

**AN EXPLORATORY STUDY OF  
POWER RELATIONS IN CLASSROOM INTERACTION IN THE GOVERNMENT  
SECONDARY SCHOOLS OF BANGLADESH**

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## ABSTRACT

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This research considered the boundaries around classrooms of the government secondary schools where power takes an important role which had its effects on interactions between the teachers and the students. This study investigated the existing challenges in English language teaching – learning situations with the needs and reasons of the teachers’ authority, which exercised control over students’ interests and reflections on power relation. For exploring the study with both qualitative and quantitative views, the researcher collected data from classroom observations, students’ surveys and teachers’ interviews from rural and urban Bengali medium government secondary schools. The thorough analysis of the research revealed that, though interaction is important, the teachers tend to be authoritative to control the students which ultimately hamper the interaction process. A strong relationship of the teachers with the students is vital for classroom success and it can be achieved through the mutual understanding.

**Keywords:** Power balance, Authoritative, Interaction, Teaching methods, Learning strategies, Conflict, Motivation and Confidence.

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## **Statement of Original Authorship**

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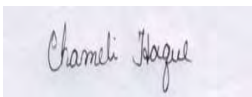
I declare that the materials contained in this dissertation are my own works where the works of others have been drawn upon, whether published or unpublished (such as books, research journal articles, electronic publications and the internet) due acknowledgements according to appropriate academic conventions have been given. I also hereby declare that the materials contained in this dissertation have not been published before or presented for another program or degree in any university. In addition, I took reasonable care to ensure that the work is original, and, to the best of my knowledge, does not breach the copyright law, and has not been taken from other sources except where such work has been cited and acknowledged within the text.

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A rectangular box containing a handwritten signature in cursive script that reads "Chameli Haque".



## Chapter 1: Introduction

The first three sections of this chapter outline the background, context of the research and its purposes. The next section describes the significance and scope of the research and provides definition of terms. Finally, the last section includes an outline of the remaining chapters of the thesis.

### 1.1. Background:

English teaching and learning has enormous role in this subcontinent. There are many aspects which are needed in English teaching and learning which are necessary for every teacher to learn the necessary strategies and techniques to build a good relationship with the teachers and the students. Among the strategies, interaction is one of the good strategies to have an effective class. Interaction helps the teachers and the students to ensure good relationship through sharing opinions and priorities. Interaction in the classroom refers to the conversation between teachers and students, as well as among the students, in which active participation and learning of the students becomes vital. Besides this, conversations are part of the socio cultural activities through which students construct knowledge collaboratively.

Teacher- student interactions are complex but become easier to understand when there is a power balance relationship between teacher and students. Students face difficulty to communicate in classrooms and the quality of the teacher-student relationship is the most important factor that determines success as a teacher. A strong and academically encouraging relationship between teachers and students is vital for classroom success.

### 1.2. Context:

Positive interactions among students and teachers play undeniable roles in classroom to make a lesson effective. Relationships between teachers and students replicate a classroom's real scenario and precisely interaction is one of the important keys to promote development and understanding engagement of the teachers and the students. Through sharing ideas students can reflect on their cognitive, emotional, behavioral and motivational abilities which are conditioned

in part by relationships between teachers and learners. In our education system, a teacher holds more authority and power than students in classroom and it manifested in the nature and pattern of interaction between the students and the teachers. Therefore, classroom power emotionally, instrumentally and psychologically affects the students.

### **1.3. Purposes:**

The purpose of this study is to find out the boundaries around classrooms where an imbalanced power and relationship may exist. Besides, the study investigates the challenges existing in English teaching and learning with the needs, reasons and effects of the teachers' authority, which legitimates and exercises control over students, and students' interests and reflections about power relation.

In our secondary government education system, having teachers who hold more power than students in classroom make students dependent on teachers and gives no scope of interaction to make the lesson easy and understandable to the students. Moreover, it seems to act as a barrier to learning. As it appears, all the decisions are taken by teachers and students do not have any power rather than accept as it is.

This research has implications for both teacher education and teachers' professional developments in the issue of power relations in classroom interaction.

To be specific, this research attempts to find out to what extent, or under what circumstances, teachers allow students to interact with the teachers and other students and students' and how teachers' perceive classroom power balance. It also explores how power in the classroom can be balanced to build fruitful interaction between teachers and students.

The research questions are:

#### **General question:**

1) What are the reasons for power imbalance between teachers and students of English language?

2) How power in the classroom can be balanced to build beneficial interaction between teachers and students in English language classroom?

**Specific questions:**

- 1) To what extent, teachers allow English language learners to interact with the teachers and other students?
- 2) Why do teachers hold more power than students?
- 3) How do the English language learners feel about being in a classroom where teachers' exercise excessive power?
- 4) What are the possible ways to increase power balance in classroom between teachers and students?

**1.4. Significance and scope:**

This study has drawn a picture of the challenges surrounding classroom power relations. It also has shown how interaction can be a powerful tool between teachers and students to make classroom learning and learner friendly.

Qualitative and quantitative methods have been used to collect and interpret the data and information from 7 secondary schools. With a view to finding out the challenges, a questionnaire has been used to collect data. The data is collected through the research instruments such as survey questionnaires, interviews and classroom observations. After a thorough analysis in both qualitative and quantitative methods, findings and recommendations are made for the learners, teachers, and all people involved in teaching and learning

To design the quantitative data, Likert scale has been used to collect and analyze the numeric data.

Other instruments used to collect data were students' surveys, teachers' surveys and classroom observations. The survey questions consist of open-ended and closed questions. Responses to close ended questions have been recorded on a five-point Likert scale to measure the perceptions of the students.

The allocated time to conduct and finalize the thesis was a constraint throughout the research process. The study was done with 7 government secondary schools in rural and urban areas but it could have been done with larger sample if I had longer period of time. In this study only

government schools have been focused and I could have included private schools to show a comparison with the government ones if I had time or scope.

### **1.5 Definition of terms:**

#### **Desist approach:**

Desist approach represents a teacher as a responsible person in classroom where teacher is the most powerful person in a classroom. Desist approach has three characteristics and these are 'Clarity' that deals with behavior, 'Roughness' that is a way to attempt to stop anger, 'Task-Force' which directly forces learners to do tasks, and 'Approval-Focus' which is teacher's action that implies towards students' feelings.

#### **Initiation-Response-Follow up:**

In "Initiation-Response-Follow up" (IRF) process, a teacher has more power than students and students follow the teacher's instruction. The teacher initiated the topic, students give responses on it and then the teacher follows the answers by evaluating or accepting the responses.

#### **Dialogic inquiry approach:**

Dialogic inquiry approach examines the dynamic and responsive nature of language among participants in appropriating, constructing, and reconstructing knowledge for self and other.

#### **Teacher- centered education:**

In teacher centered education, a teacher does all the tasks according to his or her wish and students follow the teacher where students' priorities are not accepted.

#### **Student - centered classroom:**

In student centered classroom, students are prioritized and on the basis of their needs, classroom activities are done.

#### **Constructivism theory:**

Piaget's theory of constructivism argues that people produce knowledge and meaning based upon their experiences. Piaget's theory covered learning theories, teaching methods, and education reform.

**Cognitive Domain:**

Cognitive domain focuses on knowledge and intellectual development skills of the learners.

**Affective Domain:**

Affective domain deals with the emotion of the students like feelings, values, motivations and appreciations.

**Psychomotor Domain:**

Psychomotor deals with physical movement, coordination and motor skills of the learners.

**Communicative approach:**

In communicative approach, learners involve in real communication and learning language successfully comes through having communication with real meaning on the basis of the learners' levels.

**Scaffolding:**

Scaffolding means to give instruction or help learners in such a way where learners will move progressively toward stronger understanding and, ultimately, greater independence in the learning process.

**1.6. Thesis Outline**

The thesis consists of the following chapters:

*Chapter one* provides a brief outline about the research and the thesis, including the background of the research, the specific research problem associated with the research questions, objectives of the study, and lastly the significance of the research.

*Chapter two* explores the relevant material from the extensive bodies of literature on classroom power relation which effect on interaction between teachers and students to determine the significance of the challenges that prevailing in classroom power relations. It reflects on the nature and problems of classroom interaction for imbalance of power.

*Chapter three* outlines the research methods for this study which includes both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis along with limitation.

*Chapter four* provides a brief account of the results of teachers' surveys and interviews, students' surveys and classroom observations. It presents a brief account of the reasons for feeling powerful or powerless in class, the effect and the feelings from teachers and students' point of view.

*Chapter five* reports on the result of the study and it explains in detail the challenges the students and teachers face in classroom, the barrier to policy implementation and prospective areas of participation. The chapter is divided into two parts while one part elaborates the findings from the perspectives of the teachers and students under study, another part presents the data obtained from classroom observation. The chapter also contains a detailed description of comparisons and contrast among the surveys, interviews and classroom observations.

## Chapter 2: Literature Review

This chapter begins with the reviews of literature and it is mainly divided into two sections. First section (2.1) describes the reasons of inequality or imbalance of power in classroom between teachers and students and the final section (2.2) emphasizes the implications of literature and expands the theoretical framework of the study.

### 2. 1. Inequality/ Imbalanced power in Classroom:

Inequality or imbalanced power between teachers and students creates distance which can have enormous impacts on students' learning in general and language learning in particular. In inequality, there are many factors which play significant roles in a classroom since because of these factors the classrooms' environments may change. The factors can be social, cultural, psychological or personal. The reasons are described below:

#### 2.1.1. Power Balance:

Cothran and Ennis (1997) stated that, real authority is necessary for teachers because of the positions of the teacher, regardless of the personal characteristics and to get automatic respects from students. Similarly Lier (1988) claimed that, "Facilitator talk" is important which provides students to be meaning makers and it helps students to get the ideas clearly through a teacher's speeches. So their statements support "Desist approach" which claims that teachers have full regulatory power and they can control students' behaviors in classroom (Canter and Canter, 2001)

On the other hand, Hofstede (1980) defined "Power" like, where less powerful people accept inequality in power and think it as normal and as examples he mentioned "Teacher centered education" by which teachers' merits, the respect of their students and teachers are never contradicted nor publicly criticized. Similarly, Sadler and Mogford (1997) claimed that because of irregularity of power relationships between teachers and students, limited interactions are produced by the students. Besides, Geelan (2001) also claimed that the role of educators is problematic and it can be defined in authoritarian terms which may imply several prospects and duties. Again Yanfen and Yuqin (2010) suggested that teachers should avoid showing power in their classes and it will help the learners to be interactive. In addition, Meehan, Hughes, and

Cavell (2003) suggested that positive relationship of the students with the teachers may even help students to learn more adaptively. All the speeches mentioned here are against “Power imbalance” and support Freire’s (1994) “Dialogic inquiry approach” which shows the relationship between society and individual where through communication interaction develops. Then again Austin (1993) stated that to use students’ names in class is an important issue which has impact on their study and it fosters interaction in classroom. Willemsen (1995) also supported Austin and claimed that, the subject matter becomes more accessible when teachers use students’ names in class.

### **2.1.2. Co existence of power and resistance**

Maftoon and Shakouri mentioned (2012) about the importance of teachers “Facilitator talk”. They showed the positive impacts of teachers’ talk in classroom on the basis of CDA (Critical Discourse Analysis) where power and resistance runs equivalently. Power and resistance co-exist where teacher talk is a powerful tool to convey and construct meaning and to transmit knowledge, skills, values and attitudes. Besides this, they also included students’ power such as students’ complains against time of examination, arrangements of chair, quality of teaching and quantity of materials, even their silence is a kind of protest and all these show their(students) power in classroom. Therefore, power is constructed through written and spoken texts in communities, schools and classrooms. Power exists and it is granted by the students and teachers. Moreover it is mentioned that the sources of teachers’ power are in effective classroom management, in being able to motivate the students, in personal charisma, in the knowledge of subject matters and in organization of classroom work.

### **2.1.3. Rules and regulations:**

Piper, Satterthwaite and Sikes (2013) mentioned that social terms, discourse and constraints have tremendous effects on education in a classroom. Though for being successful, students follow the rules and regulations in school, there are some rules which act as barriers in interaction of teacher and students such as formal relationship between teacher and student, off topic is discouraged, written work gets priority etc. On one hand, students expect their teachers as good, challenging, interesting and entertaining and on the other hand the given rules are strictly followed which create a wide distance between the relationship of teacher and student.



In addition, some followed points are mentioned here which interrupt to the interactions in the classroom such as topics are selected by the teachers, teacher asks questions and students are expected to answer, students' responses are typically shorter than the teacher and teacher gives feedback as criticize or praise but rare to explain the correct

#### **2.1.4. Interactive classroom:**

Interaction ensures the outcome of the classroom and Allwright and Bailey (1991) stated that, the outcome depends on interaction and teachers need to be careful about this. Again, Rivers and Temperley (1978) claimed that, teachers should not to be too focused on the best method, teachers should look for the most appropriate approach for the students and they should be flexible while interacting with learners. Flanders (1970) stated that, indirect teaching should be followed in classroom which involves minimum teachers' talk and maximum students' talk. On the contrary, Cutting (2002) stated that IRF has both positive and negative sides that differ from teachers to teachers. Nystrand, Gamoran, and Carbonaro (1998) observed that in proper interactive classrooms, students need to have their own topics and students need to be encouraged for sharing. They stated that the styles followed as IRF routine in classroom can be called "textured classroom". Conversely, Cazden (2001) claimed that, through observations he found that IRF routine increases interaction between student and students as well as between students and teacher.

#### **2.1.5. Impact of culture:**

Freire (1994) mentioned that, in classroom the absence of learners' supremacy does not mean that their authority does not exist where students do not have formal power in class but they have informal and unsanctioned power which can be found through classroom observations.

On the contrary, Freire (1994) also stated that, though we have a system which follows "Preservation of culture and knowledge", it does not have true knowledge and culture. He named the education as "Banking education" where it is suggested that teachers know everything and students know nothing and teachers talk and students humbly listen to them. Similarly Yoo (2014) claimed that, power distance depends on culture and if culture varies, the behaviors of different learners' vary. Power goes against Piaget's "Constructive model" which focuses on the

teachers who do not behave like experts rather students are actively involved in their way of learning where the classroom is students focused.

Again Hodgkinson (1991) stated that, in order to improve our interactions, teachers must learn not just the basic facts but even important nuances of their students' cultures.

#### **2.1.6. Different teaching techniques:**

Walsh (2011) indicated different ways of teaching techniques which can give chance to the teachers and the students to make the class interactive through communication and especially with TBLT (Task based language teaching). The techniques involve asking questions to the students (close/ open ended, yes or no and Wh), giving them time, staying away from ritualistic routines, taking various answers etc.

Among the teaching techniques, one of the important techniques is “Scaffolding” which was described by Vygotsky (1962) in relation to “Zone of Proximal Development”. This implies that, teachers are responsible to support students until they can carry out their tasks on their own. Moreover, Haynes (2011) stated that, teachers need to keep them busier than you are with tasks.

#### **2.1.7. Conflict:**

Jeffrey (2010) stated that though the basis of teachers' power are important in controlling class and inspiring the students with the subject matter in classroom, the basis of power is always put side by side. On the basis of conflict, Rauflder, Bukowski and Mohr (2013) mentioned that, the power is related with conflict that develops from the teachers' demands to cover as much subject matter as possible while students' participations result in the exact opposition. Here students' intentions can be a part of “Self approach” which means students can change and estimate their actions on the basis of their needs.

#### **2.1.8. Motivation and confidence:**

Yoo (2014) claims that, power distance depend on motivation and confidence too. In the study two countries (Canada and Korea) have been compared to show the differences in classrooms' environment. It has been found that various cultural challenges hold the interactions between teacher and students as well as a student and a student. It claimed that Canadian teachers experienced less formal and students centered classroom where Korean teachers experienced

more formal and teacher authoritative classroom. Here as reasons, the author noticed the methods of teachers where Canadian teachers followed “Communicative approach” and Korean teachers followed “Grammar translation method”. Korea has been a society dominated by traditional Confucian ideals and that is why the amount of respect and power given to the teachers by the people is different than those in Canada. It is also mentioned that motivation and confidence play important roles in interactions and through reflective teaching.

### **2.1.9 Syllabus:**

Besides this Parkes and Harris (2002) claimed that, syllabus also can motive students or increase the confidence of the students that focuses on students and what they need to be effective learners. Davis (1993) also supported and indicated syllabus as “Virtual handshake” where teachers and students need to work together. Moreover Assessment Reform Group (2002) stated that, teacher should be focused on learners’ learning about what they need rather than to consider their academic grade.

### **2.1.10. Students’ styles of learning:**

Bloom (1956) mentioned three domains of learning for the students and these are “cognitive” that deals with the mental skill or knowledge, “Affective” that deals with feelings, emotions or attitude of the students and “Psychomotor” which deals with manual or physical skills of the learners. Besides that Krashen (1988) mentioned about “Affective filter” where affective variables like boredom, fear, nervousness, and resistance to change can affect the acquisition of language. Interaction between teachers and students as well as among students can be affected by the learner’s way of learning or their feelings towards the learning.

## **2.2. Summary and implications:**

Having strict teachers in classroom may make the students dependent on teachers and give no scope of interaction to make the lesson easy and accessible to the students. Moreover, it acts as a barrier to the students to learn successfully. Therefore, attempts should be made to answer questions such as how can interaction be a powerful tool between teachers and students or how power in the classroom can be balanced to build up interaction between teachers and students?

By answering the questions, we can easily get the real scenario of classroom which creates impact on interactions.

A strong relationship with students is mandatory for classroom success. Teachers need to be flexible with the students and help students and encourage students to be engaged in classroom through interactions.

## **Chapter 3: Research Design**

### **3.1 Methodology and Research:**

This chapter includes the methodologies, research design, participants, instruments, procedure and timeline, data analysis, ethics and limitations of the study.

#### **3.1.1 Methodology:**

The tools or instruments, procedure to administer the data collection process and analysis are described in the following ways. The researcher conducted a pilot test to ensure the reliability and validity of the survey and the questionnaire. This pilot study helped the researcher to make a few necessary changes that were needed in the methodology. There were questions both for qualitative and quantitative data so that more detailed information could be collected. Raw data and information were collected from the 7 rural and urban schools.

#### **3.1.2 Research design**

Secondary level students were selected for getting the data and both qualitative and quantitative data were collected. From each school both students and teachers participated.

### **3.2 Participants**

A total of one hundred participants from seven different schools including rural and urban area took part in the experiments. All of the participants were in secondary level. In addition, 6 teachers took part in the experiment where 6 close ended and 5 open ended questions were asked to get the information. Responses to close-ended questions were recorded on a five-point Likert scale to measure the perceptions of the teachers.

### **3.3 Instruments:**

The instruments used to collect data were a questionnaire where students participated in the survey. The students' questionnaires consisted 4 parts : part A was about basic information, Part B was about English teacher and classroom, part C was about interaction and part D was about self evaluation of the students. Close ended questions were asked and there were different sections where students could write the reasons if they wanted.

To conduct the study, questionnaire and interview were prepared and then analyzed and matched for validity and acceptance of the study. 7 classes were observed to get comprehensive picture of

the classroom on the basis of interaction. In the students' questionnaires, there were 3 basic questions about the participant, 11 MCQ questions regarding classroom and teacher, 5 MCQ questions about interaction in classroom and 5 self evaluation questions for the students. On the other hand, in teachers' questionnaires 6 close ended and 5 open ended questions were there.

The chief methodologies are (1) Survey Questionnaire (for students), (2) Interview Questionnaires (for teachers), and (3) Classroom observation. The rationales behind these instruments are:

1. Survey questionnaire: This instrument was used to get a large and general data that the students believe in the related question;
2. Interview Questionnaire (for teachers): This instrument was used to collect qualitative data from the teachers;
3. Classroom observation: It was used to get a comprehensive view of the classroom about interaction and classroom power.

### **3.4 Procedure and Timeline:**

The schools were selected in such a way where four schools were from urban and three were from rural area. The questionnaire was circulated randomly. All the students and teachers were from secondary schools.

The process of working on the activities started from the month of October 2015. As for the collection of data, it was done at the end of November 2015 since students left the school after their final examination. It is worth mentioning that the last two weeks students remain busy preparing for their final examination. Therefore, administering both survey and interview during October to November was the only good option.

### **3.5. Data analysis Procedure:**

Through graphs (Average students opinion) and tables (Individual teacher's response), the collected data was analyzed. Then 4 interview questionnaires were discarded from 10 teachers' interviews' and six were accepted as valid data for analysis because of lack of sufficient information. Recorded and written interview were thoroughly examined later. Finally all the data

were divided into different parts under different central themes of the analysis.

### **3.5 Ethics and limitations:**

A piece of paper was given to the participants promising that the confidentiality of their names and data will be strictly maintained. Besides that, they were asked about their consent for the access to use the information for the current research purposes. All the liability would be taken on researcher's own shoulder in case of any misuse of the collected data.

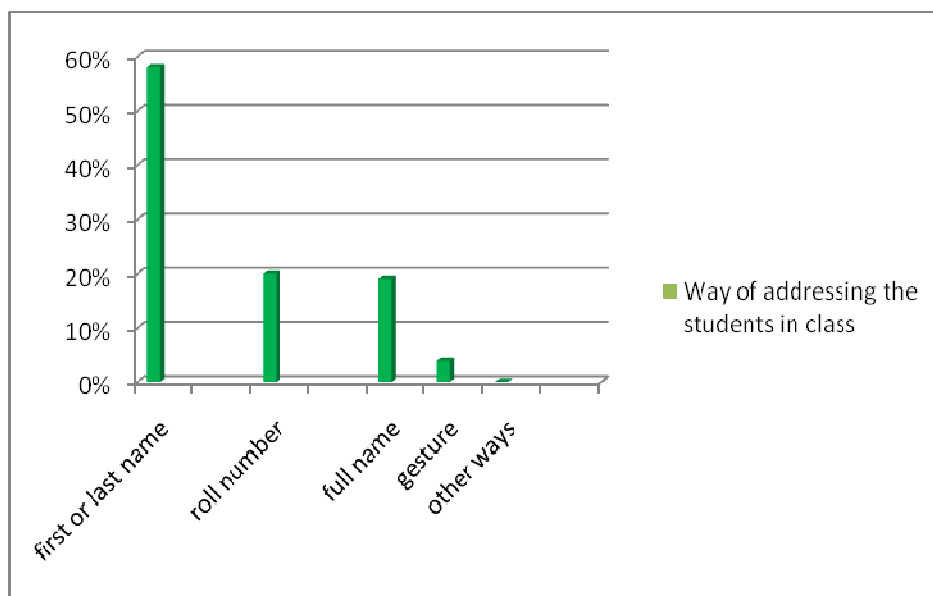
The allocated time to conduct and finalize the research paper was a constraint throughout the research process. Though the researcher visited 10 schools in urban and 6 schools in rural areas, all the schools did not allow to survey or observe classes. Moreover some teachers took the interview questions and told to give it few days later but they did not even return it and as excuses showed that they did not have enough time to do that. In some cases it happened that though the school gave permission to observe classes, it was pre planned where teachers informed and prepared some students before starting the class.

## Chapter 4: Result

This chapter contains all the results that were found from teachers, students and classroom observation. It has 3 parts and the first part presents, teachers close ended questions' answers and open ended questions' answers. Then the second part contains students' opinions on the basis of the given questionnaire and the final part describes the result of classroom observations.

### 4.1. Teachers' survey questions (Total 6 teachers: 3 from urban areas and 3 from rural areas):

#### 1) How do the teachers call their students?

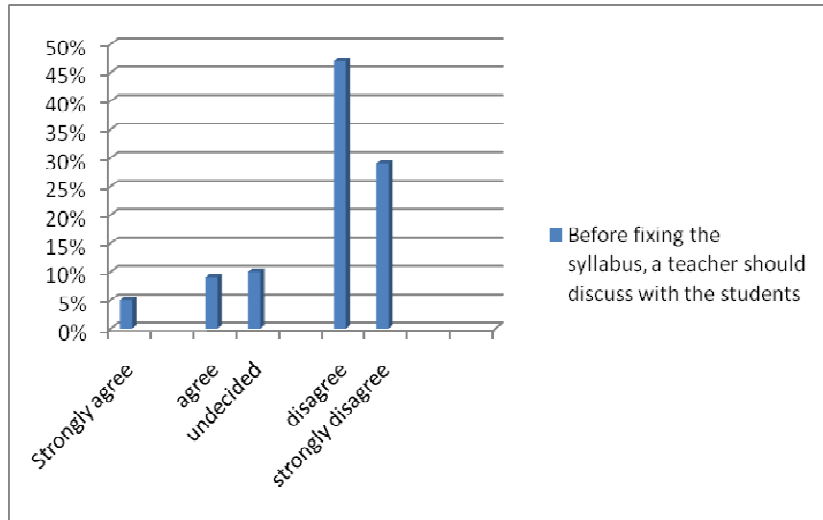


**Figure 1: The way of addressing the students**

To answer of the given question “How do the teachers call their students?”, 44% teachers claimed that they call their students by their first or last name, 33% teachers use roll number to call the students, 20% use full name of the students and 3% use gestures to indicate the students.



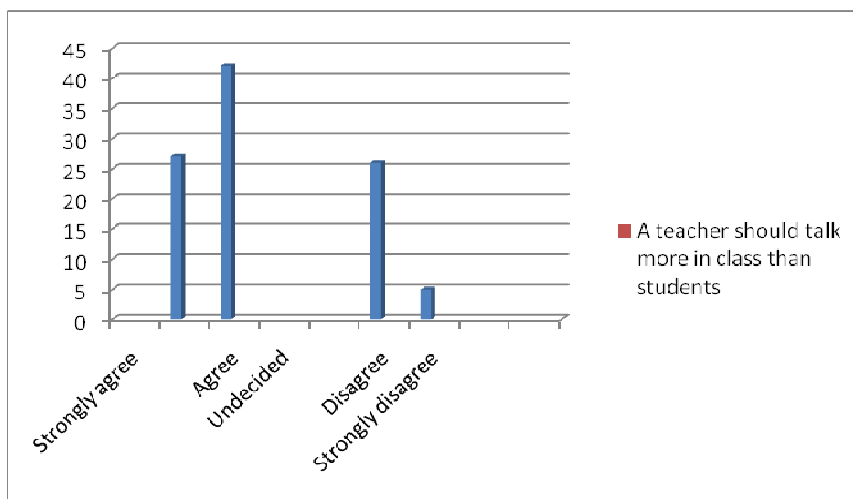
**2) Before fixing the syllabus, do you discuss with the students?**



**Figure 2: A teacher should discuss with the students before fixing the syllabus**

In response to “Before fixing the syllabus, a teacher should discuss with the students”, 5% teachers strongly agreed, 9% agreed, 10% undecided, 47% disagreed and 29% strongly disagreed with the claim.

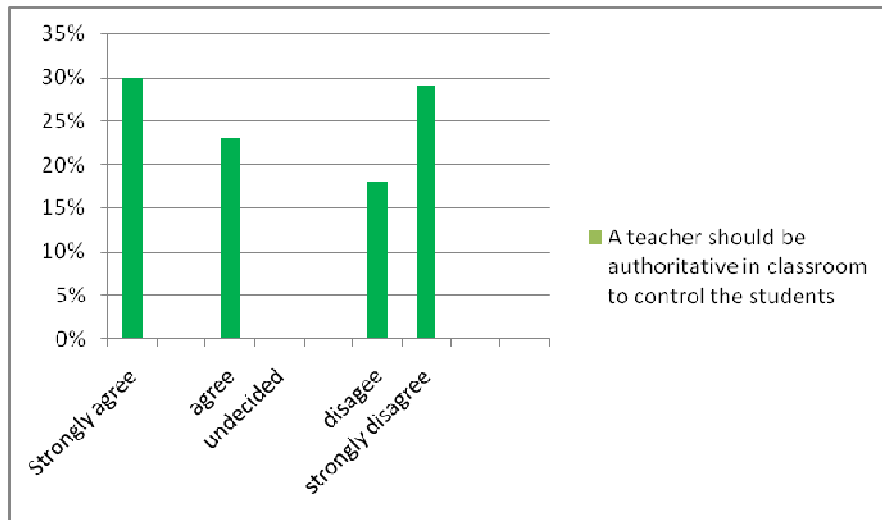
**3) A teacher should talk more in class than the students.**



**Figure 3: A teacher should talk more in class than the students**

In response to “A teacher should talk more in class than the students”, 27% teachers strongly agreed, 42% agreed, 26% disagreed and 5% strongly disagreed.

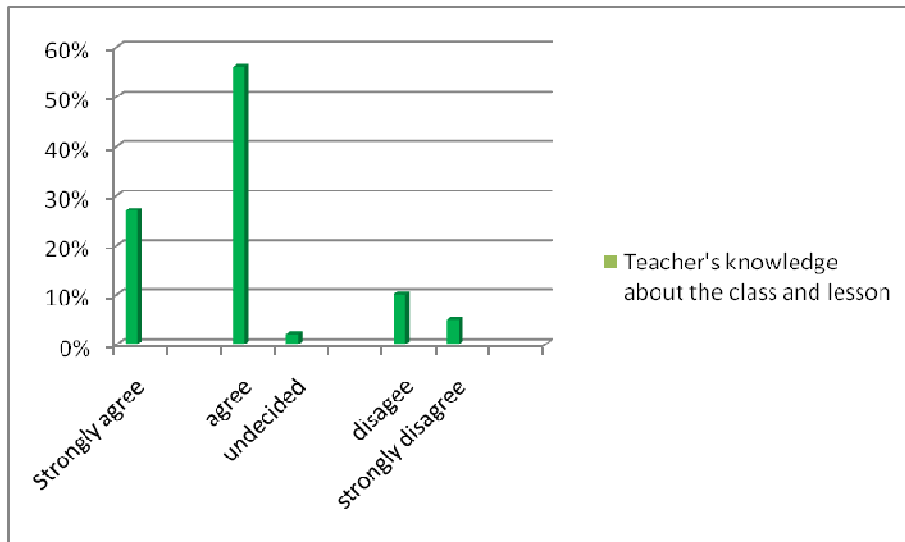
**4) A teacher should be authoritative in classroom to control the students:**



**Figure 4: A teacher should be authoritative in classroom to control the students**

In response to “A teacher should be authoritative in classroom to control the students”, 30% teachers strongly agreed, 23% agreed, 18% disagreed and 29% strongly disagreed

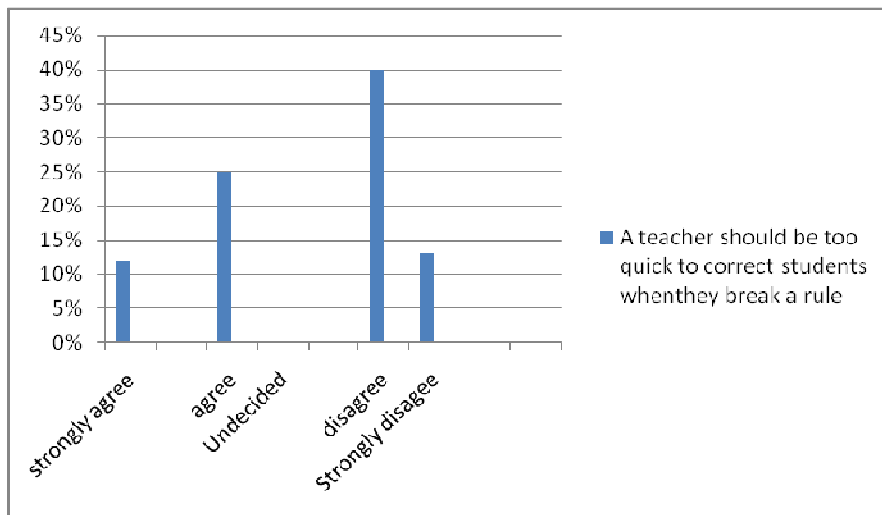
5) **A teacher knows everything that goes on in the classroom while a class is going on about students and lessons:**



**Figure 5: A teacher knows everything that goes on in the classroom**

With the statement “A teacher knows everything that goes on in the classroom while a class is going on about students and lessons”, 27% teachers strongly agreed ,56% agreed,2% undecided,10% disagreed and 5% strongly disagreed.

6) **A teacher should be too quick to correct students when they break a rule:**



**Figure 6:A teacher should be too quick to correct students when they violate a rule**

In response to “A teacher should be too quick to correct students when they break a rule”, 12% teachers strongly agreed, 25% teachers agreed, 40% teachers disagreed and 13% strongly agreed with the claim.

**4.2: Teachers’ Interview Questions:**

5 questions were asked and 6 teachers took part to answer the questions. The questions with responses are summarized below:

Questions	Responses
<p><b>a. Do you think that a teacher holds more power in classroom than students? Why or why not?</b></p>	<p><b>Teacher 1:</b> To hold power in class is mandatory for the students to control them. It is also said that in a government school, there is no other way to control the students in the class except being rude towards the students.</p>
	<p><b>Teacher 2:</b> Students hold more power in class where through their attitude or behavior in class it is clear. Because of the students’ social, cultural and background weakness, teachers do not say anything to them and the students misuse the opportunity.</p>
	<p><b>Teacher 3:</b> As teachers are holding power, students are getting benefits from them like different notes or any other help. For students’ betterment, teachers do this.</p>
	<p><b>Teacher 4:</b> As government fixes some rules about not beating students and students are following creative education system, there is no way to be powerful except showing direction to the student. In addition, students are more powerful than teachers because they continuously</p>

	<p>talk and sometimes do not bother about the lesson also.</p>
	<p><b>Teacher 5:</b>                  Though a teacher should not hold power in classroom, students are unmanageable without putting them under power in class. If anyone becomes friendly with the students, they forget to respect to that teacher which is not a good thing.</p>
	<p><b>Teacher 6:</b>                  Some teachers hold and some do not hold power in class. But as a teacher, one should sometimes hold and sometimes should not hold depending on the context.</p>
<p><b>b. How do students feel empowered or disempowered in classroom?</b></p>	<p><b>Teacher 1:</b>                  Students do not feel good but there is no other way except putting them under power to control them.</p>
	<p><b>Teacher 2:</b>                  Students feel good to be over powered in class but after getting their result, they do not feel good because then they realize the effects of being naughty or talkative in class. They give logical reasons and that is why teachers cannot say anything also.</p>
	<p><b>Teacher 3:</b>                  Normally they do not feel good but later they can understand that because of their (teachers) power, they are bound to study which is good for them.</p>
	<p><b>Teacher 4:</b>                  Students feel good to use their power and some of the students do not have any reaction about their results also. They behave normally and always pass time by talking to each other or making fun.</p>

	<p><b>Teacher 5:</b> Students may not feel good . As they are under control, students behave nicely and appropriately. So it is good for them.</p>
	<p><b>Teacher 6:</b> It depends on the category of the students. Some students (good) appreciate strict teachers and some student (bad) do not like at all.</p>
<p><b>c. Do you think that a teacher should discuss with the students before fixing syllabus?</b></p>	<p><b>Teacher 1:</b> As teachers know better than students about students’ level and interest, it is not necessary.</p>
	<p><b>Teacher 2:</b> It is not supportive because of different levels in classroom where students will not be able to fix together and they will choose different items which cannot be covered within limited time.</p>
	<p><b>Teacher 3:</b> A teacher should not because most of the students will give wrong information on the basis of their likings or the items will be easy for them.</p>
	<p><b>Teacher 4:</b> It would be better for students and teachers but in some cases students know that they will have unseen items, here it will be difficult to select for the students.</p>
	<p><b>Teacher 5:</b> Students do not know more than teachers and they cannot memorize the items they already have covered. So it will not be a good decision to allow them for fixing the syllabus.</p>
	<p><b>Teacher 6:</b></p>

	<p>It is not supportive because students do not know more than teachers and there will be lot of suggestions that will be difficult for the teachers to select among these.</p>
<p><b>d. Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?</b></p>	<p><b>Teacher 1:</b> Sometimes it creates barrier. A teacher should give chance to the students to interact and sometimes because of time limitation interruption is hampered and it gives less scope to talk between teachers and students.</p> <p><b>Teacher 2:</b> It keeps students in a situation where they need to be under powered and keeps the teachers in a situation where they need to follow students' interest. It makes one group more powerful than other.</p> <p><b>Teacher 3:</b> It is not a barrier rather a good way to interact because students are afraid of teachers and be attentive in class which is good for students.</p> <p><b>Teacher 4:</b> Students use their power in class and do not listen to some teachers who are good with them. The teachers who are angry, students listen to them.</p> <p><b>Teacher 5:</b> Imbalance is not a barrier rather it is good for students and it helps students to be more attentive in class where they have fear for the teachers.</p> <p><b>Teacher 6:</b> It is good for students and teachers should sometimes give some free time to the students to enjoy.</p>

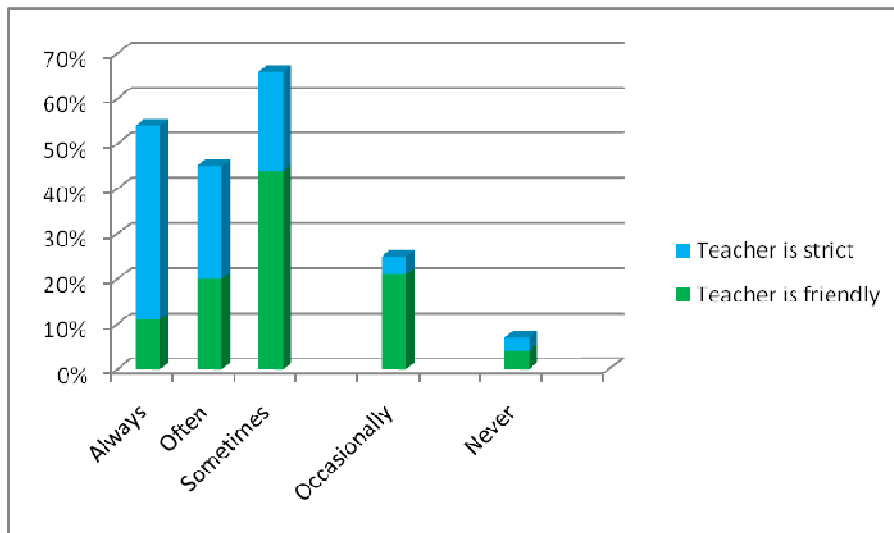
<p><b>e. How power in the classroom can be balanced to build interaction between teachers and students?</b></p>	<p><b>Teacher 1:</b> Because of parents' illiteracy, they are not concerned about students learning and its effects on students' performances. If students, parents of the students and teachers all together become concerned about the students' learning, power can be balanced.</p>
	<p><b>Teacher 2:</b> Students should respect their teachers and teachers should adore the students and teach properly.</p>
	<p><b>Teacher 3:</b> It is not needed to bring a balanced power in classroom because students should be under power to learn more.</p>
	<p><b>Teacher 4:</b> Through mutual understanding, students and teachers can use power equally which will be good for both of them.</p>
	<p><b>Teacher 5:</b> If power is balanced, there will be nothing like teacher and students because students will consider teachers as friends and they will not respect them and ultimately it will be bad for them.</p>
	<p><b>Teacher 6:</b> Teachers, students and parents together can directly or indirectly balance the power by their contributions.</p>



**4.3 Students’ survey questions:**

**4.3.1. (Part- A) About English Teacher and Classroom**

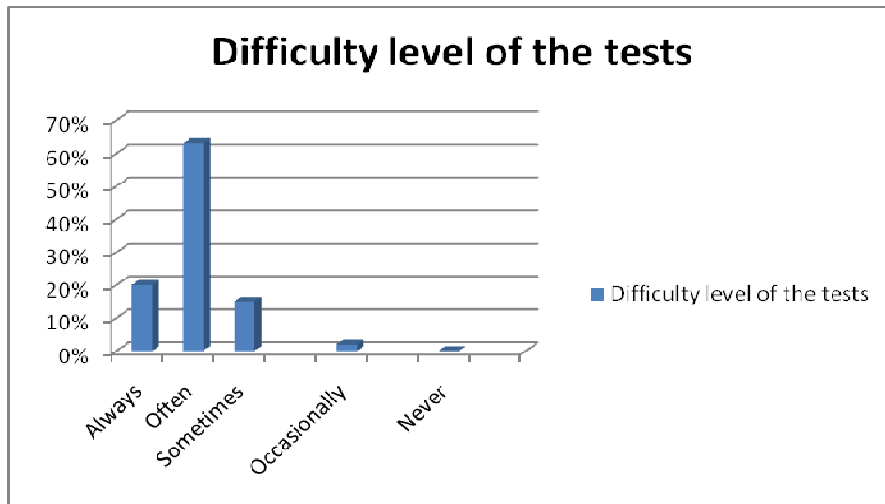
**7) Teacher’s behaviors towards the students (Friendly or Strict):**



**Figure 7: Teacher’s behaviors towards the students (Friendly or Strict)**

On the given statement whether students’ teachers are friendly or strict, 11% said teachers are always friendly, 20% often, 44% sometimes, 21% occasionally and 4% said that never the teachers behave friendly. On the other hand 43% said that teachers were always strict, 25% claimed often, 22% sometimes, 4% occasionally and 3% teacher were never been strict.

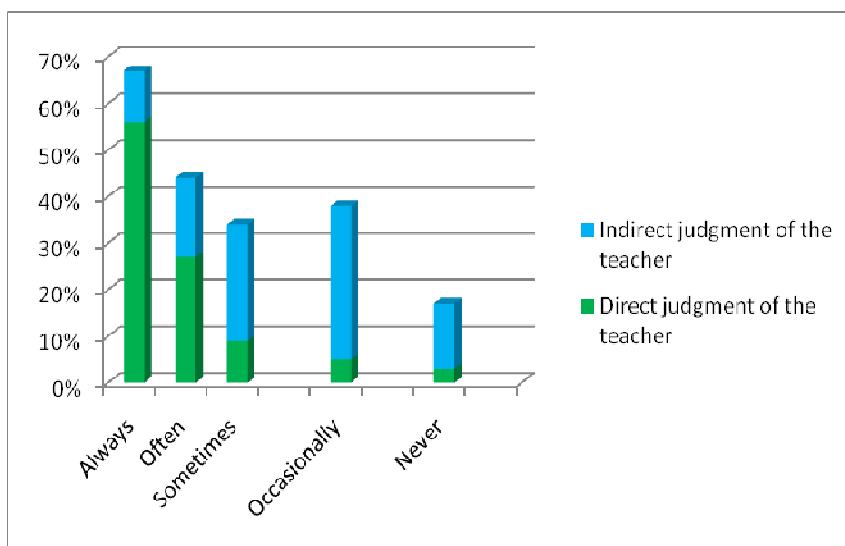
**8) Difficulty level of the test:**



**Figure 8: Difficulty level of the test of English**

For answering the difficulty level of the English test, 20% students indicated that the tests are always hard , 63% said often, 15% said sometimes and 2% said occasionally.

**9) Teachers’ judgements towards students’ answers**

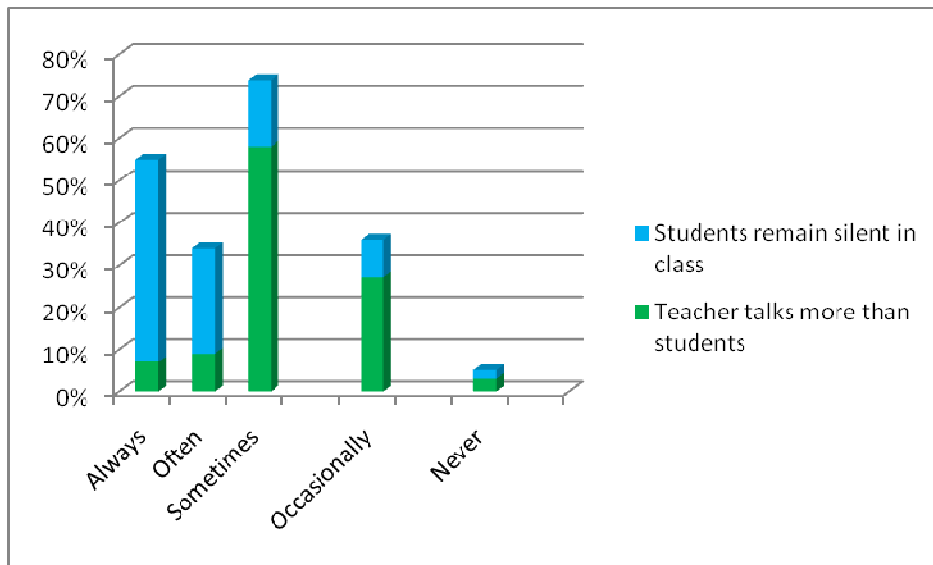


**Figure 9: Teachers’ judgement towards students’ answers**

In response to “Teachers’ judgments towards students’ responses are direct or indirect”, 56% students said that the teachers always make direct, 27% said often, 9% said sometimes, 5% said

occasionally and, 3% said never. On the other hand, for making indirect feedbacks, 11% students said that teachers always make indirect judgements, 17% said often, 25% sometimes, 33% said occasionally and 14% said never.

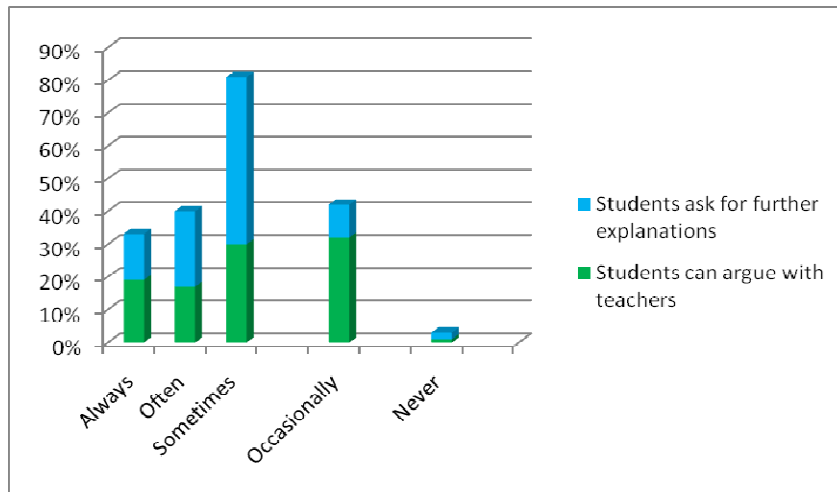
**10) Teachers' and students talking time in class:**



**Figure 10: Teachers' talking time and students' silent time in class**

Regarding teachers' talking time than students, 7% students claim that teacher always talk more than students, 9% said often, 58% said sometimes, 27% said occasionally and, 3% said never. On the contrary, regarding students' silent times in class, 48% said that they need to be silent in class always, 25% said often, 16% said sometimes, 9% occasionally and, 2% said never.

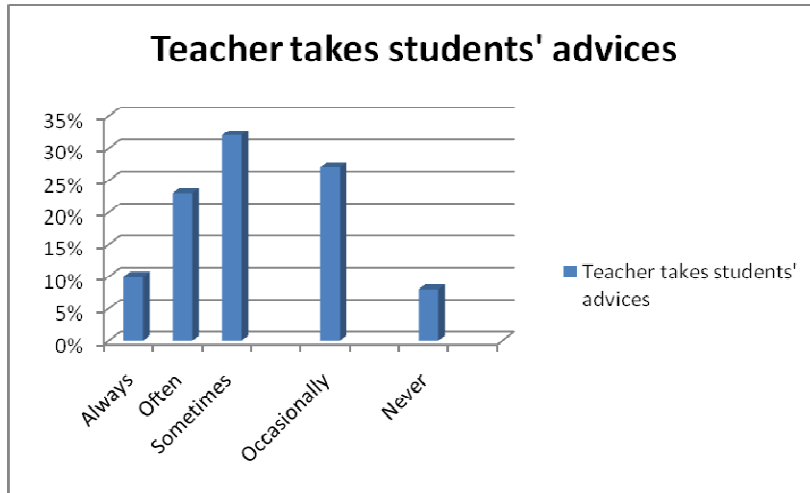
### 11) Students' flexibilities towards the teacher and lesson:



**Figure 11: Students' flexibilities towards the teacher and lesson**

On account of the flexibility of the students with teachers, 19% said that if they do not understand anything, they can talk about it with the teachers, 17% said that often they talk about it, 30% said that sometimes they talk about it, 32% said occasionally and 1% said never talk about it. In addition to, for answering another claim as "Students can ask for further explanation, if they do not understand", 14% students said they always ask for further explanations, 23% said often, 51% said sometimes, 10% said occasionally and 2% said never.

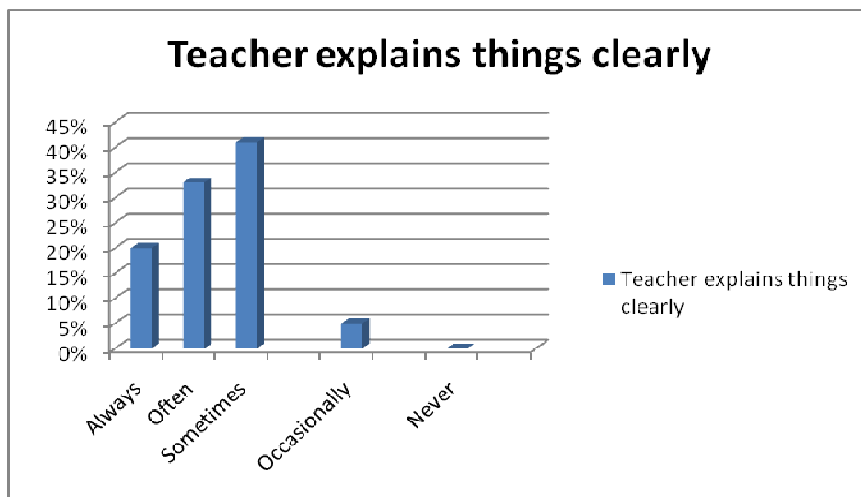
12) **Teacher asks students' advices before making decision:**



**Figure 12: Teacher asks students' advices before making decision**

In response to “Teacher asks students before making decision”, 10% students said teachers always ask, 23% said often, 32% sometimes, 27% occasionally and 8% never.

13) **Teacher explains problems clearly**

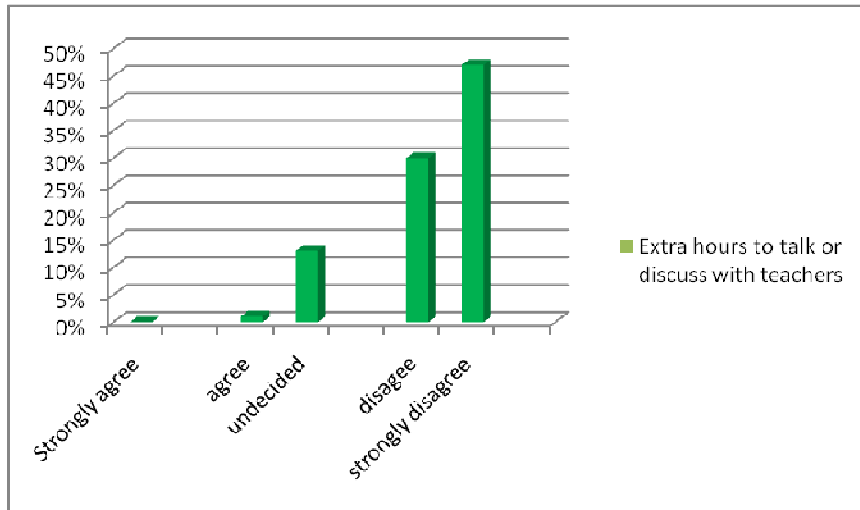


**Figure 13: Teacher explains problems clearly**

In response to “Teachers explain problems clearly”, 20% students said that teachers always explain clearly, 33% said often, 41% said sometimes and 5% said occasionally.

**4.3.2 (Part-B) Interaction:**

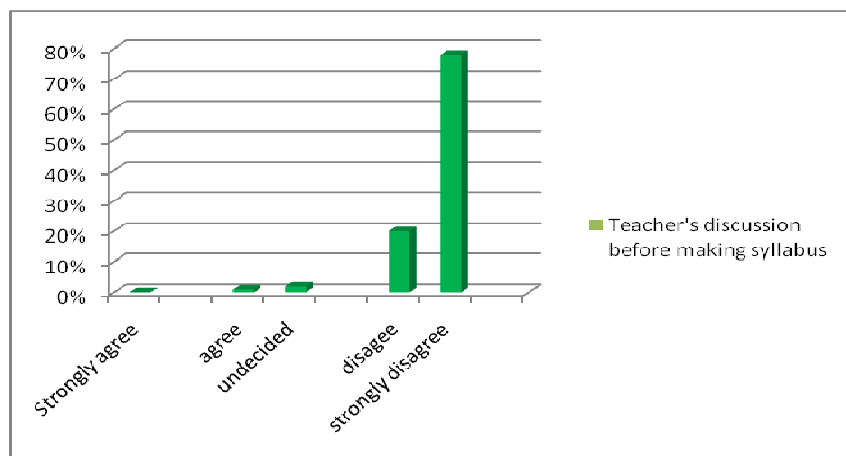
**14) Extra hours to talk or discuss with teachers:**



**Figure 14: Extra hours to talk or discuss with teachers**

Students were asked about extra hours to talk or discuss with teachers after or before class about lesson and 1% agreed that they had time, 13% undecided, 30% disagreed and, 47% strongly disagreed.

**15) Teacher’s discussion before making syllabus of the subject:**

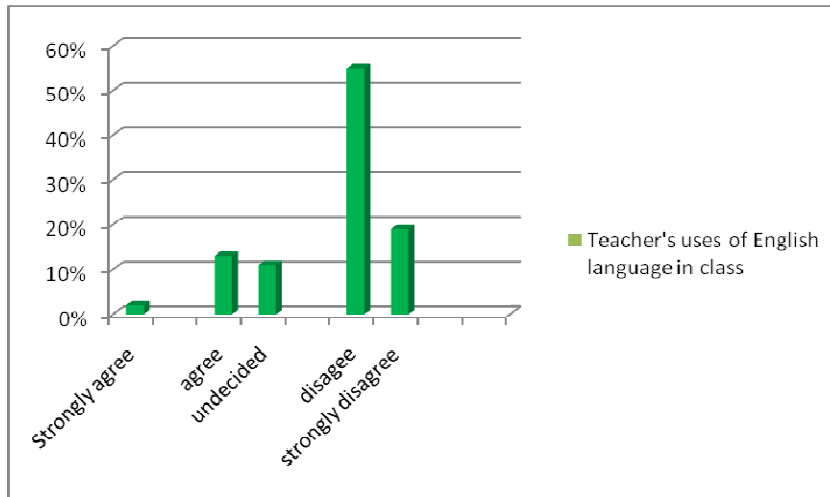


**Figure 15: Teacher’s discussion before making syllabus of the subject**

On the basis of given statement “Teachers discuss with students before making ,1% student

agreed with the statement,,2% undecided,20% disagreed and ,78% strongly agreed with the statement.

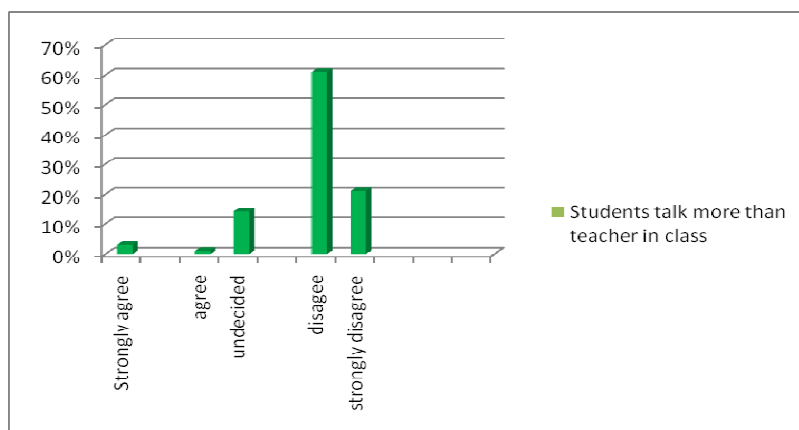
**16) Teachers’ use of English language in class:**



**Figure 16: Teachers’ uses of English language**

2% students strongly agreed that their teachers always use English in language class, 13% agreed, 11% undecided, 55% disagreed and 19% strongly disagreed that their teachers always use English.

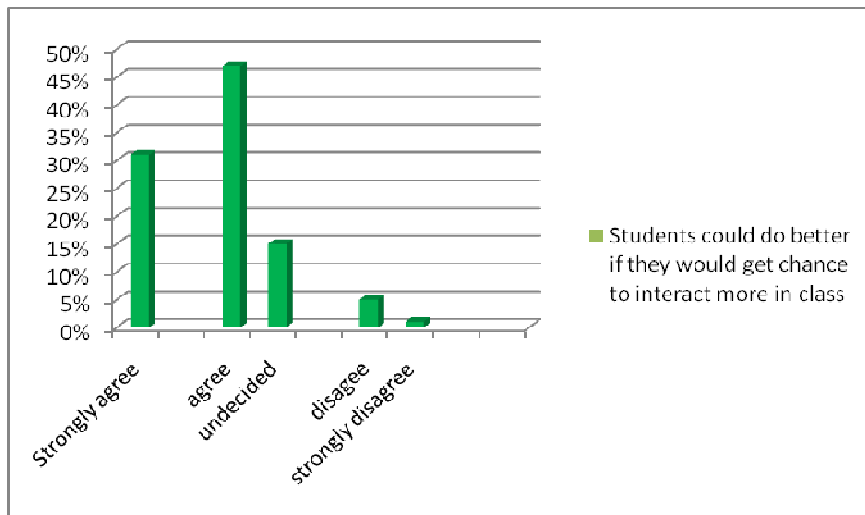
**17) Students talk more than teachers in class:**



**Figure 17: Students’ talking time in class**

Regarding to the statement “Students talk more than the teacher”, 3% students strongly agreed, 1% student agreed, 14% students undecided, 61% students disagreed and 21% students strongly agreed with the statement.

**18) Students could do better if they would get chance to interact with teacher:**



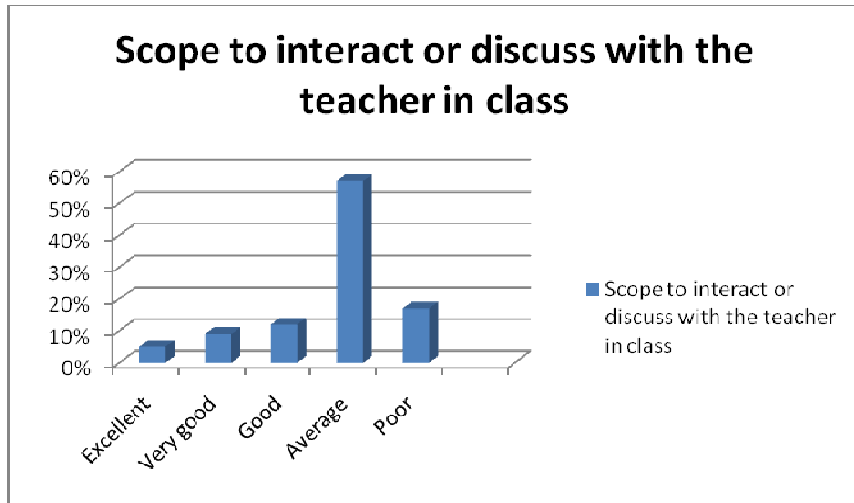
**Figure 18: Students could do better if they would get chance to interact with teacher**

Students responded under the given statement “They could do better if they would get chance to interact more in class”, and 31% students strongly agreed ,47% agreed ,15% undecided,5% disagreed and ,1% strongly disagreed with the statement.



**4.3.3 (Part- C) Self Evaluation:**

**19) Scope to interact or discuss with teachers in class:**



**Figure 19: Scope to interact with the teacher in class**

On the basis of the statement “About students’ scope to interact or discuss with the teacher in class”, 5% said excellent, 9% said very good, 12 % said good, 57% said average and 17% said poor with their needs or expectations.

**20) Satisfaction towards teachers’ teaching:**

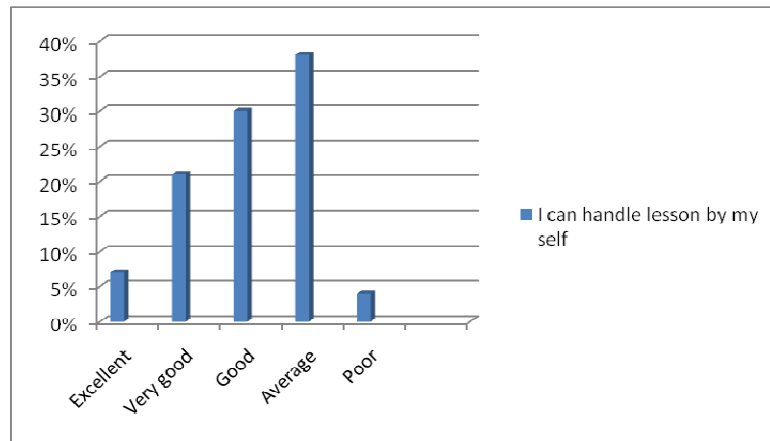


**Figure 20: Student’s satisfaction towards the teacher’s teaching**

Responding to the statement “My staisfcation towards my teacher’s teaching”, 20% were fully

satisfied, 29% were very satisfied, 14% were satisfied, 26% were average and, 11% were not satisfied at all.

### 21) Students power to handle the lesson by themselves:



**Figure 21: Power to handle the lesson by themselves**

Finally for evaluating themselves, on the basis of “Their handling power of the lesson”, 7% agreed that they can do excellent by themselves, 21% said very good, 30% said good, 38% said average and, 4% said poor to the ability to handle.

**4.4 Classroom Observations Report:**

Statement		Details				
	Class(1)	Class (2)	Class(3)	Class(4)	Class(5)	Class(6)
a. Address the students	The T uses gestures most of the time and one time used a S's name	The T did not use students name at all. Used "you" and gesture to indicate the Ss.	The T used 3 students name again and again where from these three Ss all the answers were taken.	The T sometimes used gestures and sometimes used a few Ss' names.	The T used names in most of the cases.	The T called S "roll" number indicate them to give the answer
b. Interac- tion	The T talked more than Ss	The T talked more than Ss	The T talked more than Ss	The T talked more than Ss	The T talked more than Ss	The T talked more than Ss
c. Students' Response and understanding	The Ss did not give answers at all. When T asked them, they were just like thinking about the topic.	Some Ss tried to answer and some were silent.	Only 3 Ss answered and others were listening to them. Even other Ss were not asked any question.	Ss who were talking much in back, they were asked for answering questions and they did not do it properly.	The Ss were comparatively active than other classes and they asked few questions to the teacher about the topic also.	The Ss' responses were good and they gave answers properly on the basis of their understanding.

<p>d. Feed-back from the teacher</p>	<p>The T just ignored and asked to another one. Later the T said the answer.</p>	<p>The T directly said that “wrong answer” and then said the correct answer.</p>	<p>The T used motivational word “good” and also asked other Ss together whether it is right or not.</p>	<p>The T warned them like “If you talk, you will not do well in examination”. Besides that the T did not say the answer at all and started to read another thing.</p>	<p>The T said “right” after hearing the correct answer and when it is wrong said “wrong” and then turn to another student.</p>	<p>The T used “good” and also said “if you study like this, you will do well in examination”</p>
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<p>e. Attitude of the teacher</p>	<p>The T was strict to the Ss.</p>	<p>The T was straight forward to the Ss.</p>	<p>The T was very much focused to the Ss (3) who gave answers and did not give much attention to others.</p>	<p>The T was not that much flexible with the Ss.</p>	<p>The T was less strict with the Ss than other classes.</p>	<p>The T was comparatively flexible than others.</p>
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<p>f. Attitude of the students</p>	<p>Most of the time Ss were silent.</p>	<p>Some Ss did not want to response and they felt like they were forced to response</p>	<p>Except 3 Ss, other was not attentive to the class.</p>	<p>All the Ss listened carefully but they did not get the idea clearly which showed through their facial expressions.</p>	<p>Some Ss were eagerly hearing and some were not.</p>	<p>Ss were curious to learn and asked question also.</p>
<p>g.Environment of the class</p>	<p>The environment was not friendly as there was no interaction between T and Ss.</p>	<p>The environment was not friendly as there was no interaction between T and Ss.</p>	<p>The environment was not friendly as there was no interaction between T and Ss.</p>	<p>The environment was not friendly as there was no interaction between T and Ss.</p>	<p>The environment was less friendly as there was few interaction between T and Ss.</p>	<p>The environment was less friendly as there was few interaction between T and Ss.</p>

## **Chapter: 5 Analyses of the Results:**

### ***5.1 Inequality or imbalance in classroom:***

#### **5.1.1 The way of addressing students:**

To use students' names in classroom is important for the students which indirectly make aware to them and help them to be engaged in classroom activity. Though to learn students' names may seem an unimportant substance, it is a powerful means to foster interaction in classroom (Austin, 1993) . Addition to, when a teacher indicates students' names in class, the subject matter become more accessible for the students and it helps to be engaged in class (Willemsen,1995) .

Though in teachers' surveys, 58% teacher claimed that they called their students by their first or last names, through classroom observation it was found that most of the teachers used gestures or used the word "You "to indicate the students or to ask questions to the students. Among the seven classroom observations, in two classes teachers used names for few times. So there is a contradiction between teachers' claims and what actually happened in classrooms. Addition to, when students were asked questions by their names or using the word "you", sometimes the teachers were so focused with some students and repeatedly indicated them to give the answers which was not a good strategy to follow in class.

To indicate the same names also focuses on power relationship like a teacher who uses the same students' names that person prioritizes the particular students. On the other hand, the same teacher when does not use other students' names, the teacher ignores these students where power takes place. Students feel safe when there is power balanced in classroom.

So from the collected data and class observations, it can be said that though using name is important from teachers' point of views, teachers use it rarely in class. There can be many reasons behind it. In one class, the teacher told two students to read two items before starting the class which they would be asked to answer where other students did not participate. The reason could be like they were best among all the students and just showing the researcher(s), the teacher took this step. Another reason can be the number of the students. From class observations, it was found that in all of the classes, there were 60-80 students in a class which

can be a difficult thing for a teacher to memorize all the names as they have other classes besides those classes.

### **5.1.2 Authoritative teachers:**

In the teachers' interviews, 66% teachers (4 out of 6 teachers) claimed that they support to be strict in classroom and keep the students under power because otherwise students will not respect the teachers. Real authority is necessary for teacher because of the position of the teacher, personality of the teacher and to get automatic respects from students. (Cothran and Ennis, 1997)

So the claims of the teachers go with "Desist approach" which claims that teachers have full regulatory power and they can control students' behavior in classroom (Canter and Canter, 2001).

But when students' surveys were taken, they claimed that their teachers were strict and they would do better if they had more scope to discuss in class. Here students did not accept it normally rather they were forced to follow all these. Power is like, where less powerful people accept inequality in power and thinks it as normal where in "Teacher centered education", teachers' merits, the way of respect of their students and teachers are never contradicted nor publicly criticized (Hofstede, 1980). Some teachers also claimed that they became rude or strict for the betterment of students and students could understand this after getting their results. But in classroom observations, it was found that though most of the teachers were strict, the interaction were less and it did not help students at all where a few students responded to give answers in class and other remained quiet. Because of irregularity of power relationships between teacher and student, a limited interactions produced by the students (Sadler and Mogford claimed, 1997). Again, it contradicts with students' responses where 63% students said that the teachers' tests are hard. If the teachers think that being strict is good for their result, the students' claims could match with that reason. As they said that tests are usually hard, it means they do not get things properly and from classroom observation it was also found that there was not enough interaction rather all the classes were teachers' centered.

Even some of the teachers said that students are more powerful than teachers where they continuously talk to each other and do not stop talking. Students' power such as students'



complains against time of exam, arrangements of chair, quality of teaching and quantity of materials, even their silence are kind of protests and all these show their power in classroom (Maftoon and Shakouri, 2012). Then again in a classroom, the absence of learners' power does not mean that their power does not exist where students do not have formal power in class but they have informal and unsanctioned power which can be found through classroom observations (Freire, 1994).

From classroom observation, it was found that few students talked to each other and did not listen to the teacher properly but when they noticed that the teacher saw them talking, they stopped talking. Though teachers claimed that sometimes students talk continuously, from observations what was found a bit different than teachers' claims. As in a class, there are huge numbers of students, the students who sat backside of the classroom, tried to talk with others and tried to hide them from the eyes of the teacher. So if the students were powerful, they would not try to hide themselves rather they would talk others spontaneously. So there the claims of teachers and the information collected through classroom observations vary. Even, in three of the observed classes, it was found that teachers tried to control the classes and students listened for few minutes and then again tried to talk with others. At that time the teachers used some sentences by which indirectly they showed that they always have more power and the sentences were:

- 1) "Look, as here are two guests (Researchers), I am not saying or doing anything but remember when they will leave, I will see you".
- 2) "How dare you to do this kind of behavior in front of new people. Usually you do not this but now what happened and why are you disturbing? Listen, this is my class and I will take care of all of you after the class, remember it".
- 3) "Listen, you know very well that what I do in class if you talk, so keep it mind that I will do the same thing when they (Researchers) will leave".

So the role of educators is problematic and it can be defined in authoritarian who may imply several prospects and duties (Geelan, 2001). Positive relationship of the students with teachers may even help students to learn more adaptively (Meehan, Hughes, & Cavell, 2003). So to make

good relationship with students support “Dialogic Inquiry Approach” which shows the relationship between society and individual where through communication the interaction develops (Freire, 1994).

### **5.1.3. Teachers’ knowledge about classroom and lesson:**

In the teachers’ surveys, 27% teacher strongly agreed and 56% teachers agreed that a teacher knows everything that happens in classroom while a class is going on as well as about the lesson they teach. It focuses a system which is named as “Preservation of culture and knowledge” which does not have true knowledge and culture rather it follows way where a teacher knows everything and students humbly listen to them (Freire,1994). In our culture students accept that a teacher knows everything. Power distance depends on culture and if culture varies, the behavior of different learners’ varies. (Yoo, 2014).

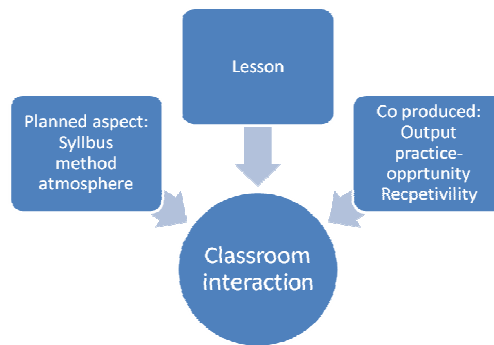
From teachers’ interviews, it was found that most of the teachers’ claimed that student would not be able to take decision about syllabus or important items from the book. Again the 31 % students strongly agreed and 47% students agreed that they could do better, if they would get more chance to interact in class. Though the teachers claimed that students were unable to take decision regarding lesson, students’ responses showed that they want to learn and interact which can help them.

Again for answering about the satisfaction towards the teachers’ teaching, ”, 20% were fully satisfied, 29% were very satisfied, 14% were satisfied, 26% were average and, 11% were not satisfied at all. The data showed that though more than 60% students were satisfied with the teaching, their claims about scope to interact with this response contradicts with each other. If more than 60% are satisfied with the teaching style, how 78% students claim that they could do better if they would get chance to interact more.

### **5.2 Interaction:**

Interaction in classroom has important role in teaching and learning process. Through interaction students and teachers can share all the ideas and Allwright and Bailey (1991) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and

receptivity). A teacher needs to plan about all these in ensure the interaction with students. The idea of Allwright and Bailey can be seen through the given picture below:



**Figure 22: The relation between plans and outcomes (Adapted from Allright and Bailey)**

In teachers' surveys, 27% teachers strongly agreed and 42% agreed that a teacher should talk more than the students in a classroom. But when teachers talk more than students, it may hamper the interaction because for teaching learning process, teachers should not be too focus on the best method, believe or assumption, the teacher should follow or look for the most appropriate approach, design o f materials, or set of procedures in a particular case or situation bases. (Rivers & Temperley,1978). Then again from students' surveys it was found that though 11% said teachers are always friendly, 43% said that teachers are always strict. If students claim that teachers are strict, it is questionable to think about interaction because interaction depends on the relationship between listener and speaker. Addition to 63% students said that their examinations of those particular teachers are often hard, which indicated that the interaction is not enough for them. If there were interaction in class for understanding, clarifying and getting any item, the tests could not be hard for students. Again the 56% students said that the teachers always make direct judgments where 11% students said that teachers always make indirect judgments like when answer is wrong, ask another student. So it can be said that as most of the time teachers make direct judgment or evaluation, there could not be enough interaction because direct evaluation hampers interaction. Moreover, 48% students said that they need to be silent in English class which indicated that indirectly teachers did not allow them to interact in class. From the observations it was also found that in most cases students did not concentrate or seldom

ask questions. Finally from the students' surveys', it was found that 57% students claimed that they had average scope to interact with teachers and on contrary, 7% students said that they could make their lesson by them. If there are only 7% students who can make lessons themselves, this becomes a debatable issue that how the students will do good without having enough interaction or being silent in class most of the time.

### **5.2.1. Teachers' Talk:**

In the teachers' surveys, 42% teacher agreed that a teacher should talk more in class. If the teachers talk more than the students, the learning outcome will depend on the quality of the teachers' talk whether it is facilitator talk or not. A teacher's talk is important as it has positive impact on students' learning where power and resistance runs equivalently and a teacher's talk also conveys knowledge where power and resistance co-exist. (Maftoon and Shakouri, 2012). Addition to "Facilitator talk" is important which provides students to be meaning makers and it helps students to get the ideas clearly through a teacher's speeches. (Lier, 1988).

There are several aspects of teaching effectiveness have been strongly advocated by teachers. One of these is the concept of "Indirect teaching" which means to include minimum teacher's talk and maximum student's talk, minimum lecture and maximum discussion, frequent use of student ideas and inclusion of student ideas in discussion, and frequent student to student interaction (Flander,1970). But from students' surveys, it was found that 48% said they need to be silent in class always which goes against a rule of indirect teaching where a teacher needs to maximize students' talks. Another condition of indirect teaching is to use students' ideas frequently and interact with them but from students, it was found that only 14% students said they can always ask for further information to the teachers if they need. Another thing is 27% teachers strongly agreed and 56% agreed, they know everything regarding class and the lesson they teach. So they have the believes that, they know everything, they may not feel to know students' intentions or curiosities towards the lesson where only 10% students said that teachers always ask or share with students before making any decision. There always one thing remains between teachers and students, which takes part as barrier and that is the power relation where teachers have more power and they can do anything they want. On the other hand students are

less powerful and they know that teachers will do whatever they want.

### **5.2.2. Syllabus:**

Syllabus is one of the most important things for the students on what they can rely upon and ensured about the whole year or semester about their progressing. Syllabus is usually making by the teachers who fix it and finally gives a final copy of it to all the students. In this study a question was asked to the teachers whether students should take part in fixing the syllabus on the basis of their needs or not. From the data, it was found that almost 80% teachers disagreed or strongly disagreed with the claim because in their interview they told that students know less than teachers and they do not have enough idea about the items which should be included in syllabus. But besides informing students about the instructor's beliefs about teaching, learning, and the content area, syllabus also focuses on students and what kind of items they need in class to be effective learners (Parkes and Harris ,2002). So if students select their syllabus on the basis of their needs, it will help them to learn effectively. As it deals with students' needs, students can participate in fixing the syllabus. On the other hand syllabus is a kind of "Virtual handshake" where both parties (teacher and student) should take part and agree on it ( Davis, 1993). Moreover 27% teachers strongly agreed and 56% agreed that they know very well about the lesson they teach and the whole class, they do not feel to discuss or take ideas from the students about their needs. Besides that, few teachers claimed that if they give scope to the students to help them in fixing syllabus, there will be so many topics as there are different levels of learners which will not be possible because of limited time. Even some teachers said that in some cases students know that there will be unseen items in examination and they do not feel to read from the given book. All the ideas are logical but teaching or learning outcome should be the process of seeking and interpreting evidence for use by learners and teachers to decide whether the learners are in their learning, where they need to go and how to do work, rather focusing on the academic results only. (Assessment Reform Group, 2002). Though teachers focus on students' results for being authoritative, the students' claims do not support it and their results or tests are also not favored to them.

### **5.3 Impact of culture, rules and regulations:**

There are many impacts of culture, rules and regulations on students learning as well as teaching.

### **5.3.1 Category of school:**

Some of the teachers claimed that because of the category of the school (Government), students, parents or guardians do not give concentration on students' learning. For example, they also indicated private schools where parents or guardians give more money than government school and they have more concentration on students' learning. As reasons, they showed some reasons, like parents and guardians' lack of knowledge, scarcity of power supply in their homes, students' involvement in work out of schools etc. As most of students had logical reasons for not doing well in class, teachers accepted these and did not say anything to them which gradually hamper on students' performances or results. Even sometimes they give the same reasons when they do not face the same problem even because they know very well that the teachers will not say anything to them if they give that kind of excuses.

From teachers' interviews, it was found that most of the teachers indicated that students would not show respect to the teachers, if they would get scope to be equal in class rather than powerless. Even a few indicated that, students accepted the inequality as they believe that teachers know more than them and they know everything. Another thing is in schools, students need to follow some rules which hamper to interact or be equal in classroom. In order to improve our interactions and teachers must learn not just the basic facts but even important nuances of students' cultures or experiences. (Hodgkinson, 1991)

Though for being successful, students follow the rules and regulations in school, there are some rules which take part as barriers in interaction of teacher and students such as formal relationship between teacher and student, off topic is discouraged, written work gets priority etc .In the one hand, students expect their teachers to be good, challenging, interesting and entertaining and on the other hand the given rules are strictly followed which create a great distance between the relationship of teacher and student. (Piper, Satterthwaite, and Sikes, 2013).

### **5.3.2 Motivation and confidence:**

48% students said that always they need to be silent in class and 25% students said that often they did. But if the students remain silent in class, how they will be motivated or increased their confidence level that can be disputed. Power distance hampers on motivation and confidence

(Yoo,2014). Another thing is in a classroom there are different kinds of students with different way of learning styles. There are three learning styles for the students and these are “cognitive” that deals with the mental skill or knowledge, “Affective” that deals with feelings, emotions or attitude of the students and “Psychomotor” which deals with manual or physical skills of the learners (Bloom,1956 ). If teachers are strict, it may hamper on students’ feelings where affective variables like boredom, fear, nervousness, and resistance to change can affect the acquisition of language (Krashen, 1988). So Interaction in class or classroom power relation can be affected by the learners’ way of learning or their feelings towards the learning. Through classroom observations, it was also found that there were a very few questions asked by the students. In proper interactive classroom, students need to have their own topics and need to be encouraged for sharing their ideas ( Nystrand, Gamoran, & Carbonaro, 2001). As students needed to be silent and listen to the teachers, it meant they had such kind of rule in class so that teachers could deliberate everything from their sides that ultimately hamper interaction.

#### **5.4. Teaching techniques and learning ways:**

Different ways of teaching techniques can give chance to the teacher and students to make the class interactive through communication and especially with TBLT (Task based language teaching) (Walsh, 2011). From classroom observations, it is found that most of the time teachers asked questions to the students and if the answers were correct or incorrect, chronologically teachers said “Right” or “Wrong”. Even from students survey it was found that 56% students strongly agreed and 27% students agreed that teachers always directly said whether the answers were right or wrong. Among the teaching techniques, one of the important techniques is “Scaffolding” which is described in “Zone of Proximal Development” (ZPD) in classroom and it states that teachers are responsible to support the students until they can develop their tasks that increase interaction within small steps (Vygotsky,1962). If teachers use “Scaffolding”, students will get helps and opportunity to interact in classroom. Moreover, teachers need to keep them busier than you are with tasks (Haynes,2011).

Here the teachers did not follow it and ultimately the interaction became less in classroom. It also goes against “Constructivism theory” which focuses on the teachers who do not behave like experts rather students are actively involved in their way of learning where the classroom is

students focused (Piaget, 1957). If a teacher follows constructivism theory, then he or she makes the classroom interactive through sharing ideas by involving students.

Chaudron (1988) stated here are two kinds of teacher (Teacher centered and open or students centered) constitution in teaching learning process and told that those kinds of interaction are negotiable and these depend on the rules of speaking established by the teachers. Teachers behave in different ways and therefore there are different types of classroom interactions. When teachers talk, command, restrict students' freedoms to talk, it become teacher centered classroom. When teachers allow students to talk and ask questions, as well as teachers accept their ideas and stimulates their participation in class activities, it becomes open or student centered classroom. Through classroom observations, it was found that there was not enough indication to make the classroom engaged with activities or shared ideas.

Addition to, some points are important which interrupt interactions in the classroom like topics are selected by the teachers, the teacher asks questions and students are expected to answer, students' responses are typically shorter than the teacher and th teacher gives feedback as criticize or praises but rare to explain the correct (Piper, Satterthwaite, & Sikes, 2013).

#### **5.4.1. Conflict between teachers and students:**

Though the teachers' powers are important in controlling class and involve the students with the subject matter in classroom, the basis of power is always put side by side with the idea of conflict between teachers and students (Jeffrey, 2010). On the basis of conflict, the power is related with conflict that develops from the teacher's demand to cover as much subject matter as possible while students' participations result in the exact opposition outcome (Raufelder, Bukowski and Mohr, 2013).

Here students' intentions can be a part of "student centered classroom" which means students can change and estimate their actions on the basis of their needs.

In the one hand, students expect their teachers as good, challenging, interesting and entertaining and on the other hand the given rules are strictly followed which create a great distance between the relationship of teacher and student.



## Chapter 6: Conclusion and Recommendation

### Conclusion:

The study revealed the barriers of a classroom which occurred for power relation with effect on interaction. Teacher - student interactions become easier when there is a power balance relationship between teachers and students. A strong relationship with students is vital for classroom success and it can be achieved through the mutual understanding of teacher, students and, guardians. To manage classes, teachers should follow some strategies by which they can make the students to participate in the interaction process which will ultimately decrease the power imbalance in classroom. As social and cultural activities impact on learners, it will ensure the motivation or confidence of the learners also. If all the existing problems can be mitigated, classroom management or outcome of the classroom will be satisfactory to teachers and students.

### Recommendation:

Since this research revealed that, the teachers tend to be authoritative to control the students it ultimately hampers the interaction process, students suffer or do not feel motivated to work. Therefore, the researcher found a few recommendations on the basis of the study and these are also supported by Yanfen and Yuqin's (2010) and Meehan, Hughes and Cavell's (2003) researches on teacher talk in interaction and teacher – student relationship, which might be of help to the teachers of Bangladesh:

1. Traditional way of taking classes should be changed where power relation exists.
2. To decrease the problems, institution should change the way of taking classes with all the tasks such as making rules, syllabus, assessment systems, and way of delivering lectures in class etc.
3. Teachers should avoid showing power in their classes and it will help the learners to be interactive
4. Positive relationship of the students with teachers may even help students to learn more adaptively

5. All the students taking part in the process of the study must be familiarized not only with the classroom strategies but also the rationale for following some specific ways or tools that accompanied by all the advantages they are going to reap by the end of the semester/project. This will motivate them intrinsically or instrumentally and they will keep working for their own development.

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**Appendix:**

**Survey Questionnaire for Teachers**

**Part A: Classroom**

1) How do you address your students in class?

- a. First or last name
- b. Roll number
- c. Full name
- d. Use gesture

1. Please put a tick mark in your answers in the table below.

Statements	Options					Please provide reasons where necessary
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
a. Before fixing the syllabus, a teacher should discuss with students						Reasons:
b. A teacher should talk more than students in class						

c.A teacher should be authoritative to control a class						
d.A teacher should be too quick to correct students when they break a rule.						
e.A teacher knows everything that goes on in the classroom						

**Part B: Teachers opinion regarding interaction / Power**

- 1) Do you think that a teacher holds more power in classroom than students? Why or why not?
- 2) How do students feel under or over power in classroom?
- 3) Do you think that a teacher should discuss with the students before fixing syllabus?
- 4) Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?

- 5) How power in the classroom can be balanced to build interaction between teachers and students?

**Teacher's interview between R (researcher) and T1 (Teacher one):**

**R: Do you think that a teacher holds more power in classroom than students? Why or why not?**

**T1:** Yes, I think a teacher holds and that is mandatory for the students because the teachers who take class in government schools they know very well that how to take class or how to behave with the students in class. The students are so naughty and no one can control them except being rude or aggressive towards them in class.

**R: How do students feel under or over power in classroom?**

**T1:** Though Students don't feel good when any teacher becomes rude or powerful in class, there is no other way except follow this. Always students want to behave friendly with the teachers but we do not allow them because it will lead them to be more notorious.

**R: Do you think that a teacher should discuss with the students before fixing syllabus?**

**T1:** I think there is no need to discuss because as teachers we know better than the students what should we select for each term where I am 6 years in teaching. So I know very well about their level and interests.

**R: Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?**

**T1:** Sometimes it can be like some students are afraid of some teachers and that is why they don't speak in class. But a teacher should try to give chance to the students to talk in the class. In my class, I give time to talk. Another problem is time management where a teacher cannot give much time to the students because we need to take class within a



limited time per day. If I give more time, then when will I teach them? On the other hand students are used with our techniques and they don't feel bad at all.

**R: How power in the classroom can be balanced to build interaction between teachers and students?**

**T1:** Power can be balanced if students, parent and teachers all together become concerned about the students' learning because there are a few students who are very good, regular and punctuated. In that case, teachers are also good to them or less powerful because they always learn their lessons. If the students, teachers and guardians will be careful about the students, the power in classroom will be balanced. Another important thing is there are some students whose parents are illiterate and it is another reason that create problem in class.

**(Teacher's interview between R (researcher) and T2 (Teacher two):**

**R: Do you think that a teacher holds more power in classroom than students? Why or why not?**

**T2:** No I do not think because most of the time students do whatever they want to do. Though sometimes I want to control them, they don't listen always. So I think they have more power in class. Even sometimes whenever I give them any lesson, they don't bring and give some logical reasons like there was no electricity in their home or they went somewhere to work for their family as part time work. So I cannot say anything and I think to their power to do.

**R: How do students feel under or over power in classroom?**

**T2:** Students feel powerful to be over powered and sometimes they do not even give concentration in their lessons as they know that their teacher will not say anything because their family members already informed them(teachers) that some students work outside. Moreover they sometimes lie as they know that teachers will not punish them. Although at the end of the year, they do not feel good after getting their result(bad). But

if you compare this school with any private school, you will see that the parents or guardians are more concerned than them because here they do not bother about money and there they need to give a number of money. In one hand they (parents/ guardians) do not give money here and other hand they are not literate also.

**R: Do you think that a teacher should discuss with the students before fixing syllabus?**

**T2:** It can be good but I don't support this because Students will not give or suggest the difficult topics they need to learn. Also there are some students who are advanced and some are in low level. So we cannot justify the selected items and it will be a problem for any school.

**R: Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?**

**T2:** Yes, it is a barrier cause if there is imbalance; it makes one group more powerful than other group. If the teacher is powerful, it will hamper the students' interests and if the students are powerful then it will make the teacher to follow what they want.

**R: How power in the classroom can be balanced to build interaction between teachers and students?**

**T2:** Power can be balanced in classroom and here people need to fix some rules to follow for the students and the teachers. Though we have rules in school, no one follows these. Teacher and students should behave like teacher and students so that anyone can differentiate them by their behavior or attitude. Students should respect the teacher and teacher should adore them. If there is cooperation, interaction can be happened in classroom.

#### 4.2.3

**(Teacher's interview between R (researcher) and T3 (Teacher three):**

**R: Do you think that a teacher holds more power in classroom than students? Why or why not?**

**T3:** Yes but it is not a bad thing rather good for the students. Students do not have any headache regarding anything where they are getting everything from the teachers. They just need to read and study. Even they get all the notes from the teacher so teacher needs to be powerful otherwise students will not respect him or her. Another thing is to control the students; a teacher must hold power in classroom.

**R: How do students feel under or over power in classroom?**

**T3:** Students sometimes do not feel good but at the end of the year they feel good after getting their result. The students who are obedient and listen to teacher, they do well and others do not do well and do not feel good after getting their results. As students remain under power they cannot do anything they want. For example in teenage age, students want to do some misdeeds in school but as they are under power, they cannot do though they want. Also there are some students who are weak and naughty, they love to make noise in class but because of their behavior they cannot do well and they do not feel good to be under powered.

**R: Do you think that a teacher should discuss with the students before fixing syllabus?**

**T3:** I do not think because most of the students will not give right information rather they will give wrong information like what they already knew or easy items so that they can do well in examination. As I take their language class, I know that they are weak in tense but may be they will say the items like “tag question” or “direct or indirect speech”. So it is better to fix the syllabus by the teachers.

**R: Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?**

**T3:** Not really. I think it is not actually a barrier rather it is a way to make the students afraid of the teacher and to response to the questions that is asked by the teacher. For

example, if I do not say anything or if I have less power, I will not say anything to the students after knowing that they are not studying. And students will know that the teacher is flexible and she or he will not say anything if they will not response or give answer. Ultimately they will not read or learn properly.

**R: How power in the classroom can be balanced to build interaction between teachers and students?**

**T3:** I think it is no need but if anyone wants this, there should have a very good relationship like a friend between teacher and students and ultimately it will not help the students. Because you know a speech, “We can behave like a friend but never be a friend of any student”. It will be very difficult to control the students in classroom.

**Teacher’s interview between R (researcher) and T4 (Teacher four):**

**R: Do you think that a teacher holds more power in classroom than students? Why or why not?**

**T4:** No I don’t think. There was a time when the teachers hold more power in class but now they do not because government declared that we can not beat them and students follow creative education system where all the items students should make by themselves. As a teacher, I just can show the direction nothing else. So I can say that in this sense, students are more powerful in class than teachers. Moreover, if any teacher beats or scolds, other students start to discuss among themselves about the government’s rule. Another thing is they do not stop talking and continuously do it which also shows their power in class.

**R: How do students feel under or over power in classroom?**

**T4:** From their point of view, they feel good and they do not bother about their study which is really bad for them. Besides this, their parents are not that much aware about their performance. Though just after getting the result, naughty students do not feel good, their feelings stays for few minutes. Again they forget and start doing same thing class.

**R: Do you think that a teacher should discuss with the students before fixing syllabus?**

**T4:** Well, I think it would be better and then we could concentrate on the topics that students need. But another important thing is in my class (9), they know they in English language paper II they will not get anything seen. So in this case, they will not be able to select the important topics.

**R: Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?**

**T4:** Yes, of course. It is a barrier because in class students disturb a lot and they show their power. Sometimes they listen to some teachers who give punishment or who is angry towards them. In other case, they do not bother about the teachers who give lot of chances to talk themselves or give them free time in class. As I am new here, may be that is why I am facing this kind of problem with the students and hope gradually it will be fine.

**R: How power in the classroom can be balanced to build interaction between teachers and students?**

**T4:** Through mutual understanding , it can be balanced like if students respect teachers and the teachers adore the students, there will be a good relationship among them. Then interaction will be happened between students and teacher.

#### 4.2.5

**Teacher's interview between R (researcher) and T5 (Teacher five):**

**R: Do you think that a teacher holds more power in classroom than students? Why or why not?**

**T5:** Yes, I think and personally believe that a teacher should not hold power in class as in CLT classroom we need to be focused on communication. But the true fact is, we have no way expect being powerful in class as we need to control the students as well as manage all the activities regarding school. In our school students are too much naughty and for

controlling them, we need to be strict so that they listen to us and study properly. If we become friendly with them, the students start to forget basic manner like to respect the teachers.

**R: How do students feel under or over power in classroom?**

**T5:** May be students do not feel good always as they want to get freedom and do not want to follow teachers' instructions. But I must say, they are now good enough in their class because they are under power. In class they behave nicely, answer to the questions appropriately and respect others outside the classroom. If the teacher were in under power, it would be a tough situation to control the students where they would misuse their power.

**R: Do you think that a teacher should discuss with the students before fixing syllabus?**

**T5:** No, I do not think because how the students will fix the syllabus for them. First of all, they do not know more than teachers. Most of the students usually do not remember the items they are taught in English class and it will be difficult for them to fix it. Except the stories, they read in class, they cannot remember other items so it is not possible to discuss with the students about the syllabus. Moreover they are happy what we select for them.

**R: Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?**

**T5:** I do not think and moreover it is a reason to interact and of course there are some students who always sit back and never respond but these are exceptional. In other case, students give response because of the teacher as after the discussion the teacher will ask question and if they will not answer, teacher will be rude to them. They have a fear but it is good for them. So I think students take it easily and know very well that because of teachers, they are getting help.

**R: How power in the classroom can be balanced to build interaction between teachers and students?**

**T5:** If power is balanced, then there will be nothing about teacher and students. Students will behave with teachers as friends and teachers will not say anything to the students, even after knowing that they are not studying properly. Ultimately it will de-motivate students to study and make the students lazy to the lesson. Then they will like to pass the time without studying. So it is not a good decision to build interaction by balancing power.

**Teacher's interview between R (researcher) and T6 (Teacher six):**

**R: Do you think that a teacher holds more power in classroom than students?**

**Why or why not?**

**T6:** Not all. There are some teachers who hold power and there are some teacher who do not hold it in classroom. But I think a teacher sometimes needs to hold power and sometimes not where it depends on the situation. To be more powerful in class, create barrier to enhance students' innovations. On the other hand, to become very friendly with the students also make the students lazy for dot studying. Another most important thing is at the end of the year, when students get results, if they do not do well in examination, the fault it automatically goes with the teachers and school. So it is teachers' responsibility to make them students in such way so that they can do well in examination.

**R: How do students feel under or over power in classroom?**

**T6:** It depends on the category of the students. Some students highly appreciate strict teachers because they can do well in their subject. But also there are some students who do not like to be under power. The main problem is students do not want to listen to the teachers so that they can ignore lesson, pass time with friends and have fun. But as teachers, we cannot allow these things and that is why we need to put them under power for their own benefits.

**R: Do you think that a teacher should discuss with the students before fixing syllabus?**

**T6:** I am not sure whether it will be good or not but I personally do not support this because how students will do it or help on it where they do not enough idea about the items we should read. Some items in grammar are very important for examination and some are not. But students do not know about this thing. So teachers should fix the syllabus and then give it to the students. There are some advanced and some low level students. So whose suggestion will I take as a teacher that will a problematic thing.

**R: Can imbalance of power be a barrier in classroom interaction between students and teacher? Why or why not?**

**T6:** Sometimes it can be but not always. As I said before that because of the strict teachers, students are aware of their lesson, they concentrate on the lesson and teachers as well. But sometimes teachers should give the students some scopes to talk with each other so that they do not feel bored in class.

**R: How power in the classroom can be balanced to build interaction between teachers and students?**

**T6:** Power can be balanced through mutual understanding. Students need to be concerned about the reason they are in school. On the other hand, teachers need to be concerned on their own duty like how to help students. It is also necessary to have parents or guardians awareness because it impacts on students. So teachers, students and parents together can directly or indirectly balance the power by their contributions.

### **Students' Survey Questions**

#### **PART A: Participant's Basic Information**

1. Gender: a)Female b) Male
2. Age: a) 12-14, b) 15-17, c) 18+
3. Code: a) Private, b) Public



**PART B: About English Teacher and Classroom**

1) Please put a tick mark for your answer on the tables below. All the statements are about your English teacher and classroom. Give reasons where it requires.

Statements	Options					Please provide reasons where necessary
	Always	Often	Sometimes	Occasionally	Never	
a. Your teacher is friendly						Reasons:
b. This teacher's tests are hard						
c. You have to be silent in this teacher's class						
d. If you don't agree with this teacher, you can talk about it						
e. Your teacher is strict.						
f. Your teacher asks for your advice						

before he/she makes decisions.						
g. Your teacher makes direct judgments to your answer with “Right” or “Wrong”.						
h. Your teacher does not make direct judgment to your answer and asks for other students’ opinion.						
i. The teacher talks most of the time or all the time during the class.						
j. My teacher explains things clearly You can ask for further explanation if you do not understand						
k. You ask for further explanation						

if you do not understand						
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**PART C: Interaction**

2. Please put a tick mark in your answers in the table below.

Statements	Options					Please provide reasons where necessary
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
a. You have “extra hour” to talk with your teacher outside of the class						Reasons:
b. Your teacher discusses with you before making the syllabus of the subject						
c. your						

teacher uses English most of the time in class						
d. students talk more than the teacher in class						
e. you think that you could do better if you get chance to talk more with your teacher in class						

**Part : D Self Evaluation:**

Statement	Excellent (5)	Very good (4)	Good(3)	Average(2)	Poor(1)
a.Scope to interact or discuss with my teacher in					

class					
b.My satisfaction towards my teacher's teaching					
c.I can handle lesson by myself					

**Classroom Observations Checklist:**

Statements		Details					
	Class (1)	Class (2)	Class (3)	Class (4)	Class (5)	Class (6)	Class (7)
a. Address the students							
b. Interaction							
c. Students' responses and understanding							
d. Feedback from the teachers							
e. Attitude of the teacher							
f. Attitudes of the students							
g. Environment of the classroom							