classroom interactions and its influence on the participants (Chowdhury,2005). At the same time I will try to get the opinions of teachers and parents about the importance of teachers-students classroom interaction to ensure learning. I hope my findings will enlighten the area of classroom learning with its necessities. If I could put light on the areas of teaching-learning processes, different teaching approaches, roles of participants in interactive activities and how they are connected with classroom learning, then teachers and educators can motivate them in involving them in the classroom learning process more to support the learners. Considering this objective, I chose the qualitative research approach which is most appropriate for my research topic. Through the qualitative approach I will be able to gather in-depth understanding and explanation of social phenomenon (Hollstein and Straus, 2006).

### **3.2 Research Approach**

Qualitative research composes everyday life. This research approach seeks to understand social structures to illuminate subjective experiences. Qualitative social research methods applied in network analysis have proven to be especially suitable for this purpose (Hollstein and Straus, 2006). Classrooms are part of schools which are known as social institutions. Being the sociable members of such social institutions, students' and teachers including all the fragments of these institutions are having different perceptions and different contexts to approach toward diversified affairs. The researcher using qualitative method will argue that another human being (e.g. himself) is the only instrument that is sufficiently complex to

comprehend and learn about human existence (Lave & Kvale, 1995). I have chosen qualitative approach because it will guide and take me to the depth of the issue to explore the actual scenario of the classrooms i.e. how teachers and students interact in the selected English medium schools. This chosen approach will also help me to understand the school life of primary grades students' through the study of targeted groups of teachers, students and parents.

### **3.3 Research Site**

Dhaka is the capital of Bangladesh and it has been chosen as the research field as it has the highest number of schools in Bangladesh which consists of 68.55% (BANBEIS,2010 as cited in Mousumi&Kusakabe,2017)).English medium schools are believed to provide quality educational needs to the parents and patrons (Mousumi & Kusakabe,2017). The research was conducted in an English medium school in Uttara. The school was established in 1996 and it has around 600 students. It is one of the English-medium schools in Dhaka. The school campus is easily compared to the status with the other lucrative schools of the world. The school has its own campus which is very lucrative and well designed. Teachers' of different background and experience are working over there. Each of the grades of primary section in this school is having three different sections having the range of 20 to 24 students. I have also specified the three sections (Green, Blue and Yellow) of grade 5 to gather enough information of the school life of the primary section students and to explore the impact of teachers- students' interaction in students learning.

### **3.4 Research Participants**

The research participants are teachers, parents and students of primary section. All the participants are related to grade 5 of an English medium school. The parents are chosen

according to some similar characteristics (e.g. parents of grade 5 students and parents of same school). Only female parents took part in the FGD discussion. Mostly the mothers were communicating in Bangla. Eight teachers of grade 5 from three different sections of the same English medium school are chosen as interviewee. All of them are female. Different subject teachers' are chosen to get to know diversified information on classroom interaction and learning of primary section of this school. For classroom observation grade 5 of same English medium school was chosen. The students are of 11 to 12 years old. The number of students' in each section is more or less around 20. In each class there are 4 to 5 challenging students to deal with due to lack of attention and slow writing.

### **3.5 Sampling Procedure**

The English medium school selected in Uttara is one of the schools in Dhaka that provides education both for Primary and Secondary level and the participants were recruited through purposive sampling. I used the primary section of this school as the role model of all the English medium schools of Bangladesh. Data gathering is crucial in research as the data is meant to contribute to a better understanding of a theoretical framework (Bernard,2002). Purposive sampling is a practical tool to select the informants. I have chosen the purposive sampling method because all the English medium schools are not willing to give access to enter their premises and ready to share information that belongs to their own school. I deliberately chose the informants of this specific English medium school which is also a work place for me and being a teacher of this institution it was easier for me to get the access and collect quality information to enrich my research paper. It was possible for me to interact well with the knowledgeable and experienced informants who provided information scrupulously needed to know for the study. One more important thing I focused at while applying purposive sampling tool was that the availability of the respondents. I ensured that all the informants are as near as possible to the theoretical norm of the sampled population. I

selected all the research participants purposively. I was determined to choose the purposive sampling as the context is the same for all English medium schools along with points of discussion and problem. For research purposes, my targeted participants are eight teachers for interview, three parents for FGD and three different sections of grade 5 of primary section for class observations.

### **3.6 Data Collection Methods**

The data was collected from one of the English medium schools in Uttara. As this study was conducted in a very short period hence, being a teacher of this institution I got the permission from the school authority for the study after sharing my topic and explaining the relevance of the research to this institution to interact with the stakeholders to collect the information required for the study. I started working on my research study since March, 2018 and continued till November, 2020. I scheduled my calendar for the interview and FGD in a planned manner to communicate with the participants meticulously and look for their convenient time to gather the information. As teachers are having their busy schedule and after the day long work they need to go back to their homes, it was difficult to find out a suitable slot to spend and think about the questionnaires set for the teachers 'interview. All the rooms were somehow busy in the school, so I had to think about the room used as back stage near the auditorium of this institution. Before proceeding to the interview I ensured of signing the consent letter and informed that the data will be used only for the research study. Each interview took 50 to 60 minutes as I had to write the information on the paper along with asking the questions. Sometimes I had to restate the questions to make the concept clearer to answer. For some of the teachers I had to reschedule the dates of interview also. As I was known to the teachers I had to stay unbiased during the whole process of the interview. I showed respect to their answers and did not interrupt them at all. In the month of May and September of 2018 and in the month of November, 2020 I sat with the research participants

to collect the data relevant to the study. Being one of the experienced and long-standing teachers, it was an opportunity for me to deal with the knowledgeable and experienced teachers of this institution where everyone took part by sharing their own opinions relevant to the study with great enthusiasm. I could also avail the information from the parents and classroom observations as well. Before conducting the FGD with the parents, I had to meet the parents in front of the school gate to express my necessity for the study. I could meet the different parents on different days to make the appointments. It was difficult to finalize one single date for all the parents to gather the information. I could avail the mothers only as the fathers were not available during the home time of the students. In search of a quiet room I chose the parents waiting room of the institution. The time chosen was after the school starting from 2 p.m. I used the consent letter to ensure the trust. I disclosed about the confidentiality of the information and assured them that their names won't be used during the research. I read out the questions gradually and recorded the answers of all the four parents in turn. Sometimes I had to interpret the questions in Bangla as all the questions were in English. I had to observe the classrooms and in this regard I took the permission of the class teachers to enter the classroom for the research study. I handled the students saying it's just a regular class observations and nothing else. I chose the corners of the classrooms from where no one could notice me. I tried to maintain pin drop silence from my side.

The research was conducted with both primary data and secondary data. Secondary data was collected from relevant journals, articles, newspapers, books, periodicals etc. Primary data was collected by personal interview of field survey with questionnaire, group discussion with parents and classroom observation. I have applied the three methods of qualitative approach, interview, FGD and observation. Interview is "the most direct, research-focused interaction between research and participant" (Kazmer & Xie, 2008, p.258; see also Kvale, 1996). The interview method is a face to face meeting among interviewer and interviewee. The purpose



of taking interview is to collect data from field. The interview guideline is semi- structured. Using semi-structured interviews allows the flexibility to explore unanticipated issues arising in the discussion (Marshall & Rossman, 2006 as cited in Farooqui, 2014). Twenty questionnaires are added to this tool based on classroom interaction between students and teachers. Open ended questions are asked to get the in-depth information of a classroom. Most of the answers are a bit detail and contextualized. Through this tool the structure of relationship in the classroom were addressed. Moreover, teacher perspective on classroom communication was visualized.

FGD is the method that examines an event that occurs within a specific community. Focus group discussion is an important tool in qualitative research. It captures real-life data in a social setting. Group dynamics often bring out aspects of the topic that may not have been expected by the researcher or emerged from individual interviews. It also generates quick result. At first I introduced myself to the group and tried to create a friendly environment to collect the needed data. The participants of a focus group are selected based on their relevance and relationship to the topic.

The observation guideline was unstructured. The purpose of the classroom observation was to understand the ways of interaction between the teachers and students in a classroom. Classroom observation helped me to come up with the findings that might enlighten the aspects of classroom interaction to enrich and enhance students' learning. Classrooms are observed for long consecutive days to record the context of the classroom interaction. Description of each activity was noted on the observation sheet. This observation will help to visualize that classroom interaction varies according to the experience and age level of the teachers in different context. It will also help to understand and categorize different types of students of a classroom.

### **3.7 Role of the Researcher**

Being a researcher I had to come up with some solid plans to execute my tools. For in-depth interview, I have developed a mental guideline. I tried to find a comfortable place and fixed the time duration. I tried to put effort in rapport building and definitely used the consent letter where I have introduced myself with my purpose. For FGD, I have kept in mind that the number of participants should not be exceeding eight. The group was a homogenous group. I have used the consent letter and tried to avoid sensitive issues. I have formulated the questions clearly. I have shown respect to the participants and set the ground rules. For classroom observation, I had to work on rapport building and convinced them politely by mentioning my purpose to be here. As a researcher while observing the classroom, I have played a role of a very good listener. I had to pay attention carefully and experience the environment. I was actually in a disguise of a fly in the classrooms that was never felt to pay attention. I had to write down what actually was happening without intervening. To follow the data analysis process, I had to analyze the questions, identify the broader areas, categorize the information according to the areas and I had to try to link the data to one another.

### **3.8 Data Analysis**

“Data analysis is a process of sorting, categorizing, grouping, and regrouping the data into piles or chunks that are meaningful”(Rossman & Ralls, 2003, p. 271). I scrutinized some precise steps to analyse the data for this study such as after collecting data, transcribing and translating the data exactly what participants told from the documented script, arranged data using different coloured pens to highlight the dates and numbers of research participants and number of research tools. I also did coding to categorize and organize the data according to the themes, sub themes based on my research questions. I read the collected data repeatedly, tried to comprehend what these data was telling. I summarized the main points and analyses the data considering the key words relevant to the key questions.

To collect the data for my research topic I have used different tools. The tools that I have used are interview questionnaires, FGD guideline and classroom observation guideline. These tools were very much related to the classroom scenario of primary sections of EMSs.

Through the interview questionnaires, I have collected the data on classroom interaction and teaching learning process in English medium schools. By using FGD guideline I came to know the thoughts of the parents who are closely connected to their children and so for their achievements through learning developments. Classroom observation guidelines lead me to overview the real path way of teaching learning process by observing the activities and diversified art of teaching.

### **3.9 Ethical Issues and Concerns**

For ensuring the trustworthiness and rigor, I considered the ethical issues, maintain the confidentiality, avoid biasness and respect for human subjects or information keeping in mind the sensitivity to cultural requirements. I have used the consent letter before conducting the tools. I have assured my participants that this collected data will only be used for the research and none of their names will be used as references. While applying the research methods I took care of the sensitivity of the participants and respected their concerns and views.

### **3.10 Credibility and Rigor**

To establish the usefulness of a study, one should provide complete descriptions of theoretical and methodological direction and the process. According to Avis (2003; p.1003), researchers need to provide their 'methodological justification' by discussing the reason why they select a particular method in their research. Completing two courses on research methods under MEd programme, I came to know the procedures of designing and conducting a research. On the basis of a specific identified problem of teaching-learning practice in education system in Bangladesh through literature review I selected my research topic.

Afterwards, I conducted a piloting to get preliminary idea about my research site, and research participants. Then again I presented my thesis proposal from field study and incorporated the valued feedback. In this way with my supervisor I finalized the research topic, research questions, research tools, research site, research participants, and data collection methods. Finally, under the supervision of my supervisor I conducted my study. I designed the interview and observation to find out the answer to the research questions. To cross check the coherence and validity of the collected data triangulation method was applied. I wanted data on the same points from different sources for triangulation. I engaged in methods of respondent validation (Creswell,2002) and member checking (Janesick, 2000) to confirm my findings. To secure respondent validation, I presented a summary of my findings to the interviewees by email and phone call, asking them if they agreed with any or all of the emergent perspectives represented in any or all of the reported findings. I also conducted member checks as a means of confirming the findings (Flick,2009). Through member checking I asked participants to comment on the accuracy and obtained their approval to use their direct personal quotes in written or verbal reports of the study. The participants confirmed that the summary of findings adequately and accurately represented their perspectives. I always tried to avoid complexity in terms of language.

### **3.11 Limitations of the study**

Nevertheless, this study was conducted in a very short period hence; time duration for data collection is one of the significant limitations of the study. The study was conducted in Uttara, one of the prominent areas in Dhaka city for English medium schools and therefore it covers only one region and one school in Bangladesh and it did not cover entire Bangladesh's English medium educational landscape (Mousumi&Kusakabe,2017). Collecting data and information from one small sample is a limitation for a research study. Access to other schools' was very difficult. So I had to conduct the study in one school only. One more

limitation was interpreting the questions of FGD guideline to the parents. To resolve this problem simple and accessible mother language- Bangla was used to make the questions understandable to the participants. Another problem was to deal with the interviewees. As the teachers were of different age and experience level, I had to use different pattern of language to find out their different opinions on this topic. I also had to shorten or lengthened the questions to understand the real context of classroom interaction. During the research study I had to search for relevant literature to enhance my research paper with munificent data and information. But unavailability of literature of the Bangladesh context was also a great limitation for the study.

## **Chapter 4**

### **Results**

In this chapter the findings of the study have been presented and illustrated on the basis of the data and information which were collected through in-depth interviews of English medium school teachers. The data and information were also collected through one focus group discussion consisting four parents of English medium students and classroom observations. This study tried to relate the results with research questions and purpose of the study. By analyzing the data, I categorized the results into some key themes.

#### **Data and information collected from FGD:**

##### **4.1.1 Parents perspective in choosing EMS :**

In Bangladesh, there is multiple education system in primary and secondary level and English medium is one of them. Compare to other education system, English medium schools are gaining the better satisfaction. From FGD one of the parent said, they have chosen EMS to avoid the pressurizing system in BMS (interviewee 1, 4.9.2018). The same parent also admitted that in EMS teachers' students' bonding is appreciable. On the same issue the other

parent said, she completed her school in BMS so she wanted her kid to get admitted in EMS for better education (interviewee 2, 4.9.2018). Another parent (interviewee, 3) also agreed on the same points but she had one more new point too. She mentioned that she wants her children to be acquainted with co-education where boys and girls are equally treated (interviewee 3, 4.9.2018).

**4.1.2. Parents' perspective on the factors effecting students learning:** Students' learning is the crucial concern for all the parents. There are varied factors that kindle students learning. From FGD the interviewee one said, healthy communication in between students and teachers is one of the important factors that help in students learning (Imadildayeva,2010).

Interviewee 2 (4.9.2018) said,

“Students are young and they often get attracted to see interesting things. Using classroom materials to draw attention at the beginning of the class teacher can grab the attention of the students. According to the parent, teacher is the main source to open up the kid; the teacher can either encourage or discourage the students (Umana,2018).”

The third interviewee revealed her opinion by saying that, teacher's perception in accepting students is very important. She said if the bonding is not so strong, weak students can be ignored and a wall of comparison might strike within the same group of students. She also stated that if the interaction is not friendly, students might get afraid and may not pay attention to the class.

**4.1.3. Parents view on teachers' role:**

In terms of students learning there is always a concern on teachers' role. Parents view the teachers' role from different perspectives. In the FGD, the first interviewee said, teachers' negligence for the inattentive students is never expected. Teachers should see everyone from the same point of view. Interviewee 2, shared her concern in terms of teachers' role by saying

that teachers are very cooperative. They possess an attitude that inspires students a lot. Interviewee 3 said, a teacher is the role model for the students. To her, teachers must be supportive and motherly. They should understand students' psychology and have control on their anger in dealing the little minds.

#### **4.1.4. Teachers students' classroom interaction from the parents perspective:**

Students spend most of their time in school with their teachers. Classroom interaction regulates the learning process. From the FGD I could collect the data on classroom interaction. Interviewee 1 shared that, teachers are in a rush to maintain regular routine. There is a gap in between the classroom learning and the lesson content. To the parent this indicates the pulling force to the coaching leading by the teachers. On the other hand, the parent urged that teachers should spend time together but as the class timing is too long it is not happening. The second interviewee focused on some other crucial points. According to the parent, teachers are not treating the students according to their nature. They have no extra time to deal with the challenging students according to their need. The parent also mentioned that teachers should consider the age and understanding level of the students before focusing on the syllabus. Moreover, the parent said "Teachers should create a relation to rely." The third interviewee compared the relationship of the teachers and students to the relationship of 'a doctor and a patient'.

#### **4.1.5. Parents view on school's role:**

EMS' parents see the entire EMS with a prominent vision. Parents believe schools can take initiatives to bring changes in the required fields to ensure quality education. In this regard from the FGD one parent (interviewee 1) said, "School should assure the implementation of productive teaching learning process according to the demand of the students (Fernandes, Flores & Lima,2009)." The parent also mentioned that, teachers should be guided to have

prior knowledge on student's strength and weaknesses to avail all sorts of supports. In support of this the other parents came out with few issues such as, counseling for both teachers and students should be arranged from school in a regular manner to prioritize child psychology, train the teachers to adapt updated methods and approaches and having a time slot keeping enough room to practice but not to follow the syllabus only.

### **Parents' role viewed from parents perspectives:**

I collected some information on the fact that what should be expected from parents in guiding their school going children. The parents from the FGD group came up with their own opinions to share. According to them, "today's children are more matured, focused and knowledgeable. So to deal with them parents must communicate with them open mindedly". They should view the mental status of the kid. It indicates that if the child is doing something worthy he or she should be appreciated but if something wrong is done by the kid it should be explained to them by showing proper examples that why it was wrong. They also said, "Parents' should be supportive and considerate to regulate their children in their daily life".

### **Data and information collected from Classroom Observation:**

#### **4.2.1. Feedback on different domains seen in the classroom:**

I could observe few classes of grade 5 of one of the English medium schools in Uttara. This grade has three individual sections to fit the number of students. There I observed the English, Science and Math classes of grade 5 which is the last grade of Primary section of this school. The number of the students varied from 20 to 24 as the capacity of the classrooms was 24. Students were of mixed group of boys and girls. Teachers were starting the classes with attendance as following the custom of the school. The classrooms were airy and wide enough to fit the number of students they have. Teachers were ready with their lesson plans and teaching materials such as books, flash cards etc. In the English class (5.5.2018, section-



Green), Teacher was discussing on the topic 'conditional clause'. Teacher used projector to define the term with many examples and asked the students to answer accordingly to check their understanding. Students were actively solving the exercises from books. Teacher was roaming around to see their work. The teacher also instructed to swap their copies for peer checking. The English teacher had close contact with students as she delivered individual comments for them. For instance, one of the students was having difficulties in copying the tasks so the teacher inquired her about her eye glass and suggested to take it out and wear that. There was a new student who joined on that day for the first time. But the teacher was handling 'him' by appreciating for his work. Students were encouraged to be honest in their correction and put 2 \*\* if 5 of the answers are correct, 1\* for 4 correct answers and a smiling face for 3 correct answers. There were two challenging students, one was new to the class as mentioned before and the other one was left behind from the expected standard.

In another section of the same grade, Science class was observed (6.5.2018, section-Yellow). Teacher used the class journal to take the attendance. Out of 22 students 1 student was absent because of her illness. PPT and projector was used to conduct the lesson on habitats. Teacher had a clear tone to deliver her lesson content. Everybody was encouraged to take part in the discussion. There were 2 students (boys) who sat in the middle row of the class but not answering at all. They were talking to each other with a low tone. Teacher could notice that and went to talk to them.

In the third section (Blue,7.5.2018) of the same grade 5 Math class was observed. The teacher was young in terms of age and experience. The teacher greeted the students and took the attendance. Teacher was enthusiastic to conduct her lesson on the topic Fraction. The Teacher arranged a group work to solve the tasks given in the book. Since the class was a mixed group, there were some weak students, some matured students and also some swift and good students. Teacher was facing difficulties in controlling the class. Side talking was going on

among the students as they found some of the question answers before others. Teacher could not grab the attention of everyone to explain something on a general basis applicable for the lesson. At one point teacher had to deliver strict and straight forward commands to control the students. Topic based discussion was held only. Later students showed their respond and completed their tasks.

#### **Data and information collected from Teachers' Interview:**

##### **4.3.1 Teachers' perspective in choosing teaching profession:**

I could take the interview of eight teachers who are presently working in one of the English medium schools at Uttara. All of them are dealing with the students of 10 to 12 years age level of primary section of grade 3 to 5. The reasons behind choosing this teaching profession varied from teachers to teachers but the most common factor that I dug out from the interview is, teachers are choosing this 'Teaching Profession' as they get to learn something new every time. The other reasons are: influenced by family as in seeing teaching professionals closely within the family, teaching English to non-native speakers, best job for the fresher, and likes to deal with young kids.

##### **4.3.2 Teachers' perspective in planning the sitting arrangements:**

Different classrooms have different group of students and being a teacher of these students, a teacher can only visualize the needs. While interviewing I found different types of vision regarding the sitting arrangements. One teacher said (interview 6, 9.11.2020) for smaller classes that want more interaction between the student and teachers, a U- shaped layout is a better option. A U-shaped desk arrangement encourages discussion and makes it easy for the teacher to observe students and provide one on one help (today's classroom, n.d.). "I switch things up randomly sometimes so that students get to know more people which not only improves their social lives but also builds acceptance regarding different ideologies." said by

a teacher while sharing the concern( interview 7, 10.11.2020). Most of the teachers claimed that sitting arrangements should be group wise where there will be mixed range of students so no one feels left out. The peers can pull the other members of the group. Another teacher said (interview 3, 6.5.2018) “I keep in my mind the height of the learners, the tall ones to sit behind, giving way to the shorter ones to sit in front.”

#### 4.3.3 Teachers’ perspective in applying teaching methods:

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students’ individual needs (Quizalize,2018). Different teachers think differently about teaching methods.

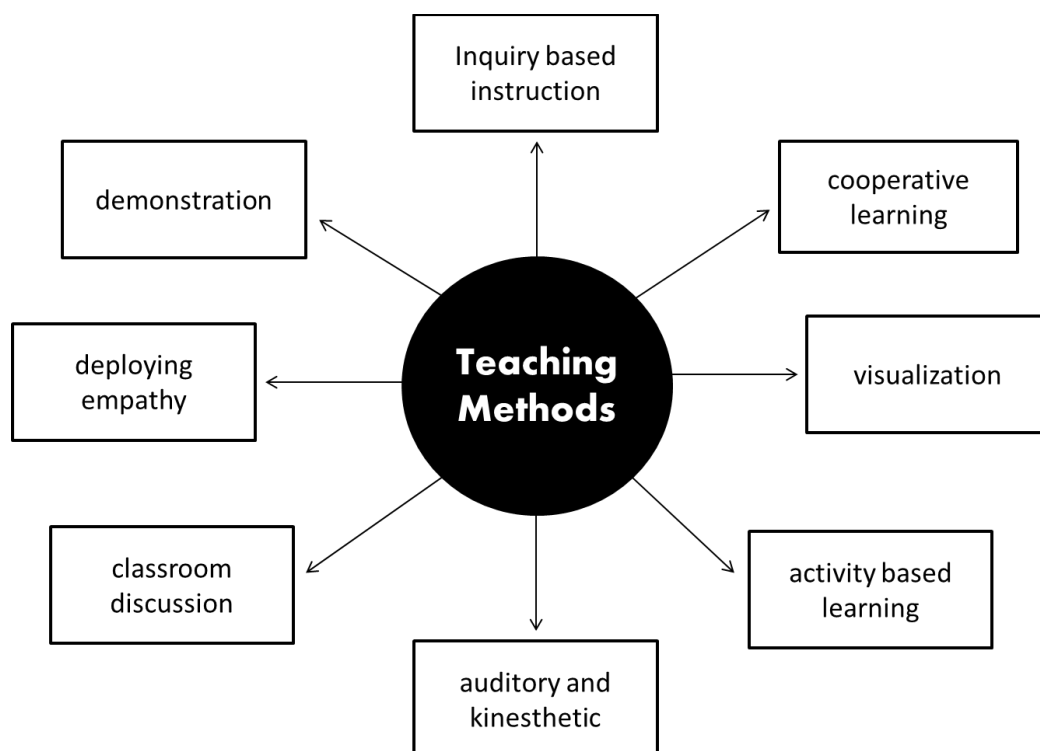


Fig: 4.1. Teaching methods used in EMS classrooms

The methods that are used by the teachers I took interview with are inquiry based instruction, demonstration, deploying empathy, classroom discussion, auditory and kinesthetic, activity based learning, visualization and cooperative learning. The teachers from the interview said they apply these methods according to the need of the lesson content and learning need as well. These methods are used to ensure learning in English medium schools.

#### **4.3.4. Teachers' perspective on the teaching- learning practice in English medium schools:**

It is assumed that teaching practice differs from school to school depending on schools mission and vision. From the interview I could collect information on teaching practice of one of the English medium schools of Dhaka, Uttara. One of the teacher mentioned the teaching practice of her organization is far greater than other mediums. But she also said (interviewee 7), 'I would strongly recommend that the education shouldn't be bind by books but rather it should open moral eyes of the children.' Another teacher exclaimed her opinion by saying that, 'Honestly speaking, the practice is compared to spoon feeding. I would rather want our students to be more independent and manner full.' Others agreed on the point that, in the organizations they have worked with so far, most of them had very effective teaching practice in primary sections. However, there are many more improvements that can be enhanced. One of the noticeable problems detected from the interview was teachers struggling with the given time frame of finishing the syllabus.

#### **4.3.5**

With regard to teachers' feedback, without any doubt all the teachers (eight teachers in the interview) agreed on the point that teacher's words or feedback can build or destroy a student's academic strength. One of the teachers said (interview 7, 10.11.2020),

“Absolutely! We are the ones they look up to and find place of reliance. The way we are going to treat them is going to serve as well own self talk for the rest of their lives which ultimately means, the quality of bonding between a teacher & a student has paramount significance! It's of vital importance to be clinical with the choice of words. My words have supported bringing the best-self out of them.”

Another teacher (interview 8) asserted that, “Yes. Teachers feedback is very important as based on this a teacher can communicate with the child more effectively and the learning can take place smoothly.” Other teachers from the interview said they have experienced that by little encouraging words students who are not very high achievers became very hard-working and gained their goal. Teacher-student bonding is the key to a successful class in my view.

#### **4.3.6. Parental support and importance of family background in Teachers eye:**

‘I do not think background is important because in today’s generation no one wants their child to stay uneducated’ said one of the teachers in her interview (10.11.2020). But other teachers who were also interviewed came up with their different opinions. They said, family back ground and parental support plays a big role. As it’s said that an educated mother can teach her child more appropriately. Better-educated parents are more likely to consider the quality of the schools, selecting a good neighborhood in which to live. Once their children enter a school, educated parents are also more likely to pay attention to the quality of their children’s teachers and may attempt to ensure that their children are adequately served. Parents can do that also by participating in parent-teacher conferences and volunteering at school programs (Education Next,2017). Family background is important but a student cannot be the vitally judged on based on that, but supportive parents are obviously

encouraged. Parents from the FGD said, sometimes the lesson becomes too hard for them to understand and support their children. And as they are mostly working they face time strain to deal with their children. So basically parents are depending more on the school's support.

**4.3.7. Assessment techniques used in EMS:**

From the interview I got to know that teachers are using different types of assessments techniques to assess the students learning. The teachers said they are using the mixed patterns of assessments in following the summative and formative assessments. They take the class tests and exams to sum-up the terms. There are two terms in one academic session consisting two quarters in each term. And they use the other criteria of formative assessment throughout the session as it is easy to assess students learning during the class hours through different activities.

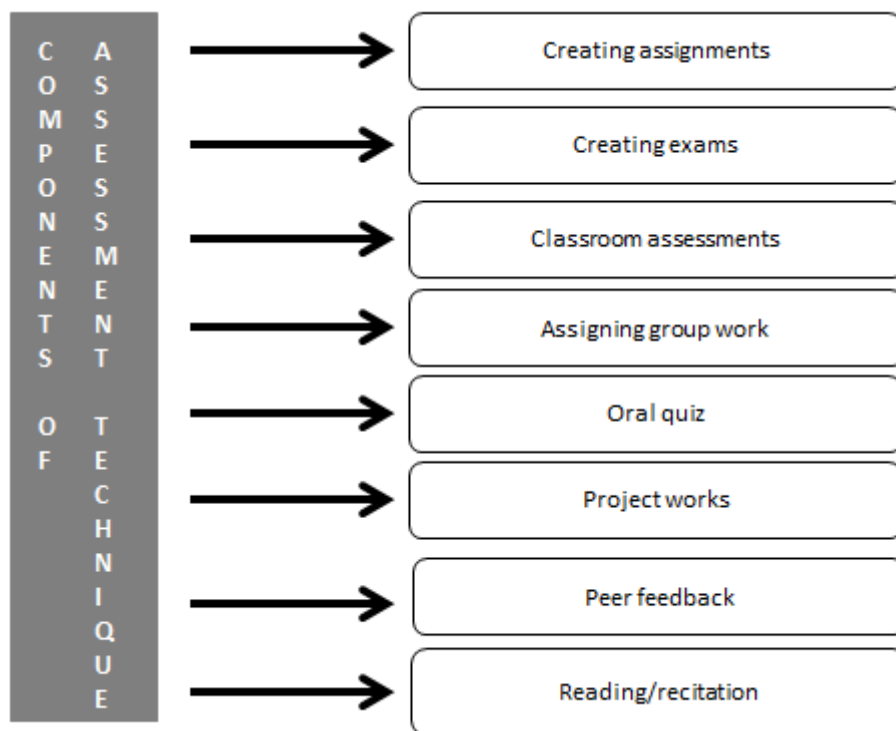


Fig: 4.2. Components of Assessment Techniques used in EMS

#### 4.3.8. Skills that are required to be a good teacher----- teachers perspectives:

It's really hard to define the skills that are required to be a good teacher because it's not a constant process. Teachers need to develop their skills depending on students demand. 'Patience, Persistence, Practice' is a must for all the teachers said one of the teachers in her interview (interview 8, 11.11.2020). They mentioned about some basic skills that to them is needed to embrace teaching profession to play the role of a good teacher. The skills are shown below in the figure:

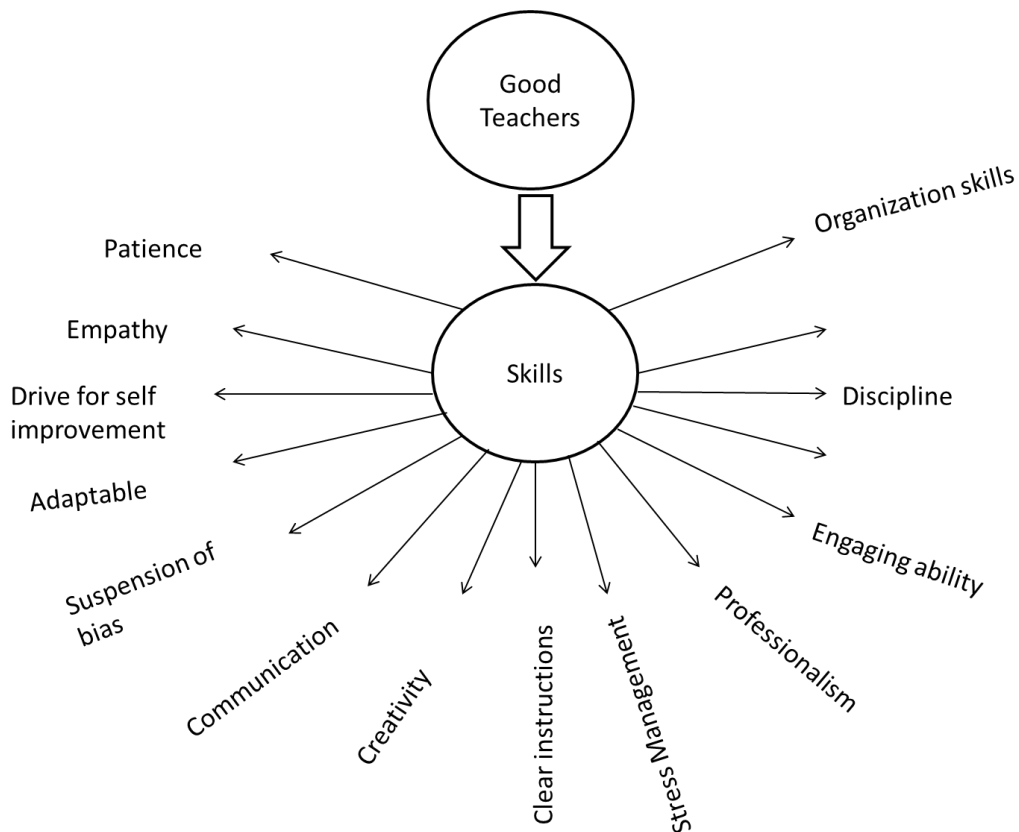


Fig: 4.3. Skills required being a good teacher

#### 4.3.9. Teachers' academic and teaching experience and Teachers Training:

I collected the data and information on teacher's qualification from both the sides of academic and teaching. All the teachers said that they did not feel to have any specific academic qualification while joining the teaching profession. They all joined from their respective fields of education by facing interviews. The teachers in their interview also exclaimed that they did not pursue for any sort of Teachers Training to avail this job rather they received all sorts of trainings from their workplace after joining the profession. The teachers also mentioned that they feel that training is necessary to understand how the dynamics of teaching culture works. Also it is required to understand the basic psychology of students depending on their age groups.

List of teachers	Academic Qualification	Teaching Experience	Teachers training before joining the profession	Teachers training after joining the profession
Teacher 1	Masters in Mathematics	11 years	N/A	Yes
Teacher 2	MA in English Literature	18 years	N/A	Yes
Teacher 3	MA in TESOL	2 years	N/A	Yes
Teacher 4	Masters and MEd	12 years	N/A	Yes
Teacher 5	BBA (on going)	10 years	N/A	Yes
Teacher 6	M.B.A, major was accounting	7 years	N/A	Yes
Teacher 7	BBA	2 years	N/A	Yes
Teacher 8	MSC in Electronics and Telecommunication Engineering	9 years	N/A	Yes

**Table 1.1: Teacher's qualification and Teachers training**



From the above figure it is seen that teacher's qualification varies and teachers training was not at all required to join the teaching profession for these teachers.

#### **4.3.10. Classroom interaction from the teachers' perspective:**

To implement the teaching strategies and methods classroom interaction between teachers and students plays a significant role. According to the teachers nothing goes well if there is no interaction. If teachers are not interacting with the students, students will never discuss their problems. Teachers must know every individual to deal in the class. Interacting with others in a classroom can positively improve both students and teachers thoughts and emotions. Being part of a group helps build relationships to improve our mental health too. The teachers said impacts of classroom interaction on students are many. I could collect the list of influential factors of teachers students classroom interactions from the interview. According to the teachers, classroom interaction builds confidence in both the teachers and students. This improves students' thoughts, improve students' emotions, creates sense of responsibility, helps build relationships, helps to make decisions, develop the sense of sharing, helps to analyze and interpret information, helps to understand the lesson, and helps to collect relevant information. The teachers said they get very little time in class but in the breaks or in the tiffin time they try to interact more with the students.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion**

In this section I would like to express my own experience and knowledge gained from the research study supported by the data and result. Also I would like to compare the findings of my study with that of other studies including presented in literature review section. This

study explored the practices of teachers and students classroom interactions in English medium schools where the information was collected from the views of the stakeholders (teachers and parents) which support to achieve the goal of my study successfully. The aim of this paper has been to draw attention to interaction in the classrooms which enhance students learning, so I reviewed the present classroom practices of teachers and students and I got to know that classroom interaction differ from class to class and teacher to teacher. Teachers are applying different teaching methods and approaches according to the content of the lesson and implementing different activities such as project work, group work, and peer work etc.to follow the term pedagogy. But there is no such strict frame to follow and proceed. Being one of the successful educational institutes in Dhaka this English medium school could avail the best facilities in the classroom as well as in teaching guideline. Teachers are given effective teachers training as to enhance their professional development process after joining the team as a professional. The school is also arranging summer and winter workshops to update their teachers skills in different era of education. Teachers trainings are sometimes expensive and time consuming, so there are less trace of teachers training that is accomplished personally. In this regard, this very prominent school has set good examples in front of their professionals. I also came to know that completing syllabus is still an issue to overcome. Parents, teachers and students all are facing troubles to complete the syllabus within the limited time span. Data from classroom lessons and teacher statements show that although teachers are aware of the new policy of curriculum and teaching practice in classroom, they focus on their beliefs, personal experiences, and immediate classroom priorities that influence daily lessons (Mizza,2014).

From different classroom- based case studies it is assumed that classroom interaction has a direct relation with students' achievement scores. Student-teacher exchange is a key of classroom activity (Collins,2016). It is nevertheless important to examine how this interaction

operates in particular communicative tasks and situations and how it is reinforced by institutional evaluation procedures (Collins,2016). A positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of students (Young,2014). When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes. Classroom discourse proceeds on turn-taking. Seedhouse (1996) argued that it is impossible to replicate conversation in the classroom. He suggested concentrating on understanding the possibilities of institutional discourse. In the classrooms it was viewed that teachers are directly getting into the content of the lesson that has been planned before. Every class has a fixed time and teachers and students both are molded in to that time frame. From the classroom observation it was found that there are always a mixed group of students in every class and teachers are not avoiding even the challenging students but they had very little time to spend with those students to get into the root of the problem. Students need enough room to practice the learned topics. From morning till afternoon the students are having 7 to eight periods in a day and each class is consist of 40 minutes. Different teachers are taking different subjects and at the end of the day, students are returning with a pile of homework. It has been revealed by the parents from the FGD that, students rely on their teachers and replicate teacher's attitude. Students pay focus with interest on those subjects when they are well acquainted with that subject specific teacher. It is seen that lack of experience and maturity in profession keeps the teacher unaware of the facts of child psychology and classroom interaction. The teacher avoids the instant problems of the classroom if she or he is not well experienced and well aware of the custom only.

Classroom interaction and learning management perspective opens up a whole new area for research on students learning in English medium schools (Allwright,1984). Teaching children is not simple or forthright. Rather, it is a complex task that needs dexterous teachers who can

understand children's world (Cameron, 2001 as cited in Barbosa,2019). Love is an important factor for a teacher because positive attitude can bring tremendous change in teaching young children. It opens the door to friendly interaction which brings a secure atmosphere in the classroom. Similar studies have been done in other countries for universities and high schools, but this study will help to investigate the scenario of English medium schools regarding classroom interaction in between teachers and students as well as students learning, I have presented this perspective on interaction in the classroom as a set of descriptive facts about classroom pedagogy, as a set of unalterable facts of classroom life. Classroom pedagogy can proceed only through interaction (Allwright,1984). This is not a magical relationship but a practical one. If the teacher has enhanced respect for his or her learners, then this will emerge in classroom interaction (Allwright,1984). In schools the students are tenderly nurtured as they belong to early age of education and learning as well. Whatever they learn at this age from their teachers, friends, parents and the environment as well spring a great source of inspiration and motivation to progress in future life. Many teachers, in my experience, are very happy to avoid asking learners to articulate their learning needs, on the grounds that learners never know what they want anyway. If the teachers could see that, their learners are articulating their needs through classroom interaction they might emerge with enhanced respect for their learners (Allwright,1984).

It is perceived that usually there are five aspects of interaction management and one of them is self-respect. A learner with more self-respect is likely to be more willing to take risks. If the teachers show respect to them, there is a much better chance that they will respond well, accept that only they can do the learning, and get on with it more effectively (Allwright,1984). This realization might prompt a re-evaluation of the concept of interaction in pedagogy and to explore the management of interaction and its relationship with the management of learning. In the long term, the evolutionary changes could themselves be

profound (Allwright,1984). The main fact is interaction is the process through which everything that happens in classroom gets to happen the way it should be (Allwright,1976).

I would go a little further with the view that, in terms of growing concern with issues of students' learning in classroom there might warrant even further special consideration in the context of teacher-student interaction. Recent developments point not only to the issues on pedagogy but also to the nature of educational change. These orientations indicate that multi-disciplinary approach is possibly needed to develop a coherent theory of teacher-student classroom interaction (Hobson et al., 2006).

The academic qualifications of teachers also vary greatly and this influences their teaching practice in class (Mizza,2014). Nunan (2003 as cited in Farooqui,2014) found the difference in teachers' proficiency level. Differences in the professional qualification of teachers can cause differences in teaching practice (Mizza,2014). No specific academic degree is formally required in order to be an English language teacher or any other subject's teacher in schools of Bangladesh (Farooqui,2014). Such condition further makes the classroom interaction as well the classroom learning difficult for both the teachers and students. It has been observed and found from the study that though academically teachers are qualified and accepted to join the profession of teaching but unfortunately they don't require any such teachers training to prosper confidently in this profession. There is no such requirement of academic degree as in Med. and Bed. to possess before joining the 'Teaching Profession'. This profession is counted as many other general professions in our country. Even it is found that after getting appointed by the admin of the teaching institute, teachers are directly joining the classes to attend the students. Moreover, it also appeared that teachers' academic background and their choice of profession caused such inability to use English language in classrooms (Mizza,2014). Classroom discourse moves on to steer the classroom lesson linked with pedagogical purposes. Referential questions stimulate a greater quantity of genuine classroom

interaction. Seedhouse (1996) mentioned that language is both the vehicle and object of instruction. If teachers are lacking in subject matter knowledge and in teaching skill, it affects students' learning. It leads the students to lose confidence in the teacher and affects learning as a whole. For that, teacher training and professional development are important in terms of educational priority. Educational programs should be well-studied and planned to help teachers benefit from them (Boudersa,2016). Good quality teachers training should grab teachers' attention and engage them in different activities. To improve and raise the quality of education, great investments should also be made in introducing programs for teacher training by educational institutions (Boudersa,2016). Teaching of today fosters critical and reflective thinking skills in students. Nystrand and Gamoran (1991) stated that teaching for critical thinking is not been wide spread in classrooms (as cited in Boudersa, 2016). To meet the needs of the students' teachers should be efficiently trained with diversity in approaches to teaching. From the interview I got to know that reflective teaching is used by some of the teachers but not by all. According to the teachers they need to put their efforts in books and copy checking though minority of that is done through classroom checking. The teachers also said they need to focus on lesson planning, attending meetings with their respective head of departments and search for new information. Some of the teachers said they try to continue with reflective teaching approach but there is little time to do that. They are also engaged in extracurricular activities after the school according to their expertise and passion. They regularly attend the weekly and monthly meetings call by the admin. I would say that as teaching is an ongoing process, teachers skills must be updated to enhance their professionalism and enough examples and ways must be demonstrated and studied before implementing them in the classroom.

The influence of teachers discourse and the feedback they provide plays a crucial role in the development of human talent (Barbosa, 2019). It is important to be careful about our

communication with students in our daily teaching-student interactions because the words we use transcend and are determinants for how students will have future events that occur in their lives. On this issue I would add the experience of one of the eight teachers I took interview with. The teacher mentioned that, “I feel classroom interaction is the biggest trump card to make the effort to understand a student better. My strategy is question. There was once a student was creating unhelpful environment in the class through creating noise and disturbing others. I took him to a corner, asked him a few questions after class and found out that he was trying to distract himself because his parents had a fight recently which kept him suffocated. I taught him a breathing technique and we were good to go in 5 minutes.”

The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define a good education (Roslan, Ariffin & Rahim,2017). In order to work in a field that required such dedication, teachers have to have a compatible personality and teacher characteristics affect the teaching –learning situation (Yaratan & Muezzin, 2016).The teacher is a role model who directly impacts the life of the student. Teachers have a powerful, long-lasting influence on their students (Stronge,2018). Therefore, it is recommended that the teacher’s discourse foments empowerment, well-being and human flourishing in the students. It is delicate if this happens, because what we are looking for is that the student grows, that he can be excited to talk about what he learned, what he discovered, that he shows his cognition and development of critical thinking, and that he learns from his mistakes, and all these must be seen positively, not negatively. Students are attentive to the teachers’ words and nonverbal expressions. Words are full of power and so are our nonverbal expressions. It is important and essential that the student accepts and integrates the feedback received and that he or she undertakes to modify their behaviours. Otherwise it will be difficult for them to change and improve their performance. The purpose of discipline is to facilitate learning and foster better relationships and respect between the students. It is also intended to help students become

more self-directed, self-disciplined and accountable for their behavior. I have found that students respond poorly to forceful discipline but well to discipline that is helpful. My philosophy is to provide clear limits and rules that are communicated to the students so that they have a clear understanding of what is expected of them. The rules are discussed and agreed upon to encourage accountability from the students. Bates (2015) stated that developing a total learning environment for students in a particular course or program is probably the most creative part of teaching.

According to the section 11 of the Private (English Medium) School registration Rules 2007 (Mousumi & Kusakabe, 2020), every private school must have to maintain a ratio of student and teacher. It is mentioned that, for nursery, kindergarten and primary school the ratio should be 15:1 (Kader et al., 2018). From the classroom observations I could reckon the capacity of the classrooms is 24 and 1 teacher is allocated for that set of students according to the subjects. It is very important that all students must be heard and observed while progressing to their academic and social stages of life. So in this regard the ratio of student and teacher should be well maintained.

The 2010 Education Policy has recommended substantial decentralization of planning and management of primary and secondary education and greater authority with accountability at the institutional level (Government of Bangladesh, 2010). Even in the current bleak picture, institutions with great reputation actually take greater responsibility for their own management, usually through good leadership of a head of the institution and support of an progressive managing committee. These can serve as the model for a gradual move towards greater institutional responsibility and accountability (Ahmed,2007). In Bangladesh, primary education is of five years' duration. Children of age 6-10 years are supposed to be the students of primary schools, but in reality the age-range is much wider (Ahmed, 2007). This issue should be incorporated in the teacher's training module in terms of classroom



pedagogy. Bold and creative measures are needed to attract talented and inspired young people to teaching, to keep them in the profession and to create a critical mass of talented teachers in the education system (UNESCO,2015). The quality goals in English medium schools require changes in curriculum and in teaching learning materials.

### **Key Findings**

A detailed review of the result states the following key findings:

- Classroom interactions became lesson based leaving less room for social interactions.
- Completing syllabus became the main motive of the teachers and students while other motives were sidelined.
- Teachers preferred smaller classrooms and shuffling sitting arrangements to increase interaction.
- Unique and interesting classroom materials grab students' attention.
- According to teachers, teaching practices have become more book based rather than being based on creativity and interaction.
- Teachers and parents both agree that teachers' feedback has a great impact on students learning.
- Better educated parents are more likely to consider the quality of education in schools before enrolling their children.
- Teachers come from different backgrounds and have varying qualifications and teaching experience.
- Most teachers joined without training, and participated in training when the school gave them the opportunity to do so.
- Introverted students still suffer with lack of attention.
- Both parents and teachers rely on the school authority to take initiatives.

- Varied assessment techniques are applied in following of both summative and formative.

## **5.2 Conclusion:**

The research was performed to explore the practice of teachers students' classroom interaction in English medium schools. The data was collected in such a way that the research participants got an opportunity to express themselves liberally. This research work fulfills the purpose of the study mostly. The research explored the ways of classroom interaction revealing the contributions of the participants, teachers and the students. Moreover, how it is reviewed to the stakeholders. This research also shows the feedback of teachers and parents about the classroom interaction as well the classroom learning. Both gave positive feedback on the teachers and students classroom interaction in relation to students learning. This research also indicated the necessity of quality education in classroom which is sensed by the teachers and parents. The problems and challenges faced by both parents and teachers are also illustrated in this research. So it is compulsory to develop teachers students' classroom interaction to enhance students learning and increasing teachers' awareness about their great responsibility. Here, Government's supervision is important. Government's proper supervision could guide the English medium schools to think and take initiatives to develop teachers' students classroom interactions that foster students learning.

## **5.3 Recommendations**

Recommendations are provided below based on practical study to enhance the teacher student classroom interaction in English medium schools:

- Classroom interactions in English medium schools must be studied and analyzed in a regular manner to incorporate different opportunities that ensure students learning.

- There should be a guideline for the teachers in applying different teaching methods considering the age level of the students.
- In classroom students must have enough room to practice the learned topics with their teachers so that every individual student can be heard and observed.
- Syllabus must be reviewed and design in a way that after completing each of the topics students can review and recall the lessons taught recently through different activities.
- As parents rely more on schools initiatives, school should arrange regular meetings with the parents to detect all sorts of queries and proceed with students' development.
- Short term or long term Teachers Training can be a compulsory qualification to apply for a teaching profession.
- As mostly school is taking initiatives to provide different types of training to their respective teachers to enhance their professional development growth, teachers' needs must be checked before arranging such training. And it is also very important to check and record teacher's developments and contributions during and after the training.

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## **Appendix A.**

**Institute of Educational Development, BRAC University**

**Master's Thesis Programme**

**MEd in Educational Leadership & School Improvement**

### **Consent Form**

I am Jehan Rahman, MEd. Student in Educational Leadership & School Improvement at BRAC Institute of Educational Development of BRAC University. A research – based Master thesis will have to be submitted to my thesis committee as part of my obtaining the degree.

You are invited to participate in a study titled “Teachers-students classroom interaction to ensure students’ learning in English medium schools.” The purpose of this study is to explore the practice of reciprocal interaction that takes place in the classroom between the teachers and students and its influence in students’ learning. This research will try to look at the existing situation of teachers-students classroom interactions to ensure students’ learning in the English medium schools.

You have been chosen as a possible participant in this study. I will interview you to know your views on the issue, and your experiences about the research work will contribute to the study a lot. Probably, it will take around an hour. There will be no monetary compensation for your participation. There is no identified risk from participating in it. Your identity will be confidential. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. The researchers named below will be responsible to ensure the protection of the information.

If you are willing to participate in this research, I would request you to sign this consent form. Your participation in this research is voluntary. Therefore, you may withdraw your participation at any time during the interview or later while the information is analyzed.

If you want to know more about this research or if there is relevant clarification that you may require, please contact the following persons.

<p>Manjuma Akhtar Mousumi</p> <p>Supervisor</p> <p>Med in Educational Leadership &amp; School Improvement</p> <p>Address:</p> <p>Email:</p>	<p>Name of the student: Jehan Rahman, MEd in Educational Leadership &amp; School Improvement</p> <p>Address: H # 34, R # 12, Sector #4, Uttara, Dhaka</p> <p>Email: <a href="mailto:jrahman78@yahoo.com">jrahman78@yahoo.com</a></p> <p>Mobile: 01716940169</p>
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I have read the consent form or my acquaintance read it to me. I completely understand my rights about participation and am willing to participate in this research.

Name: \_\_\_\_\_ Signature & Date: \_\_\_\_\_



## Appendix B.

### **Interview guide for English medium school teachers:**

Date: / /

Time: 60 mins

Interviewer: Student of MEd

Interviewee: English medium school teachers

Sex: Female

Number of participants: 8

#### Interview Questionnaires:

Q.1. How long have you been working in this teaching profession? What is your academic and teaching qualification? Did you join any teachers training before joining in teaching profession or did you feel that it is necessary? Were you asked by the admin about teachers training while interviewing?

Q.2. Why did you choose this profession?

Q.3. Are you the class teacher or a subject teacher? Which subject you are teaching and to which grade of students?

Q.4. Are you involved in any other extracurricular activities of the school? What is that activity and how are you working on it? Or Why didn't you choose any of the activities?

Q.5. How many students you have in your classroom?

Q.6. How do you teach different types of learners within the same class and how do you handle challenges in the classroom?

Q.7. How do you perceive classroom interaction as one of the strategies for teachers? What are the strategies and tools that you apply to have effective classroom interaction? Tell me about a time you handled a behavioral issue with a student.

Q.8. What types of obstacles of students you can encounter? What alternative options or actions do you have?

Q.9. Are you aware that your words or feedback can build, or destroy a student's academic strength? What have your words supported? In your view how important is teachers and students bonding in a classroom?

Q.10. If you have noticed a child being bullied in your class, how would you deal with the situation?

Q.11. How do you plan the sitting arrangements of your classroom? What is prioritized by you while setting the students in your class?

Q.12. Do you share your personal experiences with the students?

Q.13. How is the teaching practice of English medium schools of primary sections? Do you have any suggestions to improve or enhance the practice?

Q.14. How important is the family background of a student in ensuring learning?

Q.15. What are the important tools in developing the total learning environment for a student?

Q.16. Name the skills that are required to be a good teacher.

Q.17. What happens when the teachers and learners both are involved in the classroom?

Q.18. How often you apply engaging activities in your classroom for your own subject?

Q.19. Did you attend any training sessions or workshops to know more about the teaching strategies and the child psychology? Name them.

Q.20. How do you assess a student's learning in your class?

## Appendix C.

### **FGD guide for English medium school parents:**

Date: / /

Time: 60 mins

Interviewer: Student of MEd

Interviewee: English medium school parents

Sex: Female

Number of participants: 4

#### FGD Questionnaires:

Q1. Why did you choose English medium school for your child's media of education?

Q.2. What is your impression about your child's present school?

Q.3. How will you define the factors effecting students learning in Primary sections? **Or**

What are the important factors of students learning in your opinion?

Q.4. What are the issues that hampers classroom learning? How?

Q.5. In your eyes, how do you perceive a teacher? What he or she can do for a student of his or her class?

Q.6. How are the students of this grade level now and how much concerned they are about their class performances and achievements?

Q.7. Why there is a gap between the teachers and students classroom interaction?

Q.8. How can the gap be filled to ensure a good bonding between the teachers- students classroom communication?

Q.9. In your opinion what should be the teachers role and what should be the parents role in guiding students?

Q.10. Do you think a school can take initiatives to ensure students' classroom learning? How?

## **Appendix D.**

### **Checklist of classroom observations:**

Date: / /

Time: 40 mins

Level of the grade: Grade 5 of primary section

Name of the class observer: Student of MEd

Subjects: English/ Maths/ Science

Reason to observe the classroom: To observe teachers –students' classroom interactions

Observation Criteria:

**1= Good    2= Satisfactory    3= Development needed    4= Not observed**

Observation Domains	Good	Satisfactory	Development needed	Not observed
Beginning of the class (greetings)				
Is the teacher prepared? (classroom journal, lesson plans, books and other materials)				
Can the teacher control students' behavior?				
Providing positive reinforcement				
Teaching learning materials (projector, whiteboard, flash cards)				
Teachers behave cheerfully and cordially				
Readiness of the students				
Peer involvement of the students				
Student's attitude towards teachers				
Interaction between teacher and students				
Recalling previous topic				

Asking questions to the students				
Environment of the classroom				
Total number of students				
Evaluation of students' learning				
Checking attendance				

Observation notes and Comments:

