

Teacher's Role In Live Session Classes: A Case Study On The Adaptability Of  
Secondary Level Students

By

Arafat Hossain Riad  
ID: 20163022

A thesis submitted to the Department of English and Humanities in partial fulfillment of the  
requirements for the degree of  
Masters of Arts in English

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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.

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**Md. Arafat Hossain Riad**

20163022

## **Approval**

The thesis titled “Teacher’s Role in Live Session Classes: A Case Study on the adaptability of Secondary level students” submitted by Md. Arafat Hossain Riad (20163022) of Spring, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts in English on [06.01.2022].

Supervisor:  
(Member)

---

Nazah Farhat  
Senior Lecturer, Department of English and Humanities  
BRAC University

Departmental Head:  
(Chair)

---

Firdous Azim, PhD  
Professor and Chairperson, Department of English and Humanities  
BRAC University

## **Ethics Statement**

All the rules of ethical issues have been maintained before conducting the study.

### **Abstract**

Live session classroom provides a real-time communication even during online classroom as there are some technological tools been available which can create massive impact on the learning platform. This study will present and exhibits the teacher's role in live session classroom, where which specific sets of classroom teaching strategy, communication strategy and motivation strategy are used will be discussed here. However, a mixed method case study of the research has been followed to find the data of the research where teacher's role would be found. This research will help other researcher who are in need to deal with online platform of learning in Bangladesh. And specially where live session or real time video communication will take place, since there was insufficient study done at this point explicitly in classroom communication. this research will give a thought regarding in general online classroom to the researcher since the study was led with regards to Bangladesh.

**Keywords:** Teacher's Role; Communicative; Live classroom; Qualitative & Quantitative; Teaching Strategies; Communication tools

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## **Introduction**

### **1.1 Background of the study:**

Education has been developed day by day with the emergence of technology and gone into another period advanced training through internet-based classes. Virtual classes give access to the thousands of students to join class from home which is easier from going to the institutions. It is acknowledged that online classes are one kind of distance education as students cannot have face to face communication with the teachers on this platform (Roffe, 2004). Verduin and Clark (1991) mentioned television and radio as a medium of distance education during 90's. Later, Distance education turns out to be good through online platforms which need internet connection and devices to connect (Allen and Seaman, 2008).

A study of new horizons (2012) mentioned more than 5 lakhs learners joined classes through online in 2014, on the other hand, in 2018 it has hit 18,650,000. This happened because of the availability of technology. Also, Kingma & Keefe (2006) stated that online courses are easier to teach if there are established teaching strategies and better communication strategies. However, to ensure the proper communication between the teachers and the students, online live classes have added an advantage in this platform. According to Yilmaz (2015), a live classroom is highly desired by the students as it creates an interactive session between the teachers and the students. He also added that a live classroom is a session between the students and teachers where students can have face to face interaction and have real interactive classes rather than providing lectures only. Relating to the context of the research, the chance of creating web-based learning

air through utilizing the cell phone innovation since it has been discovered that the vast majority of individuals are natural (Gronlunda and Islam, 2010).

### **1.2 Statement of the Problem:**

Digitization of distance education has specified the teacher's role and created a major impact on the teacher about new ways of conducting the classroom (Roffe, 2004). Nowadays through different media like Zoom, Facebook, online classes are conducted by the teachers. Additionally, online classes can reach the mass of people, so do the live classes. However, online classes are not always successful if they are not interactive enough and a non-interactive session causes students to lose interest in an online class. Here, the teacher has the biggest role to play to make the online classes more interactive so that students get motivated to attend the classes. Therefore, live classes have the way of employing better teacher strategies to make the classroom interactive also by motivating the students in the classroom. A new teaching strategy needs to be developed for the better outcome of live session classes. Along with that, teachers are facing many problems and challenges while implementing the new teaching strategies during live sessions as the platform is new in the research context. So as to benefit the teachers, the study is conducted to help the educational stakeholders so that they can easily implement their teaching strategies and establish communication strategies with the students. This study will let teachers know about the challenges so that they can have proper knowledge of surviving during live session teaching.

### **1.3 Central Research Questions:**

1. What Roles do the teachers play in conducting live session class?

Research Questions:

1. What teaching strategies do the teachers adopt in Bangladesh?

2. How do the teachers motivate the students during online live classroom?
3. What challenges do the teachers face while communicating with students during online live classes?

#### **1.4 Theoretical framework of the study:**

The e-learning systems' theoretical framework contains the three main components of information systems (Aparicio, Bacao & Oliveira, 2016). Followingly, this research comes with three stages of Teacher's role. The first stage refers to the teaching strategy where different kinds of teaching strategies in live session class have been studied for the purpose of ensuring greater learning. Instructive models are the premise of learning hypotheses, as they get from information acquisition. From an instructive perspective these models are components that connect e-learning hypothesis to e-learning practice (Dabbagh, 2005). Here the data of the study has been found through teacher's interview and classroom observation which can find a clear strategy for live session class.

The second stage mentioned is communication strategy where the communication with the students and motivating them in the classroom is seen to be more prior as the researcher will find to motivate the student from the data of the research along it will give a clear idea about specific communication tools and strategy to be followed. The final stage talks about the challenges of teachers during taking online sessions as the platform is new, how they are coping up with the situation in real time video communication and what is hindering. Here, the researcher will find the obstacles for the teacher and also for the students to sort out these problems and further work on advancement of real time learning. The Theoretical framework model is given in the following section.

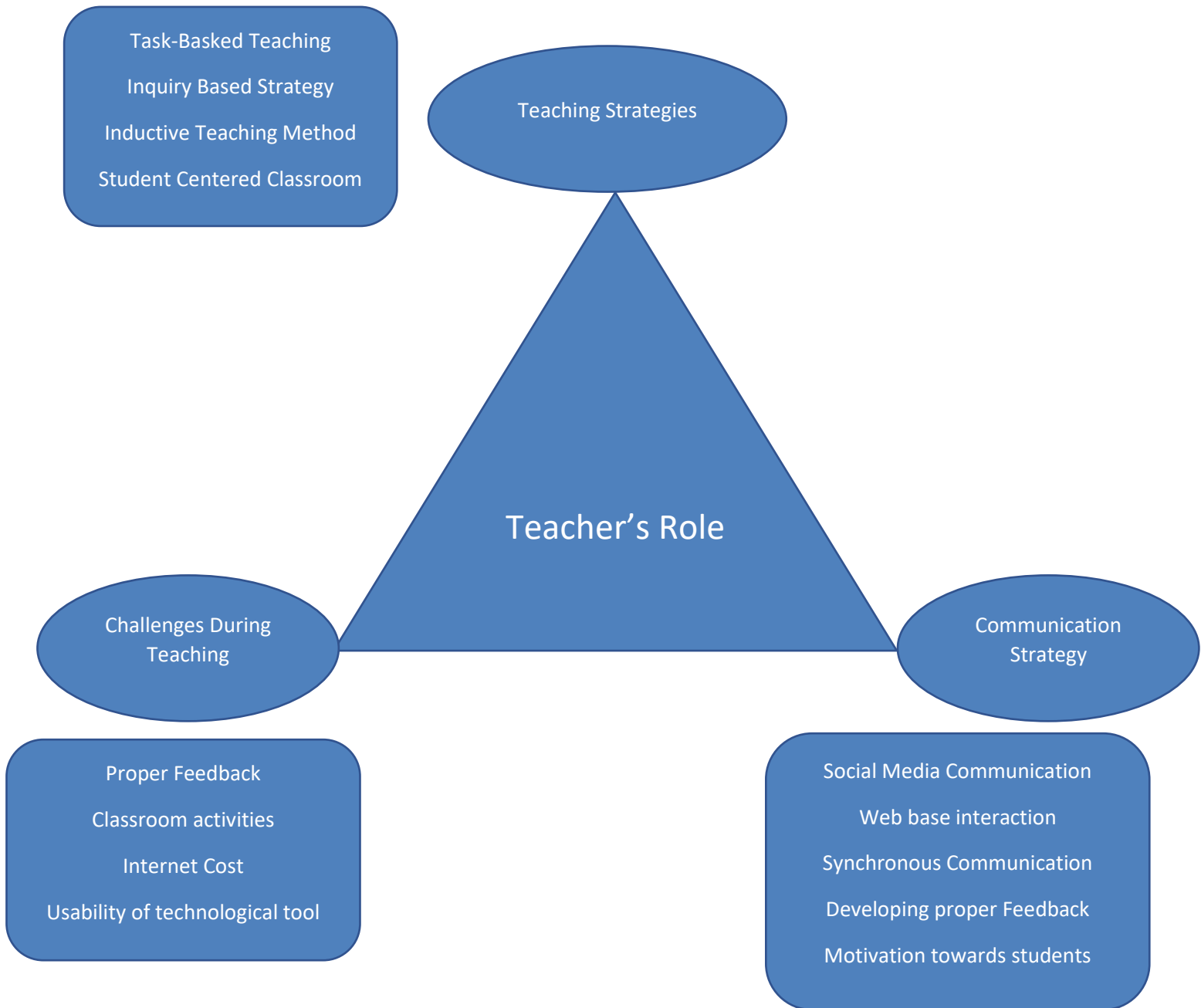


Figure 1.1. The Theoretical framework of the study.

### **1.5 Significance of the study:**

This research is conducted to improve serving teacher's understanding and establishing a better learning atmosphere online. From this research, teaching strategies will be found out which suits best for live session classes. Along with that, teachers will get to know how to motivate the students properly during live session classes that will benefit both the teacher and the students in an online learning platform. This research will further help other researchers who want to establish new teaching strategies and to develop an established communication strategy for the students for online learning platforms.

### **1.6 Definitions of the Key Terms:**

**Distance Education:** Distance education is a form of education without having face to face Interaction. Pallof and Pratt (2007) mentioned that radio and television was the medium of teaching where there was only one way of communication.

**Online Live Sessions:** online classes are one kind of distance education as both the students and teachers have interaction through different technological tools (Alam & Islam, 2010).

## **Chapter- Two**

### **Literature Review**

This research aims to find out the better teaching strategies for live session classes and a communication strategy to motivate the students along the challenges of teachers. This study will let you know about the teacher's role in a live session classroom. This chapter will briefly discuss the relevant theories and scholarly works related to the teacher's role in live session classes. Also, this chapter will fill the gap between online live sessions and teaching strategies along the motivation strategy for the students. Followingly, it has been divided into four parts which are discussed below.

#### **2.1 Evolvement of Distance Education:**

Online education is a type of distance training which needs web association with interface with the understudies and a gadget like cell phone or computer (Allen and Seaman, 2008). A face to face interaction could not proceed in an online classroom while incorporating with Advanced technology of computer helped language learning assists with setting up a fruitful homeroom climate.

Start of distance instruction was through radio or TV or other correspondence stages yet step by step it has been created with the development of innovation which helps the instructor to foster a superior learning climate for distance training (Haddad et al, 2008). Additionally, Haddad (2008) likewise portrayed the significance of innovation as an academic asset accepted by the educators. Pallof and Pratt (2007) characterize the course of distance schooling through innovation and it "fills in as a vehicle through which the course is directed". "The understudies' social



communication with regards to the internet-based course shapes the establishment of the learning local area. The design is simply the common contribution in the web-based course itself; sharing data, interests, and assets are essential for what's going on with online schooling" (Pallof and Pratt, 2007). Notwithstanding, Kenthor (2008) depicts that distance instruction depends on a conviction that there will be no eye to eye association between the instructor and the understudies. With the improvement of correspondence innovation, distance training is turning out to be seriously fascinating and the present distance schooling is known as an on the web/virtual study hall.

Virtual Education has changed the scene for distance learning, however has significantly affected advanced education in general across the globe. We have seen the augmentation of income driven foundations of high-level training, the commercialization of tutoring by standard non-benefit associations, and a continued with development in the interest for online guidance (Allen and Seaman, 2011).

## **2.2 The Development of distance education:**

A great influence over education has been created with the booming Internet infrastructure all over the world which has developed a new learning platform as in Distance (Online) education (Aldraiweesh, Bedenlier, Alturki (2015). The beginnings of distance schooling return to what were called correspondence courses (correspondence study). With the improvement of new media, which were likewise utilized for distance education (for example phone, fax, radio, video, PC, and so forth), the term correspondence study turned out to be excessively restricted. In North America the terms free review and home review were in this way utilized as contending assignments, until the idea of distance training at long last won. The terms distance education and open learning are regularly utilized interchangeably (Moore & Kearsley, 1996, p.2).

According to Simonson, Schlosser and Orellana (2011), the term distance education is defined as “An institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors”. Different kinds are offered to the students from reputed universities where masters, diploma masters and other skill based are offered to students to complete and get a degree with distance education.

The different kinds of advancements utilized for instructing and learning are aggregately alluded to as "instructive innovations" (cf. Veletsianos, 2010), and this term incorporates printed concentrate on materials. The term e-learning overall means learning with electronic media, for instance through the Internet, yet furthermore through TV and radio, sound and video. E-learning is therefore portrayed more scarcely than distance learning, since the last choice may similarly fuse print-based audit materials and correspondence. E-learning can in this manner be considered to be a particular kind of distance learning, but not all distance learning is basically electronic (Rosenberg, 2001).

The improvement of new innovations has advanced a shocking development in distance education, both in the quantity of students enlisting and in the quantity of colleges adding instruction a good way off to their educational program (Garrison, 1990). While the use of current innovation might glamorize distance education, writing in the field uncovers an adroitly divided structure ailing in both hypothetical establishment and automatic exploration. Without a solid base in exploration and hypothesis, distance training has battled for acknowledgment by the customary scholastic local area. Distance schooling has been depicted by a few (Garrison, 1990; Hayes, 1990) as close to a mishmash of thoughts and practices taken from conventional homeroom settings and forced on students who incidentally turn out to be isolated actually from a teacher

### **2.3 Scenario of distance education in Bangladesh:**

The present and past state of online education that develops a virtual instruction towards the students and give coaching and guiding external classroom to help establishing a learning environment through virtual communication. Additionally, it has been told that online learning happened through different kinds of media channel such as radio or TV programs and there was absence of interchanges. There were a few projects such as "Moner Kotha, Quiz" in BTV which was a platform for learning and these kinds of program helped the students to learn more about the world and gave instruction for distance learning (BTV chronicles, 2009). According to Alam and Islam (2010), Cooperation hole debilitate understudies, not to rely on the internet-based learning environment and focus more on the innovation to establish a better virtual learning environment.

Moreover, Gronlunda and Islam (2010) told that customary unseemly showing technique for Bangladeshi web-based classroom couldn't make an open internet learning stage. The practice of technology seemed totally different from 2010 where students used to get disconnected with the classroom due to significant impact of internet-based media where it develops the opportunity for the students to learn more in a critical condition. The majority of Bangladeshi students have great knowledge about mobile phone where students can easily access to the internet and attend the classroom utilizing the innovation or technology from mobile phone, said by Gronlunda and Islam (2010). They additionally added that the motivation behind the review is to build up an alternate instructive stage by various "methods for collaboration" where the association won't be done genuinely. It is feasible to make a web-based learning stage for the understudies by utilizing

diverse mechanical apparatuses in a web-based classroom which is accessible in Bangladeshi settings.

## **2.4 Online Live Session:**

The form of online classroom derived from the concept of distance education (Potashnik & Capper, 1998). And with the growth of technology, education joined the movement of advancement which created the platform of virtual classrooms (Rashid & Elahi, 2012). Wang & Newlin (2012) stated that virtual classrooms provide the atmosphere of an interactive learning environment through live sessions. Google classroom, Zoom and Facebook are used for conducting live session classes (Farhana, Tanni, Shabnam & Chowdhury, 2020). This study also finds out that Facebook live is used most for conducting live classes.

Virtual classrooms are a type of internet platform to teach and also for learning (Wang and Newlin, 2012). Different wordings have been characterized "online delivery of instruction are network-based learning, tele-learning, web-based learning and e-learning" (WCET, 2004, p 15). Online learning environment develops the practice of online recordings where teachers and students both can preserve the recordings on drive and documents as well from where students can go through all the files while studying through virtual platform. Students would then be able to watch these documents according to the student's comfort time (Evans, 2008).

### **2.4.1 Effects of Online Live Session:**

Live session classes develop real-time communication with the students which has an effectiveness. Nguyen (2015) mentioned the effectiveness of online live classes as it creates interactive sessions in this platform of distance education. Also, online classes create the opportunity for flexible learning where it can also minimize the cost of education (Gilbert, 2015).

The need for online classes increased higher as it mentioned “to provide quality education to all students, regardless of location and time” (Chaney, 2001, p.21).

#### **2.4.1.1 Advantages of Live session classroom:**

Live sessions with the effectiveness bring some positivity and advantages in the online learning platform. You & Kang (2014) mentioned the effectiveness of Online Learning platform as they stated the platform as “conducive” (p, 126). He also added that this learning platform opens the access for the students to consult with the teachers at various times which is really helpful for the students. Gilbert (2015), mentioning the flexibility of online classes, stated how students get attracted to this new version of learning platform. He further said that “Online learning allows for students to work at a time and a place that is compatible with their learning needs” (p, 6).

Along with that, live session classes make online classes more interactive, he added. “Interactive learning Online (ILO) has been mentioned in one of the researches of Bowen (2014). It explains that “to highly sophisticated, interactive online courses in which machine-guided instruction can substitute for some (though not usually all) traditional, face-to-face instruction” (Bowen, et al., 2014, p. 97). Therefore, students from anywhere can attend the online classes which creates massive opportunities for all the students and specially for the students who are away from the city (Chaney, 2001).

#### **2.4.1.2 Disadvantages of Live session classroom:**

Apart from the advantages, there are some disadvantages to be mentioned for live session class. “Academic rigor” is issued as one of the disadvantages in online classes (Gilbert, 2015). Here, different varieties and forms of online education creates confusion. Sometimes, interactive sessions cannot be properly developed in online classes if there are not any specific communicative

activities in the classroom, said by Gilbert. Apart from that, the problem of a stable internet has been a concern for steady online communication during live sessions (Farhana, Tanni, Shabnam & Chowdhury, 2020). However, Gilbert (2015) also mentioned about the lack of student-student interaction in live session classes which hampers the development of a better learning environment during online live sessions.

### **2.5 Establishing Communicative Teaching Strategies:**

In practice of online language learning, students can not interact with the teachers directly which we also called "Face to face interaction". Without developing "Face to Face Interaction" some stakeholders think as a negative impression of learning since the developing the communicative classroom is critical for this kind of context. Moreover, educators follow many kinds of ways to develop the interactive classroom in where asking questions to the students and ensuring the feedback from the teachers about learning is important to develop where it can help the students to solve the problems in the classroom, mentioned by Sandeen (2004). Here in online learning environment, giving these kinds of feedback and interactive session would critical if the classroom is bigger but possible to establish if the classroom is smaller enough.

Frey (2007) mentioned that in traditional classroom, most of the students feel shy to communicate with their fellow mates but students gets comfortable in online language classroom with the assistance of computer networks. One of the researches from Warschauer (1996) explained the priority of classroom learning and teaching at the virtual platform where "question of participation, language use, and writing improvement" used to be taken care. Nevertheless, thousands of students can be reached at a time through the online classroom and out of traditional

classroom techniques, virtual classroom follows more or like communicative classroom to manage the students and get learning outcome in a communicative manner.

Social media works as the biggest platform of communication by creating different types of groups in Facebook where students communicate with each other to get help for the study. Here using the comments, students replies to the queries coming from the teachers and sometimes asked short questions to the students where communication happens through using the web-based learning method following “text-based modes” (Murray, 2000). Besides, the practice of communication language classroom is different in the context of online language classroom where it is bit critical for the students to establish interaction between the students.

Traditional language classroom follows the strategy of lecture-based method which is not communicative for the students where online language classroom does not really follow the same strategy as traditional classroom. Inductive teaching method seemed to be most communicative while teaching in the online classroom, here, Nunan (1999) explained that it is more focused on “giving examples rather than focusing on direct definitions” where instructors teach the students giving examples while lecturing towards the students. However, Young (2008) also stated that educators following the inductive teaching method can develop a better classroom with the assistance of technological materials like Mobile phone and computers and inductive method help the students to learn in their own way following the strategy. To establish a communicative strategy of the classroom, students were encouraged to develop the involvement in online classroom where students are able to comprehend the lectures. Four strategies have been mentioned which has been

listed as the developmental stages and to be mentioned as “technological approaches” (Blyth, 2008).

Then again, question-based strategies work with the understudies with the inquiry posing to ability and scientific expertise and it likewise assists the educators with inspiring data from the understudies (Donham, 2001). He likewise expressed that understudies can produce pertinent inquiries by initiating their decisive reasoning capacity. All things considered, these kinds of showing techniques make the student focused homeroom environment. The teachers needed to know the necessities of the understudies to build up a student focused study hall which was likewise viewed as an open homeroom (Holec, 1980). To set up a superior informative homeroom climate essentially, instructors and teachers need to know the requirements of understudies. As indicated by Richards, Platt and Weber (1985, as referred to in Brown 1995, p 35), Needs appraisal is the system to direct the requirements of a gathering of students through gathering information by utilizing polls, tests, meetings and perceptions.

Holec (1980) expressed that needs investigation can set up an association among "students and educational programs" which assist the teachers with building a student focused methodology in the study hall (P. 26). Furthermore, Sanjana (2018) alludes to informal organizations as the learning stage that makes a student focused climate. She likewise added that web-based homeroom conversation offers the understudies to get individualized input from the educators. Simultaneously, educators should do the climate examination alongside needs investigation to make the air of learning. Climate investigation is a fundamental piece obviously planning that it assurances to be utilized for the improvement of a superior educational program at its most fundamental level (Nation, Macalister, 2010). They additionally added that the educators can comprehend the students' unique circumstance and get to be familiar with their way of life and



homeroom climate through the climate investigation. Additionally, climate examination is likewise called "circumstance investigation" or "limitations examination" (Richards, 2001).

Yang and Shih (2008) alludes to online language study halls as the most informative and real settings that assumes a significant part in the language learning process. Krashen's (1981) hypothesis of open skill says that there needs setting to build up an informative study hall which can be hard to make in an on the web/virtual language homeroom. Notwithstanding, Hirvela (2004) claims that more extensive access is given to the college understudies and few are given as allowed to make the innovation based instructive local area. Payne and Whitney (2002) determines from a review that understudies are more useful to create complex language in the talk room and it is more viable than eye to eye settings. They added that "slacker" understudies will likewise be taking part and the investment of bashful understudies will increment and the singular control of a study hall will diminish in a virtual homeroom which regularly occurs in customary homerooms (p.22).

Yang and Shih (2008) alludes to online language study halls as the most informative and real settings that assumes a significant part in the language learning process. Krashen's (1981) hypothesis of open skill says that there needs setting to build up an informative study hall which can be hard to make in an on the web/virtual language homeroom. Notwithstanding, Hirvela (2004) claims that more extensive access is given to the college understudies and few are given as allowed to make the innovation based instructive local area. Payne and Whitney (2002) determines from a review that understudies are more useful to create complex language in the talk room and it is more viable than eye to eye settings. They added that "slacker" understudies will likewise be taking part and the investment of bashful understudies will increment and the singular control of a study hall will diminish in a virtual homeroom which regularly occurs in customary homerooms (p.22).

Thusly, Social media platform by and large assistance to fabricate a learning local area. Alongside that, the teachers should be worried about the utilization of language in the virtual language study hall. Madriñan (2014) in his exploration expressed that utilization of a first language in a moment language homeroom can be polished to get the usefulness of gaining from the understudies.

## **2.6 Ensuring students' learning progress in classroom:**

Advanced and learning progress of the students need to be established through different kinds of online tests in different platform, on/off screen test through allocating different kinds of classroom exercises. It has been communicated that going about "diagnostician and mediator" through a web-based learning platform which has been mentioned as the center job from an educator, assisting the learners with the issues they usually confront, furthermore manage the given assignment (p.19). Additionally, instructors' positive criticism on understudy's learning would force an impact on the homeroom climate.

This encouraging feedback of changing study hall climate through certain criticism could give speed increases to the understudies towards gaining some new useful knowledge. Thus, alongside checking understudy's advancement, positive study hall input from the instructor should be remembered for the homeroom of the board. During an illustration, instructors need to screen whether or not they are learning or including into the subject. Without observing, example plans and understudies' learning won't occur effectively. Frey and Fisher (2007) attests that to screen viably understudies' learning progress, instructors need to utilize such a strategy to notice their learning objectives, giving input and setting future example plans. Purposes behind these

perceptions or observations are to observe whether understudies have appreciated the learning objective. In web-based homeroom, teachers go about as facilitator or teammate rather than being chief in the study hall, which assists them with inspiring the conceivable learning results (Goldstein and Simka, 1999).

Brown (2015) expressed that ensuring and monitoring students' learning is a discontinuous (ordinary or sporadic) series of perceptions on schedule, engaged with classroom exercises that assist students with getting a standard guidance. In this manner, monitoring occurred during the classroom exercises when the educator principally notices or reviews the understudies' action, and really takes a look at students' learning towards the example. The directions for study hall action must be sufficiently clear. Scrivener (1994) mentioned about "Initial 30 seconds of the errand" which has been examined to be established to develop any movement the teachers should guarantee to check the understudies perceived the guidelines to begin the action.

Brown (1997) had tended to not many open things where different kinds of tests are handled which are "True False, Multiple decision questions and fill in the blanks. Nonetheless, it is really hard to create a test following the useful abilities of learning such as show, pretend along with meetings (Brown, 1997). These days, trend setting innovation "of video calling" additionally explores the stage to test useful abilities with the issue of utilizing the web.

There are few tests which motivate students to participate in "computer adaptive language testing" that also create a Computer adaptive language testing is a short sort of test that gives an inspirational perspective to the students to sit for the internet-based test (Meunier, 1994). He additionally added that the test ought to have a "content legitimacy, simultaneous legitimacy, prescient legitimacy builds legitimacy and face legitimacy" (P. 30). Brown (1997) had tended to

not many open things by which the testing can be handled and these are True False, Multiple decision questions and fill in the blanks. In this way, understudies don't get exhausted and understudies can have the adaptability to sit for the test at their favored time. Following this, IELTS or any capability test should be possible through web-based which is savvier and more tedious.

## **2.7 Establishing a motivating classroom environment- Role of Motivation:**

Motivating students always need to be assured to make them active for learning and they will be more interested in lectures through different kinds of classroom activities. Ilgaz & Gülbahar (2015) stated that students' attitude creates more criteria to develop a learner centered classroom as online platforms are different than the traditional classes. Teachers play an important role to motivate students by providing positive feedback in activities. Also intrinsic motivation gives the best way for the students to improve as Brown (2015) mentioned it as the most powerful reward. To influence the learner's engagement in the classroom along with ensuring participation in the classroom, intrinsic motivation works most (Hew and Cheung, 2008; Xie and Ke, 2011).

Additionally, Diedrich (2010) mentioned giving positive feedback in the classroom which creates the learning environment more interesting for the students to join the interactive session. The meaning feedback establishes the most productivity from the students during live classes (Price, 2016). Positive reinforcement through effective feedback from the instructors creates an adequate learning environment to make the students' participation higher in classes that also completes the role of instructors (Getzlaf, Perry, Toffner, Lamarche, and Edwards, 2009).

### **2.7.1 Positive Feedback**

Educating on a web-based stage is distinctive since it is more similar to student focused instructing and the investment rate depends on understudies' demeanor ((Ilgaz and Gülbahar,

2015). They additionally added that setting up an open and intelligent climate with the understudies can make a positive impact to empower the understudies. Uplifting perspectives generally trigger a student to continue to get familiar with consistently, positive inspiration does as such and this energy ends the students in language learning advancement. Also, Skinner attests that "Expectation of remuneration is the most impressive element in guiding one's conduct".

Saville-Troike(2006) claims that inspiration is the second most grounded indicator (after inclination) of second language achievement. As per Diedrich (2010), positive criticism as support is the most powerful technique to rouse the understudies in discovering that assists the understudies with establishing an informative and useful study hall climate. Cost (2016) portrays the advantages of understudy inspiration in web-based class where he referenced that significant input from the educators urges understudies to be dynamic in the homeroom exercises.

To upgrade the scholarly presentation of the understudies and foster a superior teacher understudies' relationship, input functions as "a significant mediation for the web-based instructor" (Leibold and Schwarz, 2015, p 36). Viable web-based criticism is the main support carried out by the educators that establishes a positive learning climate and it assists the teachers with getting the positive taking in results from the understudies (Getzlaf, Perry, Toffner, Lamarche, and Edwards, 2009). Subsequently, teachers needed to assume an indispensable part 15 convey the positive input in internet-based homerooms as it is a fundamental apparatus to make an informative study hall.

### **2.7.2 Intrinsic Motivation**

The motivation from classroom has ascended as a fundamental matter for educators—a naturalistic method of learning "nature wellspring of learning" and achievement that can be purposely

produced or debilitated by parent and instructors' practices and understudies will for the most part figure out how to further develop their self-inventiveness (Ryan and Stiller, 1991). Deci and Ryan (1985) speculation about natural inspiration as follows:

“Intrinsic motivation is demonstrated when people engage in an activity for its own sake and not because of any extrinsic reward. The result of such behavior is an experience of interest and enjoyment; people feel competent and self-determining, and they perceive the locus of causality for their behavior to be internal. Intrinsically motivated behavior is seen to be innate and is said to result in creativity, flexibility, and spontaneity (p.19).”

The students need to make the climate and furthermore need to construct a self-supported structure for themselves in computer assisted language learning. Moore (1989) states that distance schooling has consistently been consolidated with the demonstration of inborn inspiration. Learning climate of online language study hall relies upon the students since they can manage their inspiration to join the homeroom and students should be "naturally persuaded" (Martens and Kirschner, 2004, p. 623). Also, characteristic inspiration for the most part impacts the student's association and cooperation rate in web-based language homeroom (Hew and Cheung, 2008; Xie and Ke, 2011). Hence, teachers needed to make an inherent persuasive disposition in understudy's conduct to set up a superior open and participative classroom environment.

### Chapter- Three Methodology

This chapter will briefly be described about the research methodology which will be taken to conduct the study. The first research question will suggest the suitable teaching strategies for live session classes, along the second research question will find out methods of motivating students during online live classes. Additionally, the facilitator will get to know about the challenges of the instructors during the live session from the final research question.

#### 3.1 Research paradigm and it’s philosophical assumptions:

Mixed Method research is chosen for the research design and a specific research paradigm. And a research paradigm of Social Constructivism is chosen where the teacher's role in online live sessions will be seen. About social constructivism, Kim (2001) mentioned specific assumptions of social constructivism where it consists of “reality, knowledge and learning”. Kukla (2002) Reality here mentioned about human activity (As cited in Kim, 2001). Also stated that “reality cannot be discovered: it does not exist prior to its social invention” (Kim, 2001). “Social constructivists” believe that “knowledge” could be developed culturally and socially (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994). Kim (2001) mentioned that learning might happen when communicative activities take place.

Research Paradigm	Ontological	Epistemological	Axiological	Methodological
Social Constructivism	Developing different kinds of realities which are socially	Obtained by understanding the process or experience.	Learning by participants' subjective ideas that creates values	Mixed Method Multiple Case Study Approach

	established by an individual.			
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According to Kreiner, Hollensbe & Sheep (2009), multiple realities is practiced to create balance between “work & home life” and it is implemented through the experiences and perceptions of the participants, discussed in ontological assumptions. Followingly, to analyze the live session, classroom observation will take place to see their teaching strategies in online live sessions (RQ 1) along how they motivate students best during the classroom (RQ 2). Moreover, an interview will take place to see their perception about online live sessions that can find out about the teacher’s challenges during online live sessions (RQ 3). In the next assumptions, researchers will get to know about the context and experiences of the teacher through observation of the live classes as participants’ experiences are necessary to capture (Kreiner, Hollensbe & Sheep, 2009). By Observing the classroom and analyzing the data followingly, participants’ subjective ideas can be known which fulfill the next step of Axiological assumptions. Afterwards, to find out the answer for the research question, qualitative case study needs to be done where it is important to get to know about multiple teachers and how they teach and motivate in the classroom that also help to analyze the collective data. By analyzing the data, this study can find the data through qualitative case study.

### **3.2 The Design of research:**

This study is conducted to demonstrate the teacher’s role in live session classes. Besides, the researcher will conduct a qualitative case-study to get the data from here and now experience. Case study has been known as “a contemporary phenomenon within its real-life context”, and that became a problem when the context of the research is not clear enough to generate an absolute



idea for the (Yin, 2014. P. 16). Baxter & Jack (2008) stated that the investigation done through multiple case-study seems to be more reliable and stronger. Also, multiple case studies come with both benefits and difficulties in the research (Gustafsson, 2017).

Five different online live classes have been observed throughout the whole research to collect the data for the study and that has been checked with an observation checklist while recording the information. Along with that, 40 students have been participated an online survey to see whether they are enjoying and properly benefited from the online live classroom. Prior to that, 5 teachers have been interviewed to collect the answer of the research question to give input the research and open-ended questions have been asked where there were follow-up questions as well. Here, the researcher has got qualitative and quantitative information from the selected data collection method of the study to analyze the data.

### **3.3 Sampling Techniques:**

The research is conducted to see the role of teacher in a live session online platform which is a study of the current pandemic situation. Considering the current situation, it is not tough to find the data properly but surveys need to be completed for the purpose of research. Followingly, the researcher does the research in Non-probability sampling method/techniques and here the sample of the research is selected through the “subjective judgment” of the researcher rather than “random selection (Gustafsson, p12). Moreover, different kinds of research has been mostly used for mixed method research and also cannot be reached to the longer population due to problems or research limitations.

The research topic I have chosen, the data has been found through qualitative and quantitative study and most of the data came through live classroom observation and interviews

and students' online surveys. There has been an observation checklist to collect the data properly and analyze followingly. Besides, Interview questions were asked with some follow-up questions based on the participants' answers. The student's online survey has found the situation for the students to see the challenges in online live session classroom.

Non-probability sampling techniques give us the way to find the collective data easily by conducting the study of the teacher's role in a live session classroom. Also, it is difficult to get access to the people or participants right now because of the current pandemic session but somehow study is conducted online. Under non-probability sampling, homogenous purposive sampling to find the shared data of the research who have similar characteristics. The participants of the research are teachers who have similar characteristics. Along, snowball sampling will be used to get other participants from one of the participants (Johnson, 2014). Moreover, the participants are grouped by type who are the teachers and the researcher will collect all the data from the teachers only. Therefore, Non-probability sampling techniques will help to proceed the research to get a better outcome of the study.

### **3.4 Selection of the participants:**

The study needs to carry out the research of the teacher's role in a live session like how they conduct classroom activities and what their teaching strategies are along how they motivate students. The research is also happening over the secondary level of students. So as to find the data, it is important to collect the data from the selected participants who will have the following criteria to be the participants.

- Secondary Level Teacher.
- Teachers who take live session classes.

- Teachers who regularly/actively take classes not the Part-time teachers.
- Teachers with a minimum of a year of experience.
- Bengali Medium Teachers

Along with that, I have observed five classes and these classes need to have some criteria which are as follows.

- Secondary Classes.
- Minimum 1 hour of live session classes.

Therefore, these criteria need to be met to collect the data from the participants.

I have taken an online survey from 40 students that need to have some criteria which are as follows.

- Secondary Students.
- Bengali Medium Students

Therefore, these criteria need to be met to collect the data from the participants.

### **3.5 Data Collection Procedure:**

Data collection procedure has followed two techniques, one is taking a teacher's interview alongside another one is observing the classroom. These data have been collected following a qualitative case study approach of the research. A case study for the most part permits the researcher to investigate and to comprehend a basic circumstance where top to bottom analysis is required (Zainal, 2007). According to Teegavarapu, Summers, Joshua and Gregory (2008), "Case studies are used in design research to analyze a phenomenon, to generate hypotheses, and to validate a method" (p. 1).

#### **3.5.1 Structured Interview:**

Interview is one of the most powerful tools of collecting the data of the research and there are different kinds like structured, semi-structured, in-depth interview along with focus group

interview (Muratovski, 2016). From above I have followed the structured focus group interview as my participants were specifically teachers and the questions were structured and specifically asked to find the specific data of the research.

### **3.5.1.1 Designing the interview protocol:**

The Four-Phase Process to Interview Protocol Refinement (IPR) is adopted to work on the structured interview of the research.

The interview protocol framework is comprised of four-phases:

“Phase 1: Ensuring interview questions align with research questions.

Phase 2: Constructing an inquiry-based conversation.

Phase 3: Receiving feedback on interview protocols.

Phase 4: Piloting the interview protocol”. (Castillo-Montoya, 2016, p 812)

The first stage develops the answer of the research question aligning with interview questions. The researcher aligned every question with a research question though there were 3 questions just to know as a background information. The second stage of the research is to construct an open-ended conversation. A researcher's interview protocol is “an instrument of inquiry—asking questions for specific information related to the aims of a study” (Patton, 2015). Here, the researcher constructed 16 open ended questions for the data finding relating to the research question.

After eliciting all the information, the researcher received feedback on the development of interview protocol and changes accordingly. After doing all the three stages, it is time to refine with whom the study can go and researchers can find the data on specific those people and people who mirror the characteristics, the interview will be done from those characteristics.

### **3.5.1.2 Piloting the interviews:**

After the interview protocol, I have finally interviewed three of my interviewees who are the instructors and goes with my research's characteristics. I have taken the interview of the instructors over an online meeting and asked them the questions accordingly and I recorded the meeting immediately so that I can find my desired data during the research. So, to do piloting, I have selected 1 interviewee to do my piloting so that I can refine questions later. However, after doing piloting, there was just one single change and the rest were okay to go ahead.

### **3.5.1.3 Conducting the final interview:**

After the pilot study, the researcher took the interview of two teachers where there were 16 questions, and first four questions were asked to know about the background information. And then every research question acquired their data with 4 questions where students were asked open ended questions to find qualitative data. However, the researcher recorded the data with a screen recorder while taking an interview through a Zoom session.

### **3.5.2 Classroom Observation:**

To observe the classroom, the teacher was asked to send a recorded live classroom as it is not possible to sit in the middle of class. In that case, there is some strict instruction from stakeholders. However, the teacher asked 2 interviewees to send videos of live classes. However, to collect the data of observation from live class, an observation checklist has been created where the teacher will put all the information together and the research will work accordingly. Along with that, other 3 online classes have been observed directly.

To find out the information from live session observation, the research followed an observation checklist where the whole observation is divided into five different parts containing

classroom organization, language use, presentation, Interaction and content knowledge. Also, three added questions to find the observation summary from the classroom.

### **3.5.3 Online Survey:**

Since the researcher has conducted a mixed method research strategy, quantitative data of the research needs to be established which has been managed through student's online survey. Students were asked close ended question to collect the data of the research and it has been collected from 40 students and the questions were asked through online platform. Followingly, a google form has been shared with the 40 students through email and social media. Here, the participants were selected randomly whose level is secondary level of Bangla medium. The researcher has preserved all the data and information in MS excel sheet by downloading the responses from google form.

### **3.6 Data Analysis Procedure:**

Data analysis of the research needs to take place in a qualitative manner since the data we have found are both qualitative and quantitative.

#### **3.6.1 Data Analysis Framework:**

Based on the research design and the collective data, the researcher uses a qualitative holistic approach where the data has been analyzed thoroughly. This will develop an alternate method for data analyzing specifically for online education (Hramiak, 2005). Therefore, the data analysis framework has been given below where it has been discussed how the data has been analyzed following and answering all the research questions.

	Phase 1: Classroom Observation of live classes	Phase 2: Interview questions towards the instructors of live classes.
Purpose	RQ 1: Finding out the teaching strategies in live classes.  RQ 2: Observing teacher's way of motivating students in live session class and communication strategies for the students.	RQ 1: Finding out the teaching strategies in live classes.  RQ 2: Observing teacher's way of motivating students in live session class and communication strategies for the students.  RQ 3: Getting to know about the challenges in live classes.
Steps	<ol style="list-style-type: none"> <li>1. Selecting the level of education.</li> <li>2. Sourcing the teachers.</li> <li>3. Taking permission to sit for the observation.</li> <li>4. Finding classroom Observation Checklist.</li> <li>5. Organizing the data in an observation checklist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing interview questionnaires.</li> <li>2. Arranging interviews with the teachers.</li> <li>3. Recorded the interview.</li> <li>4. Transcribing the interview recording.</li> <li>5. Sorting the data for further analysis.</li> </ol>
Data Sources & Coding	Classroom Observation (In-Vivo Coding)	Teacher's Interview (Verbatim with Transcribe)
Output	Understanding the teaching strategies in live class along the way of communication and motivating students.	Teacher's preferable way of teaching out of traditional method and experience so far in live class.
Who (Participants)	Academic Stakeholders	Teachers

### 3.6.2 Analyzing Classroom Observation:

Classroom observation's data analyzed which has been found from the checklist of observation and the data has been analyzed in qualitative manner and will try to answer the research question accordingly. The data were listed down with a checklist and In-Vivo coding was used to find the data to research.

### **3.6.3 Analyzing Interview:**

Here the interview's data were transcribed through the Verbatim method, the transcription later then coded with a 7-column template and generated the theme followingly. Prominent codes were listed and the theme and sub-theme of the study has been found out through coding out. And themes were interconnected with other themes which were found to be similar and accordingly the researcher followed a holistic approach to analyze the data.

### **3.6.4 Analyzing online survey:**

An analysis of the student's online survey will be shown in the research which will studied quantitatively since the research collect the quantitative data. Also, to see the struggling and challenging reasons of the students in live session classroom will also be portrayed through the analysis of the student's online survey.



## **Chapter 4**

### **Findings & Discussions**

The accompanying part depicts the discoveries and examination of the investigation. Also, the research shows the instructor' perspectives along with that reactions from the study gathered from the teacher's interview alongside live session classroom observation.

#### **4.1 Teaching strategy adopted in live session class:**

Live classroom facilitates the students to develop a communicative classroom even in virtual session and followingly teachers can work on developing their own way of approaches to teach students.

##### **4.1.1 Perspective from the teacher:**

The research initially inquired regarding the established approaches of teaching and asked followingly that “Do you follow any specific or trained strategies to teach your students? And What are these? In response to the question Lutfia, Farhana and Raisa did not mention any specific teaching strategies to be followed in live session class. However, Lutfia mentioned different kinds of “Classroom Activities” to practice but no “trained strategies” are provided while taking live classes from the stakeholders. Along with that, teachers were asked “How would you describe your teaching strategy? Is your teaching strategy more lecture based?” Here, Lutfia 14 mentioned practical learning and also learning through classroom activities where she also mentioned “language that needs to be used by the students for better understanding”. On the other hand, Farhana 14 shared that “inductive way of teaching and giving practical classroom activities and examples are given to teach and it is not like lecture-based class”. In another question comparing the teaching strategy, the researcher asked “How different is your teaching style from the traditional teaching style that students used to get from School and college?”. In response to the

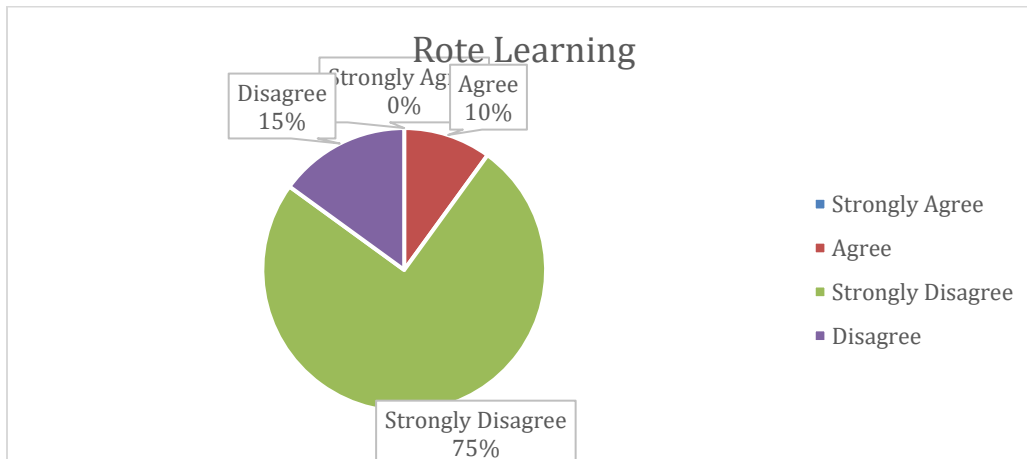
question, three participants answered that there is no way of using traditional methods, because of the online context, there should be different methods like doing classroom activities has been focused more. In research of finding the targeted language in the classroom, the researcher found out that English is the medium of communication in the classroom (Lutfia 18, Farhana 18).

#### 4.1.2 The researcher's Observation:

Classroom activities have been used mostly in live session classes which has been found from the researcher's classroom observation. Also, word games and spelling bee kind of activities are mostly seen to be useful in live session classrooms and it has also been seen that students enjoy these kinds of games more often. Here in the live classroom, teachers take classes and share the screen to show power points where instructors put all the materials to show to the students. Here, teachers do not give much lectures, rather they give classroom activities and ask students to do a task and based on that teacher give feedback to the students where the learning comes forward.

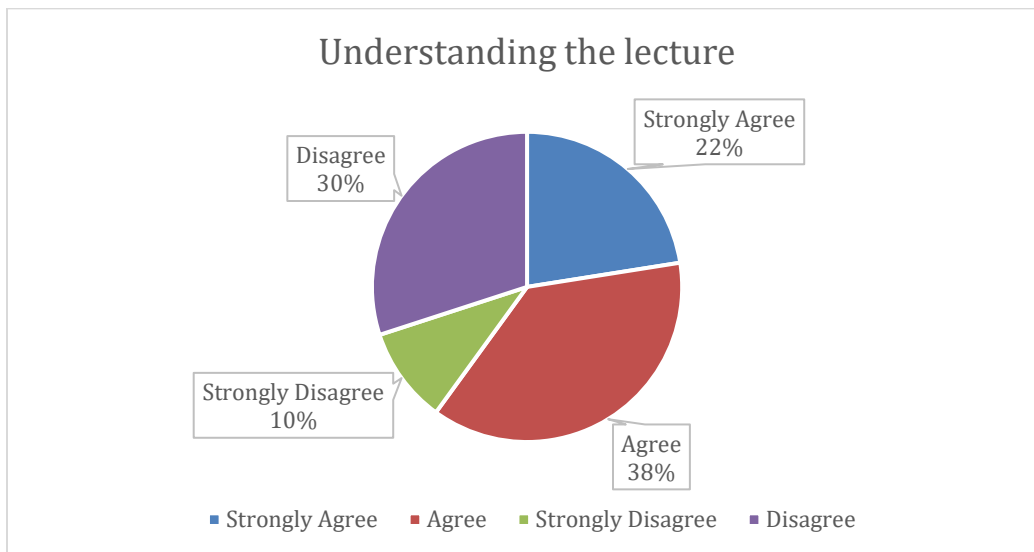
#### 4.1.3 Student's Perspective:

Students were asked whether they still practice the rote learning or not and whether they understand the classroom lecture properly or not. In response to the following questions, the researchers have found that 90% students believe that there is no practice of rote learning and other 10% students do not agree with the statement.



Here, 36 students disagree with the statement that Online live sessions does not practice rote learning, and other 4 students agree with the statement.

On the other hand, students were also asked about whether they understood the lecture properly or not where 40% students believe that they understand the lecture and other 60% students do not understand the lecture in live session classroom.



Here, 24 students agree that they do not understand the lecture, on the other hand 16 students do not understand the lecture during the online live session.

#### 4.1.4 Analyzing the adopted teaching strategy in live session class:

The study explains the teaching strategy adopted in live session classes, followingly we have found that activities related to games are practiced along with the lecture to be finished based on specific tasks. Feedback works as a lecture in this manner where the teacher gives tasks and examples following the class lecture. Baralt & Gomez (2017) mentioned a research about "Technology-mediated task-based language teaching" where learner's acquisition through task has been redefined. Additionally, TBLT means teaching with, learning with, and assessing with tasks where it also asks for the need's analysis of the students (Long, 2015). However, conducting the

task online is very tough to operate as ensuring student's participation and assessing properly seems to be a key parameter for a successful outcome of learning. And a proper set of activities need to be established if we want to develop a communicative and better classroom atmosphere, where students are given tasks in a live session (As indicated by Lutfia 12). Therefore, task-based teaching could help online live classes which can ensure lecture-based class would not be practiced rather than a communicative activity to be practiced in the live session classroom.

Besides, this research also found out that teachers mostly ask questions to the students to understand whether students understood the lecture or not to establish a student-centered classroom. Along, inductive method of teaching was found to be utilized in live session class. Inquiry based communication strategy encourages the instructors to evoke the data from the students and they may obtain the inquiry posing to aptitude and analytical expertise (Donham, 2001). On the other hand, the inductive teaching method escalates from the traditional teaching which has been found in one of the studies of Young (2018). In an inductive teaching method student are given a task by the teacher and the teacher followingly gives lectures to the students which has been directly observed by the observation of the researcher. However, students seem to not answer the question properly which sometimes creates a negative impact on the student's learning behavior even though teachers were supporting the students with some details. Therefore, the Inquiry based method generally causes the students to build up their learning capacity just as it makes a communicative learning environment in a live session class. Since there is no immediate or up close and personal cooperation, question-based strategy makes the stage of developing prompt input. Additionally, we have seen "English as the medium of communication" in the classroom which will add value to the student's learning along with some negative response of not understanding the lecture (Young, 2018) .

## **4.2 Communication process and motivating the students in live session:**

Motivating students online is one of the prior and challenging tasks to ensure the learning of the students. Hence, there are few strategies that must be followed to develop a learning platform where real time communication will occur and students will get motivated to join the classes.

### **4.2.1 Teacher's Perspective:**

In live classes, all my interviewees keep the video camera on to make a prompt real-time communication with students. Farhana 20 shared that they mostly communicate through zoom but while it is about personal communication, they communicate through whatsapp and other social media. However, teachers were asked "How do you motivate your students in the live classes if they get bored in lectures?" and in response to the question Farhana 22 shared that "I give them games to practice like puzzle games and classroom activities conducted through different kinds of arcade games so they don't get bored". On the other hand, lutfia 22 shared some interesting points which say "I basically motivate my students with positive feedback by saying "Nice, that's a very good answer" or if anyone gets the answer wrong while asking questions positive feedback is provided rather than negative one. And I sometimes share interesting stories outside the textbook or lecture to get them activated in the classroom". Along with that, the evaluation process has a huge influence on the learning behavior and followingly the researcher asked "Do you discuss the problem after any evaluation to motivate students in further learning?" and in response Lutfia 26 says that "It has to be done neither students will not understand and followingly we motivate students to do better in the next exam, sometimes there are some quizzes where students are given extra marks". Farhana 26 says "Constructive feedback is given to the students and I give feedback personally to the students and motivate them to do well in the next exam and I give chances to make another attempt to do good". Here, it seems that a positive feedback even if the students do

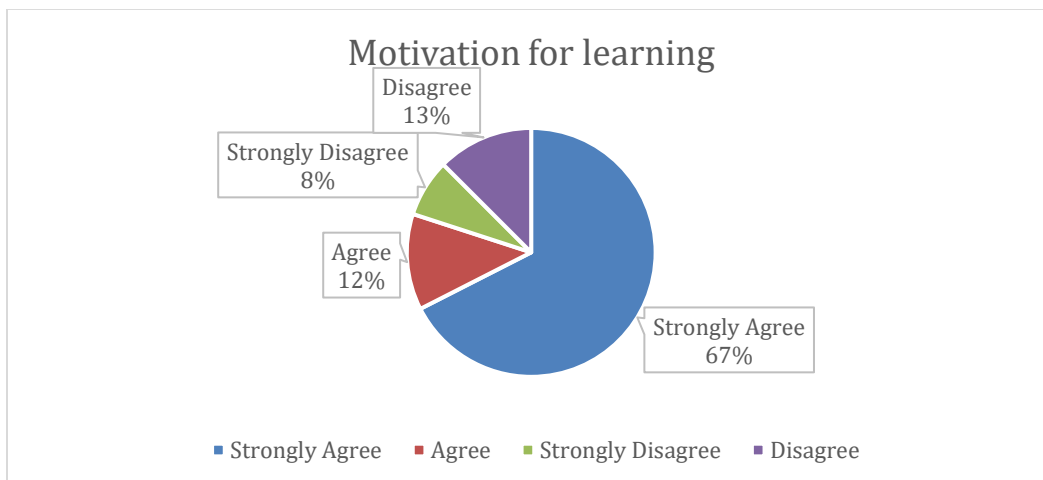
badly in exams can make him active for further learning which will be a successive process for the educators.

#### 4.2.2 The researcher's Observation:

The researcher became more acquainted with that online educators consistently spur them to discover some new information. Alongside, the study found out that students get positive motivation if they are known to the teacher or teacher call their name in the classroom along praising the students. In live class by saying "Generally excellent "X", your answer is thoroughly right" and the teachers attempt to arrive at the students however much as could reasonably be expected. Then again, there are various types of communication processes that have been found in live class since the conversations happen in social media which is outside the classroom. What's more, learners also have opportunities collaborating accompanied by different learners and the instructor.

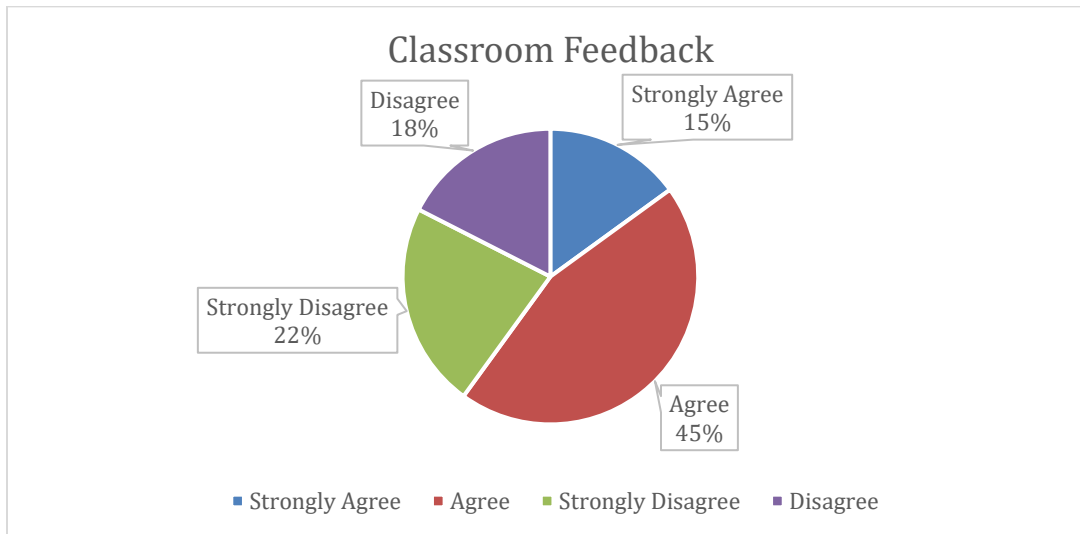
#### 4.2.3 Student's Perspective:

Students were asked whether they are motivated by the teacher to join the live session online classroom where 80% students admitted that they get motivated to learn in live session classes.



Here, 32 students agree with the statement that teachers motivate students to learn in the online live session classroom and other 8 students disagree with the statement.

Another question was asked about whether teachers motivate students to join in the classroom discussion or not. Here, every student has agreed with the following statement. Moreover, students were asked as well about the classroom feedback after teaching a session.



Here, 26 students agree that they get classroom feedback properly from the teachers and other 14 students do not agree with the statement.

#### 4.2.4 Analyzing Communication process and motivating the students in live session:

The data of the research suggests an interesting fact which is establishing real-time communication through video processing live class even if it interrupts. Along with that, the teacher interacts with the students personally to establish a better communication platform. Additionally, to establish a successful live learning session, the students need to get motivated in the class and the interviewee teacher makes the learning interesting through an adequate planning of classroom activities. And also giving positive feedback to the students which really assists them to develop their learning ability. Pallof and Pratt (2007) mentioned social interaction and shareable knowledge accordingly which gives an aspect of real-time communication. However, to spur the

learner while schooling, productive responses from the teacher as support has been known as compelling technique that assists with establishing an interactive along successive learning platform (Diedrich, 2010). In any case, every student in online classroom might not get responses from the instructors if the classroom is bigger than usual in any live session classes. Above all, there is a chance of losing interest in the classroom from the students if they are not properly responded in the classroom which might end up leaving the classroom. To guarantee everybody's feedback, a shared learning cycle could be set up through media space like social media. Differently, setting up an appropriate online live session class is absurd to expect to do helpfully yet with the assistance of fortification and technological tools, it is conceivable to make a more compelling live session than the old method classes.

#### **4.3 Challenges of the teachers in live session class:**

Despite the positivity of online platforms, we have seen most challenges which create a critical situation for the teachers and the learners. There are obviously some benefits from the online live session classroom where there are challenges as well which has been discussed analyzing the interview of the teacher, students and also from the live session observation.

##### **4.3.1 Perspective from the teacher:**

Firstly, teachers were questioned about teacher's experience at the beginning of teaching students live, in response to the question, Farhana 30 shared that "Getting students on time and I had to push the students for the learning so it was a hassle at the beginning". Also, Lutfia 30 says that "Conducting the classroom activities and finding students online as the internet has always been an issue". Additionally, the researcher asked "What are the major issues you have focused on to develop your teaching strategy?". Lutfia in response shared an outstanding answer "I have



focused more on conducting the classroom activities properly and handling the students online and getting feedback and giving feedback in proper time”.

#### **4.3.2 Observation from the live session:**

This study has conducted an observation of live session where a significant issue has been found which is collaborating with students in live session classroom to make them more interactive. Alongside, educators likewise confronted trouble to gauge student's advancement and dependent on a couple of students; the teachers needed to proceed onward to the following chapter. Some specialized issues have been seen the problem of students not hearing the voice of teachers properly due to technical issues. These kinds of problems sometimes interrupt the classroom and also the attention of the students.

#### **4.3.3 Analyzing the difficulties of the instructors in live session:**

Conducting classroom activities online has found to be one of the toughest tasks to do properly as students were not interactive enough. Along with that getting student's feedback on time was the key factor of overcoming the challenges and ensuring everyone's feedback to provide. Also, internet problems are always interrupted in the real-time online learning platform. To develop a cost-effective learning platform for the learners and also creating flexibility was important where online learning platform takes us one of step ahead for the (Allen and Seaman, 2005). Alongside that, students generally confront issues to get legitimate criticism from the online teachers since the detailed input can't be given through live sessions. Specialized troubles should be taken care of cautiously by the teachers and the creation group should inspect the sound system, web association and the quality of video before beginning recording the video. Therefore, difficulties of live class were overseen cautiously. Teachers alongside the students were causing

each other to escape the difficulties and concocting a legitimate answer for establishing a successful online learning environment.

## **Chapter 5**

### **Conclusion**

Distance Education reaches to the new era through the use of technology. A significant improvement has been found in education that comes with the fundamental changes. Digital learning tools create the massive opportunity for online learning. Along with that, learning materials and syllabus gets changed to improve the student's engagement in the classroom with the assistance of digital learning tools. One of the negative thoughts on online education is to build the proper communication in online classrooms and developing proper strategies for establishing communicative classroom activities. Hereby, a proper communication strategy accelerates the learning and also has the power of transforming the teaching to a learner-centered classroom.

Today, virtual classrooms are driving the front thinking about the cost issues and past customary classroom surroundings. They hope to cooperate with somebody illustrative of their instructor and to feel like they are in a classroom, gaining from different students, getting a charge out of the learning cycle, and genuinely drew in with the classroom exercise (Ayad and Rigas, 2010). Online learning needs to be established through digitalized media to set the learning platform with a better communication strategy.

#### **5.1 Limitation of the study:**

This research is conducted to work on the utilization of online platform to develop some specific changes in the educational sector. Following the fact, no accessible exploration is on the particular point in Bangladesh. Also, the given information is gathered distinctly from the central city to the entire nation. The measure of dynamic learners in live session is gigantic and the researcher couldn't meet enough teachers to gather satisfactory information for the study. On the

off chance that there were more students to be the members of the examination, the exploration would be more real and legitimate. By the way, there were other educational issues of online live classes like the exercise arranging and planning the material for the classroom which couldn't be examined because of time requirement. Inferable from that, the study was directed referring to the major instructive issues like teaching methodology and the assessment cycle.

### **5.2 Practical implications:**

This research will help other researchers who are in need to deal with online platforms of learning in Bangladesh. And specially where live session or real time video communication will take place, since there was insufficient study done at this point explicitly in classroom communication. This research will give a thought regarding the general online classroom to the researcher since the study was led with regards to Bangladesh. Alongside that, if any educator needs to build up a virtual platform, the investigation may assist the educators with learning the showing methodologies of online classrooms.

### **5.4 Further Studies:**

The research has been conducted only in the urban area also specially focusing on English medium students. But a mass number of students are Bangla medium students where it really needs to see the implication of the research. Therefore, further study can investigate Bangla medium students in the context of live session class.

### **5.3 Recommendations:**

As per the findings, the researcher might want to specify unmistakable recommendations with respect to live session learning which are as per the following:

- Task-based and inquiry-based teaching shall be established as the proper teaching strategy of live session class as it creates a student-centered classroom.
- There should be established tools for practicing and setting up word and puzzle games where students can learn online and fill up the learning gap.

## Appendix

### Appendix 1- Classroom Observation checklist.

The following is the Classroom observation checklist.

#### Observation checklist:

In the bracket, evaluating the instructor's classroom instruction for this observation using the following scores: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

##### 1. Organization:

1. The course navigation menu is organized, concise, and intuitive.
2. There is a "Begin Course Here" section with information to help students get started in the course.
3. Course topics are presented in a logical sequence.

##### 2. Language use:

1. The instructor used the target-language in the classroom appropriately and effectively. [1]
2. Use of English was appropriate to student needs.

##### 3. Presentation:

1. The appearance of the page is appealing (i.e. text colors are easy to read, course colors are acceptable, the course banner is acceptable, etc.)
2. The course content is presented to students in a variety of ways (i.e. videos, reading assignments, interactive modules, publisher content, etc.)
3. It appears that the instructor is offering instruction on a regular basis (i.e. teaching through the announcements, video announcements, documents assisting students with difficult content, etc.)
4. Directions are clear on how students should complete the course requirements.
5. Course materials are offered in ways that are easily accessible and/or downloadable.
6. Required and optional materials and/or activities are clearly described.

##### 4. Interaction:

1. Communications with students are respectful and professional.
2. Instructors use multiple forms of communication and/or interaction with students (i.e. messages, email, discussions, announcements, and live comments.)
3. Instructor actively encourages students to participate in the course.
4. Instructor moderates discussion forums and evaluates them in a reasonable amount of time.
5. Instructor offers both positive feedback and constructive criticism during the grading process.
6. Instructor offers both positive feedback and constructive criticism during the classroom feedback.

7. It is evident that the instructor is present, proactive, and engaged in the learning.
8. Instructor responds to students in a reasonable amount of time.

### 5. Content Knowledge:

1. Class materials are at an appropriate level for students.
2. Through the course organization, communications, or chosen course materials/activities, the instructor has demonstrated a command of the subject matter.

### Observation Summary

1. What are the major strengths you have found while instructors teaching in the live session?
2. What do you suggest to the instructors in which area they should focus more on improving the skills?
3. What are the progress you will look for if any further chance is given to observe the classes.

### Appendix 2- Teacher's Interview

T1

DU	Participants	Questions and Answers
1	I	Thank You lutfia Apu for joining this interview first of all within your busy schedule. The interview today is more like, I would like to know about some issues you take care of in live classes. Hope you will enjoy the session.
2	Lutfia	Sure, not a problem.
3	I	Firstly, I want to ask, Which subject do you teach to your students?
4	Lutfia	I usually teach English.
5	I	What is the medium of language to teach at your school? And do they properly communicate through that specified language?
6	Lutfia	As it is a Bengali medium school, the medium is Bengali. But yes, sometimes students cannot get me and cannot even communicate properly as they are in primary level but they try really hard to talk in English.
7	I	How many years of teaching experience do you have?
8	Lutfia	I am teaching since 2017 so it is 3 years almost
9	I	From when, you have started taking classes through online/virtual platform?

10	Lutfia	For online, it all started during pandemic time this year.
11	I	Do you follow any specific or trained strategies to teach your students? And What are these?
12	Lutfia	Before starting the online class, we did not have any trained strategies but later on, there has been some meetings where we have started setting different kinds of classroom activities which would be convenient for the primary level students. Giving one to one feedback.  Also, by asking questions in the classroom based on the lecture to find whether they have understood or not. Nothing specific has been changed.
13	I	Is there any specific teaching strategy you follow while teaching in live session classroom?
14	Lutfia	I am more practical, getting students to different kinds of classroom activities rather than focusing on lectures. They learn through activities as my subject was language that needs to be used by the students for better understanding.
15	I	Students used to be taught in traditional or lecture-based approach in school or college? Do you follow any kind of method that followed in traditional classroom?
16	Lutfia	Traditional teaching is more or less lecture based but I do not prefer that because students do not learn much with lecture and in online lecture-based class might get students bored. Rather as I said activities work way better even other teachers follow that in our school.
17	I	What is your preferred language while teaching in the live session classroom, Bangla or English? What is the reason behind?
18	Lutfia	As it is an English language class but the medium is Bengali, I would prefer English and Bangla both.
19	I	What are the communication methods you use in live session classroom to interact with the students? And are your and students' video cameras on in class?
20	Lutfia	There is a clear instruction to keep the video camera on. And interact as in I ask them questions whether they are with lecture or not but mostly classroom activities make them busy
21	I	How do you motivate your students in the live classes if they get bored in lectures?
22	Lutfia	I basically motivate my students with positive feedback by saying "Nice, that's a very good answer" or if anyone gets the answer wrong while asking questions positive feedback is provided rather than negative one. And I sometimes share interesting stories outside the textbook or lecture to get them activated in the classroom.
23	I	Do you plan for communicative in-class activities for live classes? If so, does that work well?



24	Lutfia	Obviously, as I already told we follow specific ways and there are specific sets of classroom activities like rubric and word games to make communicative classroom activities
25	I	Do you discuss the problem after any evaluation to motivate students in further learning?
26	Lutfia	It has to be done so that students will not understand and followingly we motivate students to do better in the next exam. Sometimes there are some quizzes where students are given extra marks.
27	I	What are the communication methods you use in live session classroom to interact with the students?
28	Lutfia	It was very tough as we had to develop classroom activities which will be convenient for online classes and conducting those activities was pretty tough at the beginning but gradually, I got used to the teaching.
29	I	What are the challenges you have faced during teaching through live-session class?
30	Lutfia	Conducting the classroom activities and finding students online as the internet has always been an issue.
31	I	Are there any strategies you have followed to overcome your challenges and establishing a new method for a better learning environment?
32	Lutfia	Here, concentrating more on conducting the classroom activities properly and handling the students online and getting feedback and giving feedback in proper time.
33	I	Do you think changes need to be established for developing a better learning environment and what actions or measures need to be taken to establish such platform?
34	Lutfia	There should be a training program for both the teacher and students outside the class to let them know about the tools used in online classes.
35	I	Yeah, training would help the teachers who are not even aware of technology even.
36	Lutfia	That's possibly true as everyone is really not aware of it.
37	I	Thank You so much Apu for your kind responses about live classes. That's all from me.

### Appendix C2

DU	Participants	Questions and Answers
1	I	Thank You Farhana for joining this session, I know you are taking online classes at your school and I am working on a research project that's where an interview was in need. Shall I start?
2	Frahana	Yes, you can start
3	I	Which subject do you teach to your students?

4	Farhana	English language to Class 2 and 4, Overall English to KGI.
5	I	What is the medium of language to teach at your school? And do they properly communicate through that specified language?
6	Farhana	It is strictly instructed to use English language even if it is Bengali medium but sometimes, I had to use Bangla for a few words for the KGI students to make them understand as understanding the language is one of their learning. And they use very specific words and short sentences to communicate as they are fully developed language users.
7	I	How many years of teaching experience do you have?
8	Farhana	Started in Mid-2018, almost 2.5 years.
9	I	From when, you have started taking classes through online/virtual platform?
10	Farhana	2020 at February when the pandemic started in Bangladesh
11	I	Do you follow any specific or trained strategies to teach your students? And What are these?
12	Farhana	There were no trained strategies; rather I had to follow my own way of teaching, as I focused more on practical learning of the students to make a student-centered classroom. So, I follow an inductive way of teaching where examples are given to teach students rather than following specific lectures.
13	I	Is there any specific teaching strategy you follow while teaching in live session classroom?
14	Farhana	As I said I follow an inductive way of teaching and give practical classroom activities and examples are given to teach and it is not like lecture-based class. Sometimes, I have to give lectures but I mostly avoid that.
15	I	Students used to be taught in traditional or lecture-based approach in school or college? Do you follow any kind of method that followed in traditional classroom?
16	Farhana	Traditional teaching strategies cannot be followed in online classes and online classes have different ways as said earlier.
17	I	What is your preferred language while teaching in the live session classroom, Bangla or English? What is the reason behind?
18	Farhana	English obviously since it is strictly instructed.
19	I	What are the communication methods you use in live session classroom to interact with the students? And are your and students' video cameras on in class?
20	Farhana	Yes, video camera has to be On and I interact students through call and zoom session and personally I consult students through whatsapp if they face any problems,

21	I	How do you motivate your students in the live classes if they get bored in lectures?
22	Farhana	I give them games to practice like puzzle games and classroom activities conducted through different kinds of arcade games so they don't get bored.
23	I	Do you plan for communicative in-class activities for live classes? If so, does that work well?
24	Farhana	Classroom activities are conducted following the class lectures and mostly it works, sometimes it is group work or task and sometimes competitive individual games.
25	I	Do you discuss the problem after any evaluation to motivate students in further learning?
26	Farhana	Constructive feedback is given to the students and I give feedback personally to the students and motivate them to do well in the next exam and I give chances to make another attempt to do good.
27	I	At the beginning of your teaching career, what are the major challenges you have faced during teaching?
28	Farhana	It was fun but developing lesson plans was tough as the way of teaching is not the same as face-to-face class.
29	I	What are the challenges you have faced during teaching through live-session class?
30	Farhana	Getting students on time and I had to push the students for the learning so it was a hassle at the beginning.
31	I	Is there any strategies you have followed to overcome your challenges and establishing a new method for a better learning environment?
32	Farhana	Developing proper lessons was the prior issue to develop my teaching strategies.
33	I	Do you think changes need to be established for developing a better learning environment and what actions or measures need to be taken to establish such platform?
34	Farhana	It would do good within years as students are gradually adopting and teachers need to be more aware of. And making classroom materials need to be made more for the development of better education.
35	I	Alright, it would do good gradually. Thank you so much for your kind responses. I hope online learning will evolve and develop a new revolution of learning.

T3

DU	Participants	Questions and Answers
1	I	Thank You Rakib Bhai for joining this interview first of all within your busy schedule. The interview today is more like, I would like to know

		about some issues you take care of in live classes. Hope you will enjoy the session.
2	Rakib	Sure, not a problem.
3	I	Firstly, I want to ask, Which subject do you teach to your students?
4	Rakib	I usually teach English.
5	I	What is the medium of language to teach at your school? And do they properly communicate through that specified language?
6	Rakib	As it is a Bengali medium school, the medium is Bengali. But yes, sometimes students cannot get me and cannot even communicate properly as they are in primary level but they try really hard to talk in English.
7	I	How many years of teaching experience do you have?
8	Rakib	I am teaching since 2017 so it is 3 years almost
9	I	From when, you have started taking classes through online/virtual platform?
10	Rakib	For online, it all started during pandemic time this year.
11	I	Do you follow any specific or trained strategies to teach your students? And What are these?
12	Rakib	Before starting the online class, we did not have any trained strategies but later on, there has been some meetings where we have started setting different kinds of classroom activities which would be convenient for the primary level students. Giving one to one feedback.  Also, by asking questions in the classroom based on the lecture to find whether they have understood or not. Nothing specific has been changed.
13	I	Is there any specific teaching strategy you follow while teaching in live session classroom?
14	Rakib	I am more practical, getting students to different kinds of classroom activities rather than focusing on lectures. They learn through activities as my subject was language that needs to be used by the students for better understanding.
15	I	Students used to be taught in traditional or lecture-based approach in school or college? Do you follow any kind of method that followed in traditional classroom?
16	Rakib	Traditional teaching is more or less lecture based but I do not prefer that because students do not learn much with lecture and in online lecture-based class might get students bored. Rather as I said activities work way better even other teachers follow that in our school.

17	I	What is your preferred language while teaching in the live session classroom, Bangla or English? What is the reason behind?
18	Rakib	As it is an English language class but the medium is Bengali, I would prefer English and Bangla both.
19	I	What are the communication methods you use in live session classroom to interact with the students? And are your and students' video cameras on in class?
20	Rakib	There is a clear instruction to keep the video camera on. And interact as in I ask them questions whether they are with lecture or not but mostly classroom activities make them busy
21	I	How do you motivate your students in the live classes if they get bored in lectures?
22	Rakib	I basically motivate my students with positive feedback by saying "Nice, that's a very good answer" or if anyone gets the answer wrong while asking questions positive feedback is provided rather than negative one. And I sometimes share interesting stories outside the textbook or lecture to get them activated in the classroom.
23	I	Do you plan for communicative in-class activities for live classes? If so, does that work well?
24	Rakib	Obviously, as I already told we follow specific ways and there are specific sets of classroom activities like rubric and word games to make communicative classroom activities
25	I	Do you discuss the problem after any evaluation to motivate students in further learning?
26	Rakib	It has to be done so that students will not understand and followingly we motivate students to do better in the next exam. Sometimes there are some quizzes where students are given extra marks.
27	I	At the beginning of your teaching career, what are the major challenges you have faced during teaching?
28	Rakib	It was very tough as we had to develop classroom activities which will be convenient for online classes and conducting those activities was pretty tough at the beginning but gradually, I got used to the teaching.
29	I	What are the challenges you have faced during teaching through live-session class?
30	Rakib	Conducting the classroom activities and finding students online as the internet has always been an issue.
31	I	Are there any strategies you have followed to overcome your challenges and establishing a new method for a better learning environment?
32	Rakib	I have focused more on conducting the classroom activities properly and handling the students online and getting feedback and giving feedback in proper time.
33	I	Do you think changes need to be established for developing a better learning environment and what actions or measures need to be taken to establish such platform?

34	Rakib	There should be a training program for both the teacher and students outside the class to let them know about the tools used in online classes.
35	I	Yeah, training would help the teachers who are not even aware of technology even.
36	Rakib	That's possibly true as everyone is really not aware of it.
37	I	Thank You so much Apu for your kind responses about live classes. That's all from me.

T4-

DU	Participants	Questions and Answers
1	I	Thank You Shamima for joining this session, I know you are taking online classes at your school and I am working on a research project that's where an interview was in need. Shall I start?
2	Shamima	Yes, you can start
3	I	Which subject do you teach to your students?
4	Shamima	English language to Class 2 and 4, Overall English to KGI.
5	I	What is the medium of language to teach at your school? And do they properly communicate through that specified language?
6	Shamima	It is strictly instructed to use English language even if it is Bengali medium but sometimes, I had to use Bangla for a few words for the KGI students to make them understand as understanding the language is one of their learning. And they use very specific words and short sentences to communicate as they are fully developed language users.
7	I	How many years of teaching experience do you have?
8	Shamima	Started in Mid-2018, almost 2.5 years.
9	I	From when, you have started taking classes through online/virtual platform?
10	Shamima	2020 at February when the pandemic started in Bangladesh
11	I	Do you follow any specific or trained strategies to teach your students? And What are these?
12	Shamima	There were no trained strategies; rather I had to follow my own way of teaching, as I focused more on practical learning of the students to make a student-centered classroom. So, I follow an inductive way of teaching where examples are given to teach students rather than following specific lectures.

13	I	Is there any specific teaching strategy you follow while teaching in live session classroom?
14	Shamima	As I said I follow an inductive way of teaching and give practical classroom activities and examples are given to teach and it is not like lecture-based class. Sometimes, I have to give lectures but I mostly avoid that.
15	I	Students used to be taught in traditional or lecture-based approach in school or college? Do you follow any kind of method that followed in traditional classroom?
16	Shamima	Traditional teaching strategies cannot be followed in online classes and online classes have different ways as said earlier.
17	I	What is your preferred language while teaching in the live session classroom, Bangla or English? What is the reason behind?
18	Shamima	English obviously since it is strictly instructed.
19	I	What are the communication methods you use in live session classroom to interact with the students? And are your and students' video cameras on in class?
20	Shamima	Yes, video camera has to be On and I interact students through call and zoom session and personally I consult students through whatsapp if they face any problems,
21	I	How do you motivate your students in the live classes if they get bored in lectures?
22	Shamima	I give them games to practice like puzzle games and classroom activities conducted through different kinds of arcade games so they don't get bored.
23	I	Do you plan for communicative in-class activities for live classes? If so, does that work well?
24	Shamima	Classroom activities are conducted following the class lectures and mostly it works, sometimes it is group work or task and sometimes competitive individual games.
25	I	Do you discuss the problem after any evaluation to motivate students in further learning?
26	Shamima	Constructive feedback is given to the students and I give feedback personally to the students and motivate them to do well in the next exam and I give chances to make another attempt to do good.
27	I	At the beginning of your teaching career, what are the major challenges you have faced during teaching?
28	Shamima	It was fun but developing lesson plans was tough as the way of teaching is not the same as face-to-face class.
29	I	What are the challenges you have faced during teaching through live-session class?
30	Shamima	Getting students on time and I had to push the students for the learning so it was a hassle at the beginning.

31	I	Are there any strategies you have followed to overcome your challenges and establishing a new method for a better learning environment?
32	Shamima	Developing proper lessons was the prior issue to develop my teaching strategies.
33	I	Do you think changes need to be established for developing a better learning environment and what actions or measures need to be taken to establish such platform?
34	Shamima	It would do good within years as students are gradually adopting and teachers need to be more aware of. And making classroom materials need to be made more for the development of better education.
35	I	Alright, it would do good gradually. Thank you so much for your kind responses. I hope online learning will evolve and develop a new revolution of learning.

T5

DU	Participants	Questions and Answers
1	I	Thank You Kabir Bhai for joining this interview first of all within your busy schedule. The interview today is more like, I would like to know about some issues you take care of in live classes. Hope you will enjoy the session.
2	Kabir	Sure, not a problem.
3	I	Firstly, I want to ask, Which subject do you teach to your students?
4	Kabir	I usually teach English.
5	I	What is the medium of language to teach at your school? And do they properly communicate through that specified language?
6	Kabir	As it is a Bengali medium school, the medium is Bengali. But yes, sometimes students cannot get me and cannot even communicate properly as they are in primary level but they try really hard to talk in English.
7	I	How many years of teaching experience do you have?
8	Kabir	I am teaching since 2017 so it is 3 years almost
9	I	From when, you have started taking classes through online/virtual platform?
10	Kabir	For online, it all started during pandemic time this year.
11	I	Do you follow any specific or trained strategies to teach your students? And What are these?



12	Kabir	<p>Before starting the online class, we did not have any trained strategies but later on, there has been some meetings where we have started setting different kinds of classroom activities which would be convenient for the primary level students. Giving one to one feedback.</p> <p>Also, by asking questions in the classroom based on the lecture to find whether they have understood or not. Nothing specific has been changed.</p>
13	I	How would you describe your teaching strategy? Is your teaching strategy more like lecture based?
14	Kabir	I am more practical, getting students to different kinds of classroom activities rather than focusing on lectures. They learn through activities as my subject was language that needs to be used by the students for better understanding.
15	I	Students used to be taught in traditional or lecture-based approach in school or college? Do you follow any kind of method that followed in traditional classroom?
16	Kabir	Traditional teaching is more or less lecture based but I do not prefer that because students do not learn much with lecture and in online lecture-based class might get students bored. Rather as I said activities work way better even other teachers follow that in our school.
17	I	What is your preferred language while teaching in the live session classroom, Bangla or English? What is the reason behind?
18	Kabir	As it is an English language class but the medium is Bengali, I would prefer English and Bangla both.
19	I	What are the communication methods you use in live session classroom to interact with the students? And are your and students' video cameras on in class?
20	Kabir	There is a clear instruction to keep the video camera on. And interact as in I ask them questions whether they are with lecture or not but mostly classroom activities make them busy
21	I	How do you motivate your students in the live classes if they get bored in lectures?
22	Kabir	I basically motivate my students with positive feedback by saying "Nice, that's a very good answer" or if anyone gets the answer wrong while asking questions positive feedback is provided rather than negative one. And I sometimes share interesting stories outside the textbook or lecture to get them activated in the classroom.
23	I	Do you plan for communicative in-class activities for live classes? If so, does that work well?
24	Kabir	Obviously, as I already told we follow specific ways and there are specific sets of classroom activities like rubric and word games to make communicative classroom activities
25	I	Do you discuss the problem after any evaluation to motivate students in further learning?

26	Kabir	It has to be done so that students will not understand and followingly we motivate students to do better in the next exam. Sometimes there are some quizzes where students are given extra marks.
27	I	At the beginning of your teaching career, what are the major challenges you have faced during teaching?
28	Kabir	It was very tough as we had to develop classroom activities which will be convenient for online classes and conducting those activities was pretty tough at the beginning but gradually, I got used to the teaching.
29	I	What are the challenges you have faced during teaching through live-session class?
30	Kabir	Conducting the classroom activities and finding students online as the internet has always been an issue.
31	I	Are there any strategies you have followed to overcome your challenges and establishing a new method for a better learning environment?
32	Kabir	I have focused more on conducting the classroom activities properly and handling the students online and getting feedback and giving feedback in proper time.
33	I	Do you think changes need to be established for developing a better learning environment and what actions or measures need to be taken to establish such platform?
34	Kabir	There should be a training program for both the teacher and students outside the class to let them know about the tools used in online classes.
35	I	Yeah, training would help the teachers who are not even aware of technology even.
36	Kabir	That's possibly true as everyone is really not aware of it.
37	I	Thank You so much Apu for your kind responses about live classes. That's all from me.

### Interview Questions

Interview Questions (IQs)	Background Information	RQ1	RQ2	RQ3
1. Which subject do you teach to your students?	X			
0. What is the medium of language to teach at your school? And do they properly communicate through that specified language?	X			
0. How many years of teaching experience do you have?	X			
4. From when, you have started taking classes through online/virtual platform?	X			

0. Do you follow any specific or trained strategies to teach your students? And What are these?		X		
0. Is there any specific teaching strategy you follow while teaching in live session classroom?		X		
0. Students used to be taught in traditional or lecture-based approach in school or college? Do you follow any kind of method that followed in traditional classroom?		X		
0. What is your preferred language while teaching in the live session classroom, Bangla or English? What is the reason behind?		X		
0. What are the communication methods you use in live session classroom to interact with the students?			X	
0. How do you motivate your students in the live classes if they get bored in lectures?			X	
0. Do you plan for communicative in-class activities for live classes? If so, does that work well?			X	
0. Do you discuss the problem after any evaluation to motivate students in further learning?			X	
0. At the beginning of your teaching career, what are the major challenges you have faced during teaching?				X
0. What are the challenges you have faced during teaching through live-session class?				X
0. Are there any strategies you have followed to overcome your challenges and establishing a new method for a better learning environment?				X
0. Do you think changes need to be established for developing a better learning environment and what actions or measures need to be taken to establish such platform?				X

### **Appendix 3- Student's Online Survey**

<https://docs.google.com/forms/d/1EXXmdxWyv7QqLK8InqxNurkk4deuXdjJ1jzlcTOYtvo/edit>

Data from Student's Online Survey-

<https://docs.google.com/spreadsheets/d/1KNGm2dE-V7Fgy8c4lufvtv60wVZJjcca51NB69uwZuE/edit?usp=sharing>

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