

Teacher as Facilitator in selected schools of Dhaka city

Mah Sabrin Ahmed

ID: 09303017

Department of English and Humanities

April 2015



BRAC University, Dhaka, Bangladesh

Teacher as Facilitator in selected schools of Dhaka city

A Thesis Submitted to

The Department of English and Humanities

of

BRAC University

by

Mah Sabrin Ahmed

ID: 09303017

In Partial Fulfillment of the requirement for the degree

of

Bachelor of Arts in English

April 2015



BRAC University

Dhaka, Bangladesh

Acknowledgement

Firstly, I express my humble gratefulness to ALLAH who listened to my prayers for which I have come this far in my life. Then I want to convey my heartiest thanks to honorable chairperson of the department of English & Humanities, Professor Ferdous Azim for her kindness and cooperation. After that I am extremely thankful to my respected teacher, guide, SM Mohibul Hasan who not only gave me effective guidance but also motivated me to do better in my work. Finally, I am grateful to my loving parents who always believed in me and encouraged me to work hard and do well.

Abstract

This research attempts to find out the effectiveness of teacher as facilitator in some schools of Dhaka city. For that teacher and students from William Carrey Int. School, S.F.X. Greenherald Int. school, B.A.F Shaheen College, Shahid Bir Uttam Lt. Anwar Girls' College, and Dhanmondi Ideal Boy's School participated in this research. And the survey reveals that Teachers till now following traditional teaching methods. Though there were some schools where teachers do facilitate but it wasn't enough. This research will try to enlighten readers on teacher's role as a facilitator.

Table of content

Chapter 1: Introduction

- 1.1 Introduction
- 1.2 Research Hypothesis
- 1.3 principle of the study
- 1.4 inadequacy of the study

Chapter2: Literature Review

- 2.1 Definition of a facilitator as teacher
- 2.2 The Basic difference between a teacher and a facilitator
- 2.3 A proposed model for an excellent facilitator as teacher
 - Active listening
 - Maintaining eye contact
 - Motivation
 - The relationship between the teacher and the students
 - Discipline
 - Modulation of voice
 - Providing Feedback
 - Classroom Management

Chapter 3: Research Methodology:

- 3.1 Research Propose
- 3.2 Research Question
- 3.3 Significance of the study
- 3.4 Participants
- 3.5 Appliance
- 3.6 Information gathering procedure

Chapter 4: Research discovery and discussion

Chapter 5: Conclusion and Recommendation

Resources

Appendices

Appendix I

Appendix 2

Chapter 1

1.1 Introduction: Education is very important for a student. And another important element that empowers his or her life through education is a teacher. A teacher facilitates his or her students with perfect environment, through motivation, through listening their point of view etc. In our country teacher is someone we respect but we never see a teacher as our friend. If the students don't feel dominated and see their teacher as their friend then students will be the urge to learn by themselves. Moreover, in a traditional classroom teacher is someone who convey knowledge and students grab it. There is no discussion students hardly speak in the classroom. On the other hand a facilitator gives equal importance to students' opinion. Teacher as a facilitator is very useful for a student's life as it helps them to take responsibilities of their own learning.

1.2 Research Hypothesis: Teacher as an effective facilitator helps students to be a more confident and successful in the classroom.

1.3. Principle of the study: This research found that how a teacher can fulfill students learning needs through facilitation. How facilitation plays an important role in students learning. Student feels more confident and become more successful with the facilitation and motivational help.

1.4. Inadequacy of the study: During my research I faced much limitation. Like, while doing my survey it was exam time in the schools as a result students and teachers cooperated less. Many teachers and students didn't express that much so the survey was good but not what I expected.

Chapter 2

Literature Review:

2.1 Definition of teacher as Facilitator:

A facilitator is someone who makes something easy or eases a process. A facilitator plans, guides and manages to ensure that group's objectives fulfill. Before knowing how facilitation works, we need to know when and how facilitation evolved. According to Christine Hogan in her book "*Understanding Facilitation*" talked about facilitation. She talked how facilitation evolved after Second World War. The word facilitation came from French word 'facile' and the Latin word 'facilis' which means easy to do or a person's willing participation makes everything easy. It sound easy but facilitation is very complex thing. And it evolved as movement which expanded in many sectors like education, management, psychology, community movement. As many other sectors facilitation has a great impact on education sector. As facilitator encourages individual or a group to participate that they can achieve a goal.

Moreover, Hogan herself recognized this when she wrote, everything occurs in a situation. There are many layers like society, groups, organization, community, class. Facilitators are responsible to think about and take these layers into consideration. And facilitator act according to those context. By encouraging all members in a group to speak facilitators are valuing the input of everyone no matter what their status, experience. It is very important for in a classroom.

One can do this work in a classroom and that person is a teacher. When a teacher facilitates then any situation can be handled very easily. (2000, p. 55)

In addition she also expressed her thought on a facilitator as motivator and also a manager. How a teacher follows these two methods to achieve their goal. (2000, p. 57)

Likewise, in a teaching profession facilitating is a special word. Main duty of this profession is to educate students with authority and care. Senjaya Vienna (2008) mentioned that, 'as a facilitator, a role of the teacher is to provide services to facilitate students in learning activities'. She also talked about how a teacher facilitates his or her students by understanding their issues and relate to it.

In addition, if a teacher wants to facilitate their students then they need to share their knowledge with students which expand the range of their knowledge. But a teacher must make sure that they don't be the only source of their learning. She also shared her thought on relationship of a teacher and a student. Teacher should create the place of belief so that students can trust them and share whatever they feel.

2.2 The basic difference between a teacher and a facilitator:

When we hear the word teacher first thing comes to our mind, a person who guides a group of people. Also a facilitator guides a group of people. But, facilitating a group and teaching a class are two different things. According to Clapper, T.C. 2009 in his article named '*Moving away from teaching and becoming a facilitator of learning*' he showcased how teachers role and role

of a facilitator are different from each other. In his article he portrayed two images. First one is a traditional teacher who controls the whole class. Always stands in front of the class, follows a lesson plan that has been planned years ago etc. On the other hand, he explained how a facilitator facilitates a group to reach a particular goal. More over a facilitator communicate with their students, believes in student centric classroom, facilitate students according to their needs, makes lesson plan depending on students requirement etc.

Likewise, he also added how a facilitator combines a classroom and works as a group, encourages students to participate, works as a prompter, exhilarate learning process. In opposite a traditional teacher always maintains a certain distance with their students, in class there is only one way communication, students speaks only when their teachers ask them like asking close ended question or read out from a book or board etc. .(Clapper, 2009, p. 1)

Similarly, Clapper 2009 says, both teacher and facilitator pursue different techniques while teaching their students. A teacher always applies the traditional procedure like explaining, writing on board and asks students to write it from the board etc. But a facilitator becomes one of the participant forms groups, uses different tools, gives chance to their students to explore knowledge by themselves and work as information source etc. (Clapper, 2009, p. 1-2)

Therefore, William and Dunn (2008, p. 176) also drew attention by expressing difference between teacher and facilitator on the basis of assessment procedure. Teacher always follows summative which means quizzes, midterms, final, projects etc. And marks decide who is capable and who is not. But in the case of facilitator, they always believe in formative assessment where student's achievement and learning is the only goal. By providing constructive, positive and

negative feedback facilitator shape up students result. And make them proficient and creates a trust in them that they can do anything. (as cited in Clapper. 2009, p.3)

2.3 A proposed model for an excellent facilitator as teacher

Active listening:

To activate students thought, teacher must empty his or her mind of plans, and concern so that he or she opens to the learners' ideas and appreciate that. For that reason, students' will be more motivated to show their innovation and resourceful vision.

According to Kathryn Robertson in her article "*Active Listening More than just paying attention*" talked about how active listening is not just listening something it is one of the component that activates communication or it can be said that it is one way of communication. It is very hard work to do as it needs full concentration, attention and awareness. Listener needs to empty themselves as the person convey by using verbal and non-verbal way. Hugh Mackay points out that 'this takes courage, generosity and patient'. In addition, Carl Roger also said in 1980: 'Attentive listening means giving one's total and undivided attention to the other person and tells the other that we are interested and concerned.' (as cited in Robertson , 2005 , p.1053)

Moreover she added active listening occurs with the involvement of eyes, mind, heart and imagination. And with these we try to absorb speakers thought and try to understand the whole context.

Like this in a classroom a teacher can absorb the students thought and solve everything. By which a teacher can facilitate his or her students by active listening.

In Robertson's article we can also get to know active listening skills. They are:

- Attentive body language: Body movement, eye contact, facial movement, posture and gesture these entire thing mandatory for active listening.
- Following skills: Following conversation through verbal encouragement, asking questions, attentive silence.
- Reflecting skills: Listener can create believe in the speaker by restating the statement, content with understanding and acceptance, paraphrasing, summaries the whole thought. (Robertson, 2005, p. 1054)

By maintaining all these steps a teacher can communicate with his or her students. It is the key element for a teacher to facilitate students learning process.

Likewise Denise Brown and Demand Media, in their article titled *Difference between Facilitators & Teachers*, wrote that, Teachers often act as facilitators, and facilitators sometimes teach. In order for either to be successful, he or she must be an active listener. Facilitators in particular make use of this skill. They listen to an entire statement made by a group member before responding. They try to understand the group member's point of view in a nonjudgmental way. Active listeners often ask questions of the group to clarify what group members are saying. Active listeners are slow to jump to conclusions and keep the group focused on the subject of discussion.

Maintaining eye contact:

Eye contact is one the nonverbal communication which stimulates student learning. Not only it conveys message but also it creates awareness among students. Eye contact is very important for both teacher and students. Teacher use it for maintaining classroom or convey message on the other hand students use it for gathering information and also for guidance. As teacher use this most so, he or she needs to be

very cautious. According to Roger Gower, Diane Philips, and Steve Walters (1995) in their book titled *“Teaching Practice Handbook”* said that,

“Good use of eye contact is crucial in helping to establish rapport. A teacher who never looks students in the eye seems to lack confidence and gives the students a sense of insecurity. On the other hand, having a glare doesn’t help either!” (Gower, Phillips, Walters, 1995, p.9)

They pointed out how eye contact can elevate students learning process.

- To find out whether students are understanding or they are confused. It will also help the teacher to determine future teaching process.
- To elicit ideas from student or to encourage students contribution.
- While talking to a student a teacher can maintain other students of the class through eyes. Spread awareness among students.
- Without being dominating a teacher can convey message. By looking at students.
- To indicate whether student are going in the right direction or whether they are distracted.
- It also ensures every student’ participation. (Gower, Phillips, Walters, 1995, p.9-10).

So, when a teacher starts a class using eye contact which boosts up students learning remarkably. Moreover, eye contact is enough to create respect, appreciation, indulgent and attention between the teacher and the students’ eyes reflects what a person feels. To be an efficient facilitator, a teacher must use eye contact for noticing student’s emotion by sustaining healthy relationship. So that students can rely on teachers with no hesitation.

Motivation:

Narayanan (2006) referred to Oxford English Dictionary (2004),

"Motivation is the 1) reason or reasons behind one's actions or behavior. 2) Enthusiasm."

Motivation is generally defined as a stimulus or influence that convinced a person to proceed or respond. Williams and Burden (1997, p.120) see motivation as "a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and give rise to a period of sustained intellectual and/or physical effort." Also they said, "Motivation is a combination of effort plus desires to achieve a goal plus favorable attitudes towards the goal to be accomplished. (as cited in Ghanea, M. Pisheh, H. R. Z. Ghanea, M. H 2001)

Keller (1983) "Motivation is commonly thought of as an inner drive, desire emotion or wish that moves one to a particular action. Or in more technical terms motivation refers to "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect". (Keller, 1983, p. 389)

By all these definition it is clear that it is the main instrument by which a teacher facilitates and activates students learning process.

On the other hand, Patsy M. Lightbown and Spada also wrote on "Motivation in the class setting" in their book "How Languages are learned" that how teacher motivates their student and how it facilitates

learning. They wrote from the teacher perspective. As we know motivation has an important role in learning process. Both learning and motivating are to some extent interrelated. Motivation stimulates learning process by which a teacher can make a student more capable. A motivated student has aspiration and ambition into them which helps to enhance self confidence and problem-solving skills.

Moreover, they added, motivated students do every single task very willingly, overcome breakdowns and learn from it, uses strategies to ensue his or her goals. And a facilitator works hard to make it happen. At first a facilitator carefully creates lesson plans, interesting activities etc. A facilitator always creates a perfect classroom environment by keeping in mind, a student's age level, background and their ability which helps students to feel motivated.

After that, facilitator talks about upcoming topic and arouse interest about the topic by which learner will be interested about the topic and this is how a facilitator positively motivate a learner. After that facilitator prepare the lesson plan and decides how to conduct it. With different tasks, activities and interesting material to make the topic easy and also by creating co-operative learning environment rather than a competitive learning environment then it will help to raise interest among students. In contrast it can possible that a cooperative situation also motivate learners to achieve a goal. (Lightbown, Spada, p. 58)

Teacher and students relationship:

Relationship, whether positive or negative both have tremendous effect on our life. Steve Duck (2007) in his book *Human Relationships* he shared benefits to relationships where he talked about physical support, a sense of belonging, having a "sounding board" for emotional reactions and opinions, being able to say what you really think, given assurance of merit, opportunities to help others and justification and support for the way we do things and understand experience. On the other hand he also added that the lack of positive relationships causes negative consequence depression, nervousness, bad impact on performance, and poor physical as well as mental condition. (Duck, 2007, p. 15-18)

Likewise, teacher student relationship is very important for a fruitful atmosphere. Teacher who maintains a positive relationship with their students can create perfect classroom environment by which teacher ensures students developmental, emotional and academic needs. Their relationship would be more like guarded and respectful. Where there would be supportiveness and little bit of control but no space for dominance. In this case students will feel secure and feel free to grab knowledge. And thus a teacher facilitates his or her students by maintaining good relationship. Hargreaves (1994) apparently agrees, stating, good teacher always have positive emotion. It is not just the case of having the right manner, knowing one's subject, being resourceful, and having correct ability and knows all the teaching techniques. Good teachers are not just well oiled machines. They are emotional, eager to communicate with the fellow students and fill their work and classes with enjoyment, inspiration, challenge and happiness. (Hargreaves, 1994, p. 835)

Then, Roger Gower, Diane Philips, Steven Walters in their book *Teaching Practice Handbook* wrote, "to establish rapport with the groups, it creates a friendly, co-operative atmosphere; it shows that the teacher is interested in the student as people; it makes to manage a class effectively." (Gower, Philips, Walters, 1995, p.19)

Discipline:

Roger Gower, Diane Philips, Steven Walters wrote on "Maintaining Discipline" in their book titled *Teaching Practice Handbook*. They wrote how discipline is important for good learning environment. A lecture depends on many things to achieve a satisfactory success, one of which is discipline in the classroom. And for that every teacher must know how to maintain discipline in the classroom. Otherwise, it is impossible to learn anything in a chaotic or disorganized classroom. Discipline is not just forcing students to do what a teacher wants. Forcing is what dictators do, and a teacher is not a dictator, a teacher is a facilitator. Discipline is all about creating positive atmosphere for learning. Teacher not just

creates discipline in the classroom but he or she also creates awareness about discipline within the students. (Gower, Philips, Walters, 1995, p. 22)

Likewise, Carol Cummings (2000) says that, "The goal is to focus on increasing learning by teaching students the prerequisite behaviors needed to meet standards-within an accepting and nurturing environment. Like the authoritative parent, teachers need to balance nurturing with setting clear limits; setting high standards of responsibility, encouraging independence, and giving guidance without controlling." (Cummings, 2000, p. 9-10)

Modulation of voice:

Voice is the most essential element in the performance skill of a teacher. By using effective modulation a teacher can facilitate an engaged classroom. Teacher uses modulation in voice to catch attention, making subject interesting, inspire students to learn, starting ending a class etc. In addition Teacher not only conveys information but also temper mood, atmosphere, and emotion as well.

In the article titled *The Teacher's voice: Vocal Training in Teacher Education* by Belle, Iren Velsvik (2008) it is said, "The voice is vital tool in imparting knowledge and teaching, and appropriate voice use is important in maintaining pupil's attention and interest. Teachers need a voice which projects well and appropriately in all circumstances and which is also pleasant to listen to, even when being at its most authorities" (p. 44).

He elaborated his point by saying, "a teacher's voice use in often intentional, like as a disciplinary gadget, ensure effective communication in the classroom, the teachers must be able to communicate with the pupils without being exposed to voice damage" (Belle, 2008, p. 45).

Feedback:

Roger Gower, Diane Philips, Steven Walters wrote on “Giving positive feedback” in their book titled *Teaching Practice Handbook* said, “ Giving feedback is one of the most important responsibilities of a teacher. By providing ongoing feedback a teacher can help their students evaluate their success and progress” They also added by saying, “The aim of feedback is to bring about self-awareness and improvement. Everyone thrives on genuine praise and encouragement.”

Moreover, effective feedback plays an important role in helping adult learners achieve their learning goals. If positive feedback is given at a time then a student’s precision increases tremendously. Specially, expressive feedback is necessary for progress and success. Both formal and informal feedback should be given by teachers, based on effective feedback techniques. A teacher should always provide positive feedback before negative feedback. Also a teacher should keep in mind some key points while giving feedback. Like, feedback should be specific, objective, consistence; appropriate. Spirit of collaboration should be there in both the parties. Regular feedback and ongoing reinforcement should be implemented. (Gower, Philips, Walters, 1995, p.163-164)

Classroom Management:

Teachers one of the most important duty in classroom is classroom management. It is very crucial for a teacher. The concept of school discipline, based on controlling unavoidable student misbehavior, has been replaced with "classroom management," which stresses methods of facilitating positive student behavior and success.

Roger Gower, Diane Philips, and Steve Walters (1995) have talked about the components in their book titled *Teaching Practice Handbook* such managing a class involves" 1) eye contact, gesture and the voice, 2) classroom arrangement, 3) attention spread, 4) Teacher talk-student-talk, 5) Eliciting, giving instructions, and setting up activities, 6) Monitoring, 7) Starting and finishing the lesson, 8) Establishing rapport and maintaining discipline." Teaching process is an opportunity to try a variety of approaches in the classroom. Practicing these techniques can change teachers' behavior, which in turn changes student behavior and at the end students' achieve success. (Gower, Philips and Walters, 1995, p.8)

Chapter 3:

Research Methodology

3.1 Research Propose: This research is a small –scale survey to examine the effectiveness of teacher as facilitator in the classroom.

3.2 Research Question:

1. What is the teacher’s role as facilitator in the school of Dhaka city?
2. What are the non-verbal behaviors which influence the quality of teacher as facilitator?
3. How do students define teacher’s role as facilitator?

3.3 Significance of the study: This research can be a model for teachers in order to help them develop their role as facilitator according to learners’ needs.

3.4. Participants: To participate in this quantitative research a total 30 students were selected randomly from the school of Dhaka city. Student that I focused on were from class five to eight. Students were from both Bengali and English medium. Moreover, in this research, a survey was also conducted on teachers. About 10 teachers participated in this survey.

3.5. Appliance:

- I. Questionnaire for students: Questionnaires were distributed among students from schools. The questionnaire was consisted of ten multiple choice questions and 1 open-ended question (See appendix 1). Students used their preceding knowledge to make this survey successful.
- II. Questionnaire for teachers: Teachers from the schools also take part in the survey. Teacher’s questionnaire consisted of twelve multiple choice questions and five open-ended questions (see appendix 2).

3.6. Information Gathered and analysis procedure: First of all, researcher distributed the questionnaire among the students then the teachers. Researcher was physically present there to help the participants if they need. The survey result was very important for this research and from the survey, it came out, how teachers play the role as facilitate or want to facilitate their students. On the other hand, how students want to be facilitated. There is any facilitation going on in the class or not.

Chapter 4: Research discovery and discussion:

Discovery: Analysis of Students' Responses

There were 10 questions in the questionnaire for the students (see appendix 1). The following table shows the questions asked to the students and their responses marked as percentages out of 100%

Questions	5=strongly agree.	4=agree.	3=neutral.	2=disagree,	1 =strongly disagree
Explaining why particular topic is important.	70%	30%	0	0	0
Presenting a topic in an interesting way	60%	30%	10%		
Do variety of activities	50%	40%	10%		
Teacher setting goal for learning and makes aware or the goal	40%	30%	20%	10%	
Teacher talks and gives special attention	40%	10%	50%		
Giving positive feedback	100%				
Give reward to students of their work	100%				

If teacher become friend	100%				
If teacher compliments	100%				
Teacher as a active listener	100%				

Table 1: Students' questionnaire with responses

Discussion: From the survey it is found that students feel motivated when teacher plays the role of a facilitator. From the ten closed questions and the participants score it is clear that majority feels motivated when they are facilitated as a result it affects their learning process. On the other hand, in some questions participants were neutral or partially agreed but there were no disagreement. And one closed question was also where I asked, what a teacher should not do in the class room that discourages you? Most of the students pointed out some common facts like, giving punishment, never gives chance to speak, indirectly insulting, asking too many question, monotonous class etc.

4.3. Analysis and discussion of teachers' responses: There were 10 questions in the questionnaire for the teachers (see appendix 2). The following 7 close questions and 3 open questions.

- In the first question I asked them rank some factors of teachers that they need to follow in class. Teachers ranked them according to the priority.
- But in my second question which is related to question number 1 I asked them to jot down 3 factors that are most important according to them. Overall majority said these three motivating students, create good relation between the teachers, and provide a good model of language input.
- And in question 'c' teachers said they do maintain these three factors eye contact, discipline, modulation of voice.

In question's' I asked teachers whether communicate or not? In our country as it is mostly a teacher centric class student gets less chance to speak. Though in English medium schools

- There is some communication but in Bengali medium there is hardly any conversation. Communication is not considered to be important as it is not examined.

- Moreover I asked the teachers what can be done to encourage communication in class. Teachers said making a friendly environment, motivate students; listen without being judgmental, eye contact etc.
- Many teachers from Bengali medium they even don't know the meaning of elicitation and they never tried it. Though in some English medium schools some of the teachers knew but never tried. As they explained it is very time consuming and we have limited time and long syllabus.
- In the next question I asked them whether they want teacher centric classroom or student centric classroom or mixture of both. Surprisingly, majority supports teacher centric classroom. As the contrary of our country we have a lot of students than teachers. So, it is impossible. Some of them also supported mixture of both.
- Teachers supported teacher as facilitator.
- In question number 'I' when I asked them how often they listen to students, encourage students to think critically contribute in the discussion; help the students to reach as appropriate conclusion. The result was fifty-fifty some said we do often and some said we don't have time for all these.
- And last but not the least at the end I asked teacher to express their expectation and suggestions on teacher's role in the classroom. They said many things like, teacher should always come to class with smile, should be open to her students etc.

Chapter 5:

Conclusion and Recommendation:

The research shows how facilitation affects students learning. Moreover, how teacher is different than a facilitator. On the other hand, from this survey it came out in the schools of Dhaka city teacher is a person who teacher and students only learn. Though there are some factors which make teachers as facilitator. Till now teachers follow traditional teaching methods. In Bengali medium teachers don't try to facilitate students but in English medium schools teacher to some extent do facilitation. Reason of this result may be huge number of students in Bengali medium. If we try to facilitate student then leaning would be double. Result would be more positive effective for the students. Any new thing seems difficult but when we apply it then it becomes easy as water.

Reference:

- Hogan, C. (2002). Understanding Facilitation. London, Kogan Pages Limited
- Scrivener, J. (1994). *Learning Teaching*, Macmillan Publishers. Ur, P. (1996). *A Course in Language Teaching*. Cambridge University press.
- Vienna, S. (2008). The role of teacher as facilitator. Retrieved from
<http://okeeducation.blogspot.com>
- Clapper, T.C. (2009). Moving away from teaching and becoming a facilitator of learning. Pailal, 2(2).
- Robertson, K. (2005). Active listening: More than paying attention. Melbourne, Australian family physician.
- Brown, D. & M.D. Difference between Facilitator & Teachers. Retrieved from
<http://work.chron.com/>
- Narayanan, R. (2006), Motivation Variables and Second Language Learning, Para 3-4. Retrieved from
<http://www.telus.com/>
- Gower, R., & Philips, D., Walters, S. (1995) *Teaching Practice Handbook*. Oxford, UK: Macmillan Publishers Limited.

- Keller, J. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (1st ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lightbown, M.P. , & Spada, N. (1993). *How language are learned*. Oxford: Oxford University Press. Retrieved from <http://www.jstor.org/>
- Duck, D. (2007). *Human Relationships*. University of Iowa, USA: Sage Publications Ltd.
- Bele, V.I. (2008) *The teacher's voice:Vocal Training in Teaching Education*. Academic search Premier.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854.
- Cummings, C. (2000), *Winning Strategies Classroom Management*, for p. 2, 9, 10, 15, 18, 22
Retrieved from [http:// www.onlineclassesforteacher.com](http://www.onlineclassesforteacher.com)
- Ghanea, M. Pisheh, H. R. Z. and Ghanea, M. H. (2001), 'The relationship between Learners' Motivation (Integrative and Instrumental) and English Proficiency among Iranian EFL Learners, Para 6,7,15. Retrieved from <http://www.waset.org/>

Appendices

Appendix I

Students Questionnaire

This is my final semester and I am doing my thesis. So I need your help. For my research work I need your view on some facts which will help me to do my research more effectively. Secrecy will be maintained feel free to express your thought. I will only use this information for my research.

Part A:

Please fill up with appropriate information---

1) Gender



2) What is your age group?

i. 9-11

ii. 12-13

iii. 14-15

iv. 15- Above

3) You are in which class?

4) What is the medium of your school?



Part B:

Please read these points that are given below and mark them according to your preference.

5=strongly agree. 4=agree. 3=neutral. 2=disagree, 1=strongly disagree

How a teacher motivates or encourages you to learn something. And what you expect from a teacher.

l) To teach something, teacher can give me motivation and facilitation through:

a) If the teachers explains or shows why learning a particular topic or subject is important then I feel motivated---

5, 4, 3, 2, 1.

b) If the teacher makes or presents topic in an interesting way then, I feel motivated---

5, 4, 3, 2, 1.

c) If the teacher gives a variety of activities like group work, role play, games etc to learn something, then I feel motivated---

5, 4, 3, 2, 1.

d) If your teacher talks about your goal and also talks about how you should achieve it, then would you feel motivated----

5, 4, 3, 2, 1.

e) If your teacher gives you individual attention, will you feel motivated----

5, 4, 3, 2, 1.

f) Besides marks if your teacher provide you feedback, then will you feel motivated----

5, 4, 3, 2, I.

g) If teacher give you rewards for your performance, would you think it is a good way to motivate-----

5, 4, 3, 2, I.

h) If teachers become friends, then learning would be easy---

5, 4, 3, 2, I.

i) If a teacher compliments me then I feel motivated—

5, 4, 3, 2, I.

j) If teachers listen to me, about what I want to say, then I feel motivated----

5, 4, 3, 2, I.

g) What a teacher should not do in the class room that discourages you----



Thank you for completing the questionnaire

Appendix 2

Teachers Questionnaire

To: Teachers of schools in Bangladesh (Class 6-8)

The current research is to investigate the needs of facilitation as a teacher's role in the schools of Dhaka city. Moreover, research will help to find out the problems and their solutions in the teaching process. Accurate reporting is very important for the development of teaching technique. Therefore, please express what you practice not what you think is correct.

Section 1: Personal Information

a) Name:

b) Age

c) Gender

d) Mobile number

e) E-mail

f) Education Qualification

- Level taught in the past: _____

- Currently teaching _____

g) Name of institution where you

taught _____

Section 2: Professional Details

Training:

I. Are you trained teacher? Yes/No

II. If yes, specify the type of training, pre-service/in-service

III. Name some of the training programs you have attended.

Section 3:

a) There are few factor of teacher given below. Rank the items in terms of priority. Mark 1 the statement that you think is most important and 10 the statement that is least important.

- Becoming an active listener
- Provide a good model of language inputs and use.
- Maintain eye contact
- Motivating students
- Create good relation between the teacher and the student
- Maintain discipline

- Modulation of Voice
- Provide positive and negative feedback
- Classroom management
- Become the source of information

b) Which of the above qualities are present while you teach? List any three.

-
-
-

c) In your class, how often do you practice the following factors? (please tick)

	Very often	often	sometimes	rarely	never
Maintain eye contact	1	2	3	4	5
Maintain discipline	1	2	3	4	5
Modulation of Voice	1	2	3	4	5

d) Do your students communicate in the classroom? Yes/No

If your answer is “no”, what are the reasons for lack of communication?

Rate from 1-5 as the most important reason to the least important.

- Students don't get a chance to practice speaking in class
1 2 3 4 5
- The teacher lacks fluency and therefore there are no good models available
1 2 3 4 5
- Students don't feel comfortable and they are scared to communicate.

1 2 3 4 5

- Communication is not considered to be important.

1 2 3 4 5

e) What a teacher can do to encourage a student to communicate in the class.

-
-
-
-

f) How do you introduce a new topic? What do you think about **elicitation**?

g) According to you which one is better:

- Teacher centric classroom
- Student centric classroom
- Mixture of both

h) How do you see teacher as a **facilitator**.

i) How often do you practice the following tasks in the classroom:

1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

i. Listen to participants' comments, questions and feedback

1 2 3 4 5

ii. Encourage and guide participants to think critically

1 2 3 4 5

iii. Help the group set ground rules and keep them

1 2 3 4 5

iv. Encourage participants to contribute to the discussion

1 2 3 4 5

v. Help participants to reach an appropriate conclusion.

1 2 3 4 5

j) According to you what should be the role of a teacher in our classroom? What are your expectations and suggestions?

Thank you for completing the questionnaire