

The Impact of Seating Arrangement on Students' Learning in Secondary Schools

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BRAC University

The Impact of Seating Arrangement on Students' Learning in Secondary Schools

A Thesis

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ABSTRACT

This dissertation illustrates about the existing seating arrangements in the schools of Bangladesh which are believed to play a constructive role in fostering students' learning in the classrooms. By investigating from the perspectives from the teachers and the students, this research exposes the present conditions of the seating arrangements that decrease the quality of teaching and learning in most of the schools. The theoretical aspects of the seating arrangement discuss the types of seating arrangements, teaching methods, the learning aspects and the difficulties that are faced in the present situation. The research methods including the research design, setting, instrumentation, data collection and data analysis procedure provides the practical context of the research. This research data collected from the students' surveys and teachers' interviews were later analyzed with individual interpretation, comparison between the non – government and government schools and on basis of the research questions. It portrays the teachers' suggestions for the classroom seating arrangement, their beliefs and the school authority's role inside the class concerning teaching and learning in the secondary schools. In conclusion, recommendations and practical implications are provided for improving the existing condition of the seating arrangements in the secondary schools of Bangladesh. To sum up, collaboration among the teachers, school authority, education board and the government is needed to improve the seating arrangements in schools for utilizing effective teaching and learning practices.

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CHAPTER 1 – INTRODUCTION

1.0. Introduction

Seating arrangement is an important factor in the classroom setting because it can contribute to both positive and negative impacts on classroom teaching and students' learning. From the hypothetical research, it has been found that effective communication among the teachers and students in the classroom is the key to their success in effective teaching and learning (McCorskey and Mcvetta, 1978, p. 99). According to Radloff (1998), learning must "promote understanding, application and transfer" (p. 01). Proshansky and Wolfe (1974) illustrated that, "Learning is a dynamic process and the utilization of physical space should be an echo of that process" (p.562). McAndrew (1993) believes that, through research about classroom ecology associated with seating arrangement, we can understand how the classroom environments affect the students and their interaction with the teacher and the other students. Since, classroom interaction involves the learning and participation of the students in the lessons and activities, certain seating patterns may facilitate or restrict the interaction among the students and the teachers. For example, traditional seating arrangement in rows is a teacher – centered seating which seems to minimize distractions among students and facilitate independent work, tests and lecture notes. The semi – circular seating arrangement is both a teacher – centered and student – centered seating which facilitates whole class discussion. On the other hand, the modular seating arrangement is a student – centered seating which facilitates small group discussions and Cooperative Learning (Partin, 2009, p.04). In this way, the seating arrangement can affect the level of interaction between the teacher and

the student by facilitating specific activity patterns in the classroom (Wineman, 1986, p.12). Moreover, it also has the potential to encourage desirable behavior, contribute to students' misbehavior and even assist or impede classroom teaching (Daniels, 1998, p.30). If the seating arrangement can be organized properly then it will create a purposeful setting for learning and teaching that will affect and motivate the teacher and the students. Therefore, seating arrangement can be organized by considering the space available in the classroom, the space between desks, classroom furniture, lighting, ventilation, the type of tasks or activities and the teaching style of the teachers. Enough space should be kept between the students' desks and teachers' table in the classroom so that there are no obstacles between the teacher - student and student - student interaction. The changing of the seating pattern according to particular learning activities can also increase interaction among the students (Kelly, p.76). Proshansky and Wolfe (1974) illustrated that, the informal seating arrangement can have a negative effect on teacher - student interaction as it can hinder students' concentration in the lesson by facilitating conversation between the students which might affect the overall learning process (p.559). Therefore, proper seating arrangement needs to be organized so that there is no obstacle in students' learning. This research attempts to find out the how different seating arrangement in the secondary schools, can increase student' learning, participation and interaction in the classroom and facilitate classroom management.

1.1. Problem Statement

The research investigates the classroom seating arrangement from the perspective of the teachers and students by considering its impact on students' interaction, participation and

progress in learning. Not many researches have been done considering both the teachers and the students' opinions regarding arrangement of the classroom seating which can help to improve student participation and learning in class. In the context of Bangladesh, not all schools have a planned and organized seating arrangement for students and differences are seen between the seating arrangement of the government and non – government schools. Besides, the government schools are overcrowded and lack in proper management which results in the difficulty of teaching for the teachers, impede students' learning and also creates a distance between the interaction among the teacher and the students.

Proshansky and Wolfe (1974) illustrated that, the effective arrangement and management of space can facilitate the learning process, while the unplanned, ineffective use of space can result in unforeseen and unexpected interference, and even possibly serve to instigate interpersonal conflicts (p.559). For example, overcrowded classrooms have a negative effect on the interaction of the teacher and the students in class which affect the classroom atmosphere and the overall learning process. Therefore, it is important to improve the existing seating arrangements which affect the students' learning by not facilitating interaction among the teachers and the students for lessons, group discussions and individual tasks in the classroom.

1.2. Purpose of the Study

The purpose of the study is to observe the seating arrangements existing in the government and non – government secondary schools of Bangladesh. This study will

help to expose the present conditions of the seating arrangements that reduce the quality of students' learning and obstruct effective classroom teaching in most of the schools. As pointed out by Wannarka and Ruhl (2008), proper seating arrangement can facilitate discipline and management in the classroom. If the seating arrangement is under the teacher's control then there will be a balance between the teaching and learning.

This research will attempt to find out the problems of the present seating arrangement on basis of students' and teachers' responses and what the teachers suggest for the effective management and organization of the classroom seating in secondary schools to facilitate students' learning and increase students' participation in classrooms.

1.3. Central Research Question

There are a number of research questions that I have used for elaborating my research objectives:

1. Does classroom seating arrangement have impact any on the learning of the students in the government and non – government secondary schools of Bangladesh?
2. If there is a major positive or negative impact, then in what ways do seating arrangements affect students' learning and interaction in the classrooms?
3. What are the teachers' suggestions and students' responses regarding the conditions of the existing classroom seating arrangements in the government and non – government secondary schools?

1.4. Significance of the Study

The research is going to assist particularly the school authority and teachers of the government secondary schools to consider about improving their seating arrangements for increasing students' participation and develop their learning in the classroom. From the students' survey results; it will be revealed how the overcrowded classrooms and increasing number of students are causing difficulties for creating an effective environment for encouraging student learning and interaction. Similarly, it will also be presented what the teachers suggest for improving the existing seating arrangement that is not favorable for their teaching.

1.5. Delimitation

This study is limited to exploring the impact of the classroom seating arrangements on students' learning only in the secondary schools of Bangladesh. Other contexts such as the primary schools, colleges and universities which could have been incorporated in the scope of study have not been considered. Besides, this study is limited to only a sample group of 120 students and 12 teachers who participated in the interviews and surveys, therefore the results cannot be generalized. Another delimitation of the study was the time constraint, because most of the schools permitted less time for collecting the data between their classes.

1.6. Limitations

There are a number of limitations in the research on the impact of seating arrangement on students' learning in the context of secondary schools. One of the lacking in the study is

that the research was conducted only in the government and non – government schools which located in the area of Dhaka city. Other schools which are located in the rural areas outside Dhaka city were excluded.

Also, many of the teachers could not provide enough time for the interviews which led to minimization of the research results. In addition, many institutions did not provide the required amount of time for conducting student surveys in the classrooms, so the survey results collected might not be of quality to produce the ideal results. Similarly, many students who took the survey did not answer the survey questions completely which resulted in the elimination of those survey answers.

Besides, problems were faced in conducting the surveys and interviews in schools due to the political unrest and also the long terms holidays at the end of the year due to which most of the schools remain closed for a long time.

1.7. Operational Definitions

There are some terms and definitions that have been frequently used in my research paper to support my arguments:

1.7.1. Classroom Arrangement: Classroom arrangement refers to how students' seats are arranged inside the class. It could be arranged in traditional rows and columns, semi – circles, or modular arrangements (Brown, 2007).

1.7.2. Seating Arrangement: Seating arrangement is the physical arrangement of the classroom seating that is considered as an effective classroom management skill which can also be used as a proactive discipline technique. The changing seating patterns will influence the dynamics of the student groups (Partin, 2009).

1.7.3. Classroom Management: Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve (Partin, 2009).

1.7.4. Student Participation: According to Fritschner (2000), student participation takes place by attending classes or orally participating in class through comments, opinions, questions and presentations. This includes how far the students develop the on – task behavior and take part in the task effectively (p.343). This is actually measured by the quality of their comments and how far these comments contribute to the completion of the activity within their groups (Rosenfield, Lambert and Black, 1985; Wannarka and Ruhl, 2008).

1.7.5. On – Task Behavior: According to Wannarka and Ruhl (2008), on – task behavior is measured through the students' participation in class through hand – raising, turn – taking, comments and complying with requests etc. which contributes to their learning (p.91).

1.7.6. Off – Task Behavior: According to Wannarka and Ruhl (2008), off – task behavior are instances where the comments or activities of the students does not contribute to their learning. This includes talking out of turn, being out of seat without the permission of the teacher, talking with friends without paying attention to the lesson etc. (p.91).

1.7.7. Action Zone: Action Zones are defined in different ways, while Wulf (1977) identified students sitting in the front and center of the room as the action zone, Koneya (1076) described the same area as the zone of centrality.

1.7.8. Cooperative Learning (CL): Cooperative Learning refers to a teaching technique where students work in groups on a certain activity in order to achieve certain goals. Language classes that depend on Cooperative Learning are known to be learner – centered where the teacher acts as a facilitator (Brown, 2007 and Slavin, 1980).

1.7.9. Grammar Translation Method (GTM): As illustrated by Larsen – Freeman (2000), in the Grammar Translation Method, the teacher is the sole authority in the classroom and conducts the learning activities in the classroom. In this method, reading and writing are the primary skills that are covered, the vocabulary and grammar is much emphasized but very little attention is given to speaking, listening and pronunciation of the target language (p.16).

1.7. 10. Communicative Language Teaching (CLT): In the Communicative Language Teaching the students work on all the four language skills from the beginning and the target language is the vehicle for communication in the classroom (Larsen – Freeman, 2000, p.125). The main focus is on the process of communication which is accomplished through group and pair work activities that helps to maximize the communicative practice (p.126). This communicative interaction encourages cooperative interaction among students and gives students the opportunity to work on negotiating meaning.

1.7.11. Participatory Method: According to Linggang, Lili and Jingyan (2004), Participatory Teaching Method is a way that fully displays the importance of both the teachers and the students mainly by interactivities of them. The teacher guides the students positively thinking the topics in the process of learning. Students can gain so various kinds of thinking methods about a same question through intensively discussion between the teacher and students that the students do not be restricted by knowledge while grasping it (p.34).

1.7.12. School Based Assessment System (SBA): SBA is the assessment of students' progress which occurs, on an ongoing basis during the year, as an important part of the students' learning. With SBA, teachers give regular feedback to their students to help them learn better. It has been implemented with the intention of developing students' thought process, their ability to solve problems. It also focuses on students' personal development and communicative ability. SBA is based on six criteria (i.e. class test, class

work and practical work, home work, assignment, oral presentation and group work) to be scored as course work under SBA (Begum, 2008, p.47).

CHAPTER 2 – LITERATURE REVIEW

2.0. Introduction

This chapter presents the theoretical aspects of the seating arrangement and its relation to different aspects of teaching and learning. By emphasizing the impact of seating arrangement on students' learning, it also discusses how learning can be facilitated through communication and interaction among the students. In additions, the difficulties that are faced in classrooms due to seating arrangement are also illustrated at the end of the study.

2.1. Seating Arrangement and Classroom Setting

McCorskey and McVetta (1978) pointed out that, effective communication in the classroom is essential to the success of both the student and the teacher. They noted that, "The kind of communication as well as the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement" (p. 99). Wineman also (1986) believes that, "the physical environment provides physical facilities and spatial arrangements that aid specific activity patterns" in the classroom. He also added that within these physical environments, people may rearrange the furniture or lighting to suit their needs (p. 08). As defined by Cornell (2002), "Furniture is both tool and environment". He explained that thinking of furniture and seating arrangement is important in creating a suitable learning environment for students (p. 33).

Therefore, it is important that thought and planning be given to the way in which the space and the furniture in it are utilized if the physical space is to play a constructive role in the learning process (Proshansky and Wolfe, 1974, p. 565). Sleeman and Rockwell

(1981) suggested that the seating arrangement of classrooms “should be considered as a subsystem in the process of producing effective, efficient and predictable learning” (p. 169). Moreover, as advised by Knirk (1979), the learning environment must facilitate “the perception of desired (tension – reducing, pleasure – producing) stimuli and inhibit undesired (confusing, unordered) stimuli” so that it assists in learning (p.23).

According to Eyster and Martin (2010), a skillful and willful seating arrangement can have a compelling impact on the number of the students, their amount of learning and the quality of interactions in which they are engaged (p.94). McLeod, Fisher and Hoover (2003) has discussed about the important decisions that teachers could take while deciding on the arrangement of seats in the classroom:

Deciding on what type of seating arrangement you want depends upon the type of furniture you have, the space in your classroom and your style of teaching. Other important decisions include determining the types of spaces you need for group and ongoing activities.....Another important consideration is establishing traffic patterns to make movement in, out and around your classroom efficient (p.05).

Cohen and Manion (1983) said that, if careful attention is given to seating arrangement it can contribute as effectively as any other aspect of classroom management and control to maintain overall success within a class consequently. They said that the physical environment of the classroom provides the framework for formal teaching and learning. Moreover, teaching and learning through discussion will be more effective when students will sit in groups.

As a result, it can be seen that the physical organization of the classroom can strongly influence learning. So, careful use of physical space needs to be done so that it can positively affect teacher and student attitudes. In addition, the classroom should also present a cheerful, inviting, motivating and purposeful setting for learning and this setting can, in large part, determine the efficiency of teaching (Denton, 1992, p.29).

It is thought that the seating arrangement is an important classroom setting event that is generally under the control of the teacher which can facilitate discipline and management in the classroom. Generally, it is a factor that is typically under the teacher's control which significantly impacts on student behavior and achievement as well (Pace and Price, 2005, p.121).

In different types of seating arrangements, it is considered that the individual desks or seats gives more flexibility than large desks or benches as it allows for easy rearrangement and groupings for different lessons (Denton, 1992, p.30). However, there cannot be one ideal arrangement even for a single classroom, since we are always dealing with changing needs and changing people (Proshansky and Wolfe, 1974, p. 565). In fact, an arrangement that is disagreeable to the students may erect a needless barrier, possibly one that will prevent learning in spite of other appropriate behaviors of the teacher (McCorskey and McVetta, 1978, p. 104). For example, Denton (1992) stated that the seating arrangement must provide walkways between tables and desks so that the teacher can move among the students. He added that it should also allow the teacher to view the entire room from one point (p.31).

As concluded by Jones (1987), "The best arrangements put the least distance and the fewest barriers between teacher and students. No matter what seating arrangement is used, it must be flexible" (p.58).

2.2. Types of Seating Arrangements

An ongoing challenge for teachers in the classroom is gaining and keeping students' attention, which can be only managed by the favorable seating arrangements that can help make this task easier (Denton, 1992, p.32). In *The Everything New Teacher Book*, Kelly (2004) acknowledges that, all students' performances in the classroom are affected by the placement of the desk in the classroom (p.76). For example, seating arrangement in rows can help the students not to talk to classmates and listen to the teacher which increases the teacher – student interaction. Similarly, seating arrangements in groups can help students make connections and friendships with other students in the classroom which increases the student – student interaction. According to McCorskey and McVetta (1978) there are three main types of seating arrangements:

1. The Traditional Seating Arrangement in Rows.
2. The Horseshoe or Semi – Circular Seating Arrangement.
3. The Modular Seating Arrangement. (p. 103).

2.2.1. Traditional Seating Arrangement in Rows

Typically, the traditional row arrangement for classrooms consists of about five or six perfectly straight rows, each containing five to seven chairs equidistant from each other. Historically, Sommer explains, that the straight – row arrangement evolved to make the

best use of the adequate lighting (McCorskey and McVetta, 1978, p.100). Also, the teacher is the primary focus in the traditional arrangement (McCorskey and McVetta, 1978, p. 103). If the purpose of the class is primarily to spread information by the teacher among the learners, then the traditional arrangement is probably best because it minimizes student – student interaction and places the primary focus in the classroom on the teacher (McCorskey and McVetta, 1978, p. 103).

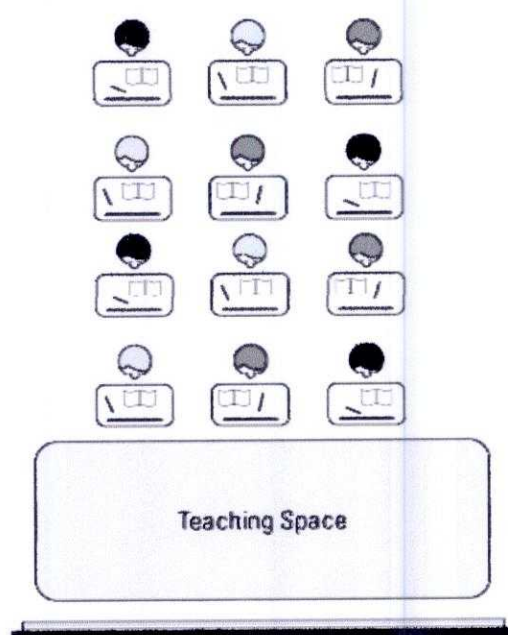


Figure 2.1: Traditional Seating Arrangement in Rows (Kelley, 2003).

Partin (2009) has stated that, the traditional seating arrangement in rows has lasted long because it is very functional for various classroom purposes. In this arrangement, the teacher can monitor the students' behavior easily and minimize distractions as there is distance between the students. Moreover, this arrangement produces higher levels of on – task behavior that facilitates independent seatwork, lecture and tests etc. (p.03).

As pointed out by Sommer (1969), "It is well known that students' seating positions are useful clues in predicting personal characteristics in classrooms with traditional row and

column seating arrangements” which he referred to as classroom ecology” (Kitagawa, 1998, p.42). It is because in the traditional arrangement in rows, the students in the front and center are more likely to participate, pay attention and be called on by the teacher which reveals their characteristics of learning (McLeod, Fisher and Hoover, 2003, p.07). According to Harmer (2007), the traditional row seating arrangement works better for individual activities and the teacher could take a front position for a lecture format lesson (p.22).

2.2.2. Semi – Circular or Horseshoe Seating Arrangement

The semi – circular or horseshoe arrangement another type of arrangement which is frequently employed in smaller classes, such as seminar type classrooms. Some rooms are not physically conducive to this arrangement such as the larger classes because of the “dead space” in the middle. Consequently a “double horseshoe”, two semi – circular rows with one inside the other in large classes is also frequently observed (McCorskey and McVetta, 1978, p.100). Primarily, both the teachers and the students share the focus in the horseshoe arrangement (McCorskey and McVetta, 1978, p. 103).

According to Partin (2009), the semi – circular seating arrangement is suitable for facilitating student – student interaction with whole class or group discussions (p.03). In agreement with Partin, Harmer (2007) also adds that, the semicircular seating arrangement enables students to face each other and gives the teacher an opportunity to monitor the students (p.22). McCorskey and McVetta (1978) also suggest that the horseshoe arrangement would be best if both student – student and student – teacher interactions are important to the learning in the class. Classes such as those concerned

with higher – order cognitive or affective goals particularly where there are few “right” or “wrong” answers, would be benefited most by this arrangement (p. 103).

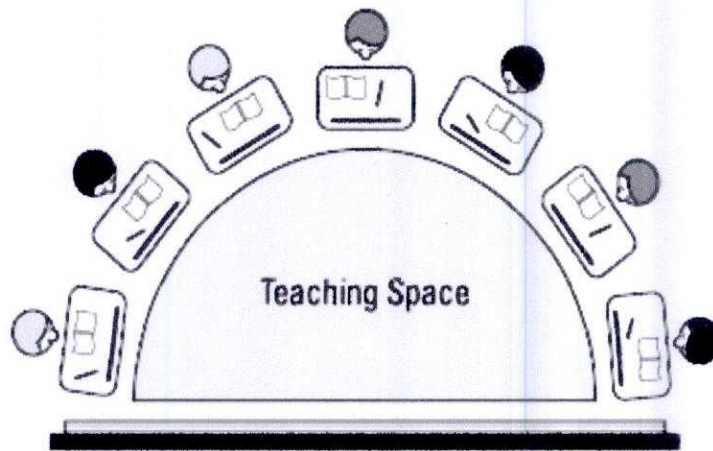


Figure 2.2: Semi – Circular Seating Arrangement (Kelley, 2003).

Eyster and Martin (2010) illustrated that in the semi – circular seating arrangement, no student has his/her back to the blackboard or other students and everyone is facing each other which usually facilitates discussion, demonstration and debate among the students. They added that, this arrangement also facilitates and encourages dialogue among the students. (p.94)

Sommer (1967) established a link and compared the relationship between seating and the amount of student participation in a traditional classroom with a semi- circular arrangement and a classroom with straight rows. He said that, in the semi - circular classroom, students from across the instructor participated more than students at the sides of the instructor. His study of the straight row arrangement found that students near the front and center of the straight row classroom participated more than students in the rear and at the sides (p. 491).

2.2.3. Modular Seating Arrangement

As described by McCorskey and McVetta (1978), the modular arrangement is found mostly in specialized classrooms and in classrooms at the lower elementary school levels (p.100). In this arrangement, the teacher is removed from the focal point in the modular arrangement (p.103). According to Harmer (2007), the modular seating arrangement works best for student – student interaction and group activities (p. 22). Partin (2009) also asserts that the modular seating arrangement facilitates group interaction such as small group discussions and cooperative learning (p.03).

The modular arrangement is advocated for classes in which student – student interaction is most important. If task groups are formed in the class, this arrangement permits maximum interaction among those groups while minimizing the interference of one group with another.

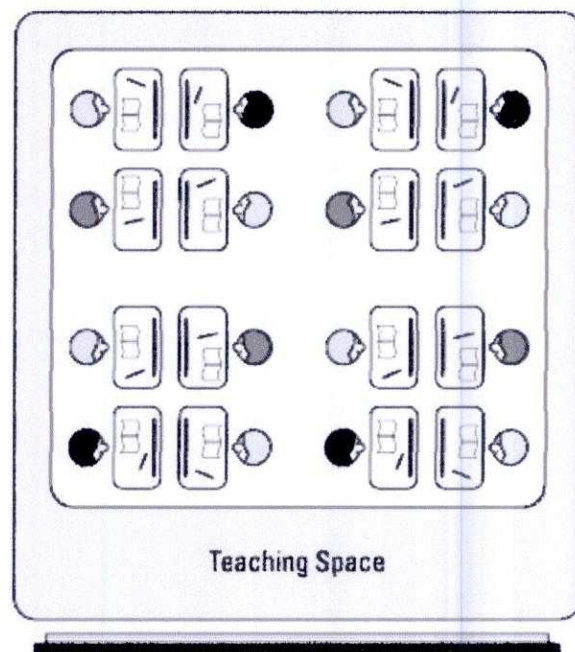


Figure 2.3: Modular Seating Arrangement (Kelley, 2003).

This arrangement is also recommended for classes which require that the teacher work closely with individuals or small groups rather than primarily with the class as a whole (McCorskey and McVetta, 1978, p. 103).

2.3. Action Zone or Triangle of Centrality

McCorskey and McVetta (1978) found that in an imposed seating arrangement students toward the front of the room still participated more even though the teacher directed an equal number of comments to all areas (p. 106). According to research findings, sitting in front rows is advantageous to student participation and performance in the classroom, but it is only the case when choosing those seats motivate the students towards participation and achievement. However, it has also been seen that there is difference in the performance of students between assigned seats and chosen seats (Benedict and Hoag, 2004, p.217).

Considering the performance and participation of students in the classroom, the front zone has been characterized by researchers as the area where the most eager students sit. According to Totusek and Staton – Spicer (1982) and Koneya (1976), the front – central area is known as the “action seats” or the “triangle of centrality” (p.161 and p.268). Griffith (1921) also suggested that students sitting in this area had better accomplishment rates than those sitting in other areas (p.38). It is because the front and center seating positions facilitate high student – teacher interaction as students sitting in these positions can pay attention, participate, concentrate and also interact with other students.

According to Heindselman, Mentac, and Wesler (2007), the action – zone is defined as the center and the front rows of the classroom. In their study, they noticed a decline in the grades and participation of the students who sit further away from this area, and similarly they observed that, the students who are motivated and interested to participate in class tend to sit in the action – zone. They also found that, students who are willing to achieve in class sit in a position that facilitates them on their academic goals. Therefore, it is seen that students seating in the action – zone feels more comfortable which increases their interest to participate and interact that improves their learning in the classroom (p.03).

However, Richards and Lockhart (1996) points out that, “If active participation is important in learning, then those students not within the teacher’s action zones are at a disadvantage” (p.141). On the other hand, Wulf (1977) examined the overall achievement by both row seating arrangement and action zones and compared assigned seating to randomly selected seating on basis of it. Her proposition was that the environment of the classroom was the determinant factor of student performance and that regardless of where the high achieving students sat i.e. in assigned seats they performed well. She added that, assigned seating indicated no significant results for either row seating arrangement or the action zone (p.56).

2.4. On – Task Behavior and Off – Task Behavior

Although the teacher may want to utilize a variety of room arrangements, the traditional use of rows should not be ruled out in all cases. It has been shown in experiment with students to produce more on – task behavior in row arrangements than does seating at modular arrangements (Denton, 1992, p.31).

According to Wannarka and Ruhl (2008), on – task behavior of students is measured through the students' participation in class through hand – raising, turn – taking, comments and complying with requests etc. which contributes to their learning. They said that all of this depends on the class activity and communication inside the class (p.91). On the other hand, off – task behavior are instances where the comments or activities of the students does not contribute to their learning. This includes talking out of turn, being out of seat without the permission of the teacher, talking with friends without paying attention to the lesson etc. (p.91).

It has been observed that the row arrangement increase on – task behavior and decrease off – task behavior when students are expected to work on their own (Wannarka and Ruhl, 2008, p.90).

2.5. Students' Question – Asking in relation to Seating Arrangement

Moore and Glynn (1984), revealed that students' location in the classroom is related to the number of questions received from the teacher and added that this may influence their opportunity to respond and thus to learn (p.236). Also, Granstrom (1996) found that students at the back of the classroom tend to interact with each other more frequently than those seated at the front and adversely impact their attention to the task (p.363).

In another study, Marx, Furher and Hartig (2000), found that students asked their teacher significantly more questions when they were seated in a semi – circle than in rows. They found that students produced work of equal quality in both rows and semi – circles, but significantly greater quantity in rows (p.249). They illustrated that students' question –

asking indicates to the degree to which communication conditions among classroom participants are favorable. They concluded that, the topic of question – asking has received attention in both cognitive and education psychology in the last two decades where the psychologists have stressed its importance as part of the students' problem – solving skills where the questions act as stimuli that elicit cognitive and expressive responses and interactional discourse (p. 252).

2.6. Teaching Methods used in the Classroom

There are different types of teaching methods that are used in the classroom to facilitate learning among the students. Apart from the main teaching methods, Richards and Lockhart (1996) has described a recent model of teaching used in the mainstream education, known as the Active Teaching that emphasizes on the teacher's ability to manage and monitor the students and engage them productively on learning tasks during lessons (p.68). However, the most commonly used teaching methods in institutions are the Grammar Translation Method (GTM) and the Communicative Language Teaching (CLT).

2.6.1. Grammar Translation Method (GTM)

As illustrated by Larsen – Freeman (2000), in the Grammar Translation Method, the teacher is the sole authority in the classroom and conducts the learning activities in the classroom. In this method, reading and writing are the primary skills that are covered, the vocabulary and grammar is much emphasized but very little attention is given to speaking, listening and pronunciation of the target language (p.16).

In the Grammar Translation method, learning is mainly facilitated through the translation of both native and target language into one another which provides students with good mental exercise and helps to develop their minds (p.17). Since, most of the interaction is carried out by the teacher; there is less student – student interaction and more teacher – student interaction (p.18).

2.6.2. Communicative Language Teaching (CLT)

In the Communicative Language Teaching the students work on all the four language skills from the beginning and the target language is the vehicle for communication in the classroom (Larsen – Freeman, 2000, p.125). The main focus is on the process of communication which is accomplished through group and pair work activities that helps to maximize the communicative practice (Larsen – Freeman, 2000, p.126). This communicative interaction encourages cooperative interaction among students and gives students the opportunity to work on negotiating meaning.

The teacher acts as a facilitator whose major responsibility is to set up communicative activities and monitor the students during those activities. Moreover, communication in the target language is encouraged even when the students' knowledge of the target language is incomplete and errors are tolerated and is seen as a natural outcome of the development of communication skills (p.127). Moreover, since the teacher acts an adviser and co – communicator, CLT is more of a student – centered method than a teacher – centered method (p.129).

2.7. Cooperative Learning increasing Student Communication

Murray (2002) in the chapter entitled "Prepare the Classroom Environment" of his book *The New Teacher's Complete Sourcebook* explained that, "Thinking about how you want to teach will help you determine what classroom setup will work best for you". By placing the students' desks into small groups of 3 – 5 students facing each other, the teachers are creating an environment that directly reflects his/her teaching style and conducive to cooperative learning (p.41).

According to Richards and Lockhart (1996), cooperative learning is an attempt to identify the roles of both teacher and learner through a methodology which relies less on teacher – directed teaching and more on cooperative group work and pair work activities (p.68). Cooperative Learning came from the idea that the students should be encouraged to practice the use of foreign language while working on group activities that encourage their output while the teacher acts as a facilitator. Brown (2007) said that, cooperative learning is the learner – centered classes that encourage students to work together and communicate with each other in order to achieve specific goals (p. 53).

Cooperative Learning is a teaching strategy where students of different levels of ability are grouped together to work on a number of activities that aim to enhance their learning of a subject (Balkcom, 1992). In the same way, as defined by Slavin (1980) and Tuan (2010), it is a teaching and instructional technique where students are put into groups to work on a certain activity in order to encourage student – student interaction, thus maximizing student learning. According to them, the benefits of cooperative learning

include enhancing cognitive growth of students and increasing students' motivation which maximizes student interaction (p. 316 and p. 64).

As described by Tuan (2010), Cooperative learning activities are classroom activities which students carry out in groups. These kinds of activities require students to share knowledge in order to achieve a certain goal while talking together and exchanging information (p. 64).

2.8. Cognitive Development through Constructivism or Reflection Orientation

Cornell (2003) believes that the shift from passive learning to active learning requires students to physically and mentally be more active in the classroom (p. 03). As pointed out by Richards and Lockhart (1996), this view of learners about language learning can be referred to as the cognitive learning style. Keefe (as cited in Richards and Lockhart, 1996) defined the cognitive styles as characteristic cognitive and psychological behaviors that "serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment" (p.40).

Fenwick (2001) extended the idea by describing that individuals can construct their own knowledge through interaction with their environments, which is can be termed as the "Constructivism" or "Reflection Orientation". It is a learner – centered practice that assists individuals to reflect on their experience in order to construct new knowledge (p.09). The outcome of this learning is the individual consciousness, experience and cognitive development through interaction with others and the process of reflection which involves conceptual analysis and understanding (p. 10). As described by him:

Learning happens only when there is reflective thought and internal processing of that experience by the learner, in a way that actively makes sense of the experience, links the experience to previous learning, and transforms the learner's previous understandings in some way (p.11).

This learning particularly triggers the cognitive process that generates new linguistic knowledge or combines the existing knowledge with the new knowledge through negotiation of meaning which is the constructivist process or reflection orientation (Swain and Lapkin, 1995, p. 371).

2.9. Interaction Hypothesis – Interaction Producing Effective Learning Output

The theory of Constructivism can also be linked with the theory of Interaction Hypothesis because through interactions learners get comprehensible input and negotiate for meaning which helps them to construct new or modified knowledge (Long, 1996, p.413). According to Scardamalia and Bereiter (1991, 1996), the learners should be more active participants in the learning process and they should have the chance to interact with the teacher and also other students so that they can learn the language properly (p.37).

McCorskey and McVetta (1978) said that students might vary in their difference to communicate which is partially a function of their personality type orientation referred to as "Communication Apprehension" (CA). They found that students with high levels of CA would be less likely to select interaction promoting arrangements and students with low levels of CA would be more likely to select such arrangements (McCorskey and

McVetta, 1978, p. 104). However, this could be overcome through increasing student interaction in the classrooms.

Adams and Biddle (1970, as cited in McCorskey and McVetta, 1978, p. 105) in one of their extensive studies found that the location within the seating arrangement is the main determinant of whether a student was actively involved in the process of classroom communication. Agreeing with Adams and Biddle, McCorskey and McVetta (1978) also revealed that, sitting in certain seats in a classroom increases a student's participation thus inferring a casual relationship between seat and interaction level (p. 106). Since proximity and orientation influence communication, it is possible that desk configuration impacts on the nature and extent of student interaction in class (Wannarka and Ruhl, 2008, p.89).

Ziglari (2008) noted that, language acquisition is facilitated through comprehensible input, interaction and negotiation for meaning. He believes that language acquisition is promoted when the learners are exposed to comprehensible input through the interactional modifications that arise when meaning is negotiated (p.447). This notion is further explained through the Interaction Hypothesis as proposed by Long (1996) which focuses on interaction as a stimulus that can help to create effective learning output (p.413). Interaction Hypothesis describes that interaction is an essential condition for second language acquisition, through which speakers modify their speech and interaction patterns to help learners participate in a conversation (Lightbown and Spada, 2006, p.43).

Ziglari (2008) added that, there is also a link between learning and interaction in the Interactionist perspective which gives more insights for language teaching. Since, the

classroom setting provides a context for growth and development for students, the teachers can promote students' learning through interaction. If the teachers try to provide students opportunities for discussion and encourage them to initiate and talk about topics, then the class would be creative and lively. In unfavorable situations, the teacher can directly also ask the reserved and shy students to participate in classroom discussion rather than wait for their responses (p.452).

2.9.1. Pair and Group Works for Effective Interaction

As pointed out by Wannarka and Ruhl, "Teachers should let the nature of the task dictate seating arrangements" which means that lesson or activity should decide on the type of seating arrangement to be used in the classroom (Wannarka and Ruhl, 2008, p.89). Partin (2009) also said that, the purpose of the learning activity should dictate the most favorable seating pattern (p.03).

Candlin and Murphy (1987) noted that, activities that can develop effective interaction are group and pair work activities which help the learners to interact with each other and the teacher. This facilitates the learning of students as they actively participate in discussions which help them to construct or modify their knowledge (p.17). By providing useful and motivating opportunities for using and learning the new language, group and pair work activities give students the opportunity "to draw on their linguistic resources in a non - threatening situation and use them to complete different kinds of tasks". They added that it also promotes the Cooperative Learning and Communicative Language Teaching in the classroom (Richards and Lockhart, 1996, p. 152).

Richards and Lockhart (1996) found that, pair works can help students facilitate language acquisition at an appropriate level through a comprehensible input which is obtained through interactive negotiation between the students as they work together in pairs to complete a task (p.152).

As illustrated by Richards and Lockhart (1996), the use of group work activities is a strategy for changing the “interactional dynamics of language classrooms”. Group works also increases the amount of student participation in class, give opportunities to practice and use the new features of the target language. In addition, it also gives the students an active role in learning and promotes cooperation among them, while the teacher acts as a facilitator (p.153).

2.10. Difficulties faced in Classroom Seating Arrangement

In order to face the difficulties in the classroom seating arrangement and maintain the discipline in the classroom, Partin (2009) suggested that the teachers should maintain control over the seating arrangement so that they could monitor the students' behavior and prevent chaos in the classroom (p.04). There are some challenges which are faced by the teachers in the classroom that is facilitated by the seating arrangement:

2.10.1. Disruptive Behavior in the Back Seats

It has been seen that the teachers are often reluctant, untrained and unable to deal competently with disruptive behavior of students in the classroom (MacAuley and Johnson, 1993, p.89). According to Benedict and Hoag (2004), if the room does not allow equal interaction from all points of the classroom, then the instructor should give more attention and time to the students at the back since their performances are of lower level

to prevent disruptive behavior in class (p. 219). Extending this notion, Guyot, Byrd and Caudle (1980) reported territoriality and privacy as the two characteristics of some students who choose their seats near the back and in the far corners for the purpose of avoiding eye contact and participation (p.121).

In describing the disruptive behavior in the back seats of the classroom Partin (2009) illustrated that the teachers need to make a conscious attempt to monitor the students at the back seats because the more disruptive students tend to gather there. He suggested that, those students can be moved to the front and center seats as it is the natural region of the teacher's eye contact (p.03). Therefore, altering the seating of students may be a way to address teacher stress and other negative feelings that impact on the classroom environment. Consequently, paying attention to disruptive behavior can be a way to reduce undesired behavior that could benefit students and help to alleviate the teacher's anxiety in the classroom. It has been found that rows doubled on – task behavior and decreased the disruption rate by two – thirds (Wannarka and Ruhl, 2008, p. 92).

2.10.2. Overcrowded Classrooms

As illustrated by McLeod, Fisher and Hoover (2003), "Research done many years ago on classroom density clearly shows that overcrowded classrooms affect students' attitudes and conduct by increasing dissatisfaction, aggression and decreasing attentiveness (p.07)

Tjaiya (n.d.) revealed that over crowdedness diminishes the quantity and quality of teaching and learning with serious implications for attainment of educational goals (p. 01). He illustrated that, overcrowded classrooms are the consequences of the shortage of teachers and classrooms and large student enrollment. He also added that enrolling 50 to

100 or above students are clearly above the internationally recommended standard and that this aspect of the educational problem has been consistently ignored in educational plans and reports (Tjaiya, n.d., p. 01).

2.10.3. Noise Making

Nolasco and Arthur (1988) observed that noise is a major problem in large classes. They said that, any experienced teacher would agree that very little meaningful learning could take place in a noisy environment. They also added that, noise in the classrooms can be the biggest barrier to effective communication and effective teaching.

Tjaiya (n.d.) further explained that, the noisemakers tend to concentrate at the back seats of the class, so their lack of participation in the lesson is therefore not much surprising. He emphasized that, in order to handle this problem, the teachers need to follow better strategies so that they can control these students more constructively (p.07).

2.11. Initiatives for the Improvement of Seating Arrangement in Clasrooms

Chambers (2004) said that, the function of seating is underestimated by the school authorities as they are more interested to have maximum number of seats in order to have maximum number of students, so improvements need to be made in the seating arrangements according to the needs of the teachers and the students (p.06). Kennedy (2002) also agreed and added that more attention should be given to the furniture and equipments to meet the need of the recent calls for new activities such as pair works, group works, discussions etc. in the classrooms (p. 35).

O'Hare (1998) emphasized that the seating arrangements of the classroom should match the policy of the educational institution and its curricula and should be "comfortable to use" in the classroom (p.07). According to Boicourt (1951), both the education institution and the teachers should consider the problem of classroom design as part of their professional responsibilities (p. 97). He asserted that, "Along with the authority, the teachers should also seek opportunities to help with the planning of school buildings and use such opportunities to encourage the design of classrooms to house specific facilities and permit definite activities" (p. 97)

If the teachers plan with school authorities and educational administrators in the designing of the classrooms and future school buildings, then the classrooms of tomorrow will become effective "machines for teaching" and something that will motivate the spirit of both the teachers and the students. Most importantly, this would result in some significant and worth – while improvements in the seating arrangement, classrooms and effective teaching and learning (Boicourt, 1951, p.97).

CHAPTER 3 – METHODOLOGY

3.0. Introduction

This chapter of the dissertation discusses the methods used by the researcher to collect data in order to find out the impact of the classroom seating arrangement on students' learning in the government and non – government secondary schools of Bangladesh. Besides, it also focuses on the setting of the schools where the data was collected.

3.1. Research Design

The research design followed by the researcher was both qualitative and quantitative which provided different perspectives of the research and usually complemented each other. The qualitative research method was exploratory and provided the insights into the setting of the research and provided further suggestions. The common data collection method used for this method was interviews and discussion with the teachers with individual interpretation on the analysis. On the other hand, the quantitative research method was used to quantify data and generalize results of the students' opinions. In this method, the data was collected through sample survey questionnaires.

Other research procedures were used to collect books from the library, find scholarly articles from the educational and academic databases to use as empirical study and references. All the journal articles collected were published in English in online scholarly journal websites. Besides, a detailed research was conducted to find the ancestral link of the additional reference articles to use for information and include for the research study.

3.2. Theoretical Framework

The theoretical framework of the research study consisted of several theories; however, the main focus was on the theory of Constructivism and Interaction Hypothesis. The other methods discussed were the Grammar Translation Method, Communicative Language Teaching and Cooperative Learning etc.

The theory of Constructivism focused on learning being an active and constructive process where students create knowledge for themselves based on previous interactions. As explained by Fenwick (2001), it is a learner – centered practice that assists individuals to reflect on their experience in order to construct new knowledge. The outcome of this learning is the individual consciousness, experience and cognitive development through interaction with others (p.10). With the acquisition of new information, old ideas are modified as learners work together actively to organize and make sense of new information and combine their knowledge to create an understanding of the information that they could not do on their own. The teachers work as facilitators to create student – centered activities that initiates group works and interaction among students. With the teacher's feedback and the students' interaction, learners work with new and old information to modify their learning output.

The theory of Interaction Hypothesis describe that interaction is an essential condition for second language acquisition, through which speakers modify their speech and interaction patterns to help learners participate in a conversation (Lightbown and Spada, 2006, p.43). It emphasizes on the notion of interaction where the interaction works as a stimulus or

input for an effective learning output. When a learner is attempts to negotiate conversation in the target language, they realize their lacking of abilities in the target language. This self realization is activated by interaction and encourages the second language learner to produce target language output to negotiate meaning and seek out the knowledge they lack. This interaction between the learner and the other students or the teacher results in the acquisition of language in part of the learner. Ziglari (2008) added that, there is also a link between learning and interaction in the Interactionist perspective which gives more insights for language teaching.

3.3. Sampling

The sample used in this study consisted of 12 teachers and 120 students from six different government and non – government secondary schools of Bangladesh. From each school, the two teachers and twenty students were randomly selected by the school authority, the English teachers and sometimes the researcher to conduct the research. The students answered survey questionnaires which were to extract their opinions about the classroom seating arrangement. On the other hand, the teachers answered and interviewed a particular set of questions where they gave their opinions and responses about different aspects of the seating arrangement in the schools of Bangladesh.

3.4. Setting

The subjects of this study were the secondary level students of class 9 from the English classes of the Bengali medium schools. Among them, three schools were government and three schools were non – government institutions. The subjects were a suitable selection

for the study, because they were less busy than the class 8 and class 10 students who were busy for the preparation of the board examinations. All of the students were made aware that they were going to be a part of the research study which would require them to complete survey questionnaires. For each school, the school authority and the teachers helped the researcher to select the random 20 students for participating in the research study. Similarly, the teachers were also informed that they were going to partake an interview individually which will be recorded for the purpose of the research.

3.5. Instrumentation

The researcher used separate interview and survey questionnaires for the teachers and the students. There were close – ended short questions asking about the students' opinions and open – ended questions asking about the teachers' responses and suggestions. The students' survey questionnaire consisted of 15 questions and the teachers' interview questionnaire consisted of 23 questions which focused on the central research questions. In the students' survey questionnaire, question no. 6 and 13 is related to Central Research Question no. 1, question no. 2, 3, 4, 5 and 9 is related to Central Research Question no. 2 and question no. 1, 7, 8, 10, 11, 12, 14 and 15 is related to Central Research Question no.3. Similarly, in the teachers' interview questionnaire, question no. 3, 10, 11, 14, 15, 18 and 20 is related to Central Research Question no. 1, question no. 7, 8, 12, 17 and 19 is related to Central Research Question no. 2 and question no. 1, 2, 4, 5, 6, 9, 13, 16, 21, 22 and 23 is related to Central Research Question no. 3. The research questions were designed to determine if several preexisting variables correlate with the seating arrangement or not.

3.6. Data Collection Procedure

The data were collected from both the students and teachers of the government and non - government secondary schools of Dhaka city since the field of research are in the context of Bangladesh.

For the collection of the data, the researcher had to contact with the three government and three non – government secondary schools which were all Bengali medium schools. Then, after submitting the application for conducting the surveys, interviews and telling the purpose of research, the researcher was permitted to take surveys among the students and interview among the teachers. The school authorities and the teachers selected the random 20 students from class 9 for participating in answering the students' survey questionnaire. However, they allowed a lesser amount of time for conducting the surveys among the students, but as the questions were on easy format, the students answered most of the questions completely within the limited time. For the ease of the students, the researcher and the subject teacher explained the steps to answer the questions in Bengali before the students attempted to answer them. Besides, the researcher was there to help the students for providing assistance in case they faced any problem in understanding or answering the questions.

Since, many of the schools were in the morning shift and many were in the day shift, the researcher was given time between these two shifts before the start of a class or after the end of a class to conduct the surveys and interviews. It has been observed that the students were interested and helpful to assist the researcher in completing all the survey

questions. On the other hand, the teachers also gave much time for answering the interview questions, however, it was seen that the non – government school teachers gave more time than the government school teachers. Besides, they also helped the researcher by providing additional information on the questions asked during the interviews.

3.7. Data Analysis Procedure

For the analysis of the data for the research study, both qualitative and quantitative research methods have been employed. All the survey questions and interview questions linked to the central research questions were analyzed in details both individually and through tables to find out the average opinions of the students and the individual responses of the teachers.

After the collection of the data, all of the survey papers of the students and recorded interviews of the teachers were evaluated. Every individual question of the teachers' interview was checked several times and analyzed in details to represent the qualitative result. On the other hand, tables were used to compare the responses of both the students and the teachers separately to represent the quantitative result.

3.8. Obstacles Encountered

Few obstacles were encountered in the non – government secondary schools because the researcher had acquaintance who helped to contact with the school authorities and the teachers. On the other hand, the researcher was not acquainted with the school authorities and the teachers of the government secondary schools which led to the problem of getting

the permission easily to conduct interviews and surveys among the teachers and the students. Moreover, initially, the government secondary schools were not much eager to let the researcher take the survey of the students or the interviews of the teachers. In some schools, the researcher had to even wait for a few hours to conduct the research. Moreover, one non – government school did not permit to take photo of their classroom seating arrangement.

CHAPTER 4 – FINDINGS AND DISCUSSION

4.0. Introduction

The purpose and design of this chapter is to develop and analyze the research data that was collected from both the teachers' interviews and the students' surveys of the government and non – government secondary schools to determine the effect of seating arrangement on students' learning.

4.1. Results of Students' Surveys in Schools

Table 1: Average percentage of results on basis of students' answers for survey

Question No. 1

Which do you consider as the most important for your seating arrangement in the classroom? You can choose more than one option.

Response of Students	Option a: The size of the writing surface	Option b: Space between desks	Option c: Distance from the teacher	Option d: Space for keeping books, copies etc.
School 1	60%	55%	60%	65%
School 2	60%	40%	50%	30%
School 3	40%	55%	20%	75%
School 4	30%	30%	15%	100%
School 5	30%	20%	45%	55%
School 6	65%	10%	40%	75%

In this first question, the students were allowed to choose more than one correct option, so their opinions were divided among the four options which was individually measured and averaged. From the overall students' opinions it was seen that 47.5% of the students considered the size of the writing surface an important factor, 35% of the students considered the space between desks as an important factor, 38.3% of the students considered the distance from the teacher an important factor and 66.6% students consider the space for keeping books, copies as an important factor.

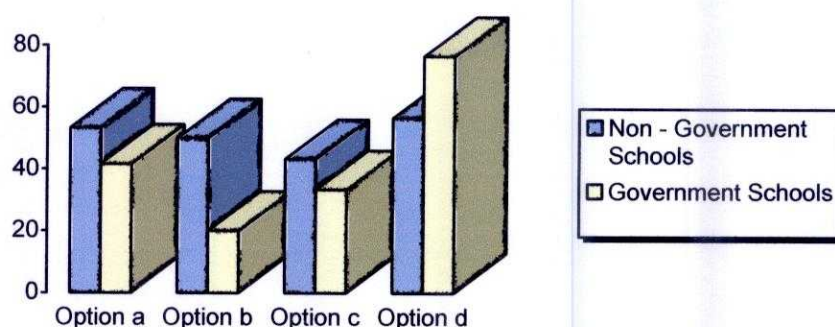


Figure 4.1: Factors considered important for the Seating Arrangement.

From the comparison between the students of non – government and government schools, it is found that 53.3% non – government and 41.6% government school students considered the size of the writing surface, 50% non – government and 20% government school students considered the space between desks, 43.3% non – government and 33.3% government schools students considered the distance from the teacher and 56.6% non – government and 76.6% government school students considered the space for keeping books, copies as the important factors of the seating arrangement.

Table 2: Average percentage of results on basis of students' answers for survey**Question No. 2**

Can you see your teacher and the blackboard clearly from your seat?

Response of Students	Option a: Often	Option b: Sometimes	Option c: Seldom	Option d: Never
School 1	95%	5%	0%	0%
School 2	100%	0%	0%	0%
School 3	80%	20%	0%	0%
School 4	75%	15%	10%	0%
School 5	85%	15%	0%	0%
School 6	90%	10%	0%	0%

Overall, 87.5% of the students said that they often see the teacher and the blackboard clearly from their seats, while 10.8% students said that they sometimes see the blackboard. On the other hand, 10% students said that they seldom see the blackboard and no one said that they never see the blackboard.

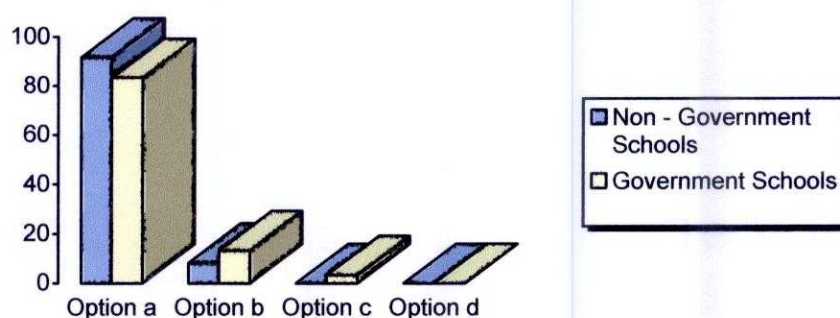


Figure 4.2: Visibility of the Blackboard in Classroom.

From the comparison between the students of non – government and government schools, it is found that 91.6% non – government and 83.3% government school students could often see the teacher and the blackboard clearly from their seats, 8.3% non – government and 13.3% government school students could sometimes see the blackboard, 0% non – government and 3.3% government schools students could seldom see the blackboard. However, 0% students from both the schools said that they never see the blackboard from their seats.

Table 3: Average percentage of results on basis of students' answers for survey Question No. 3

Do you have enough lights, fans and ventilation in your classroom?

Response of Students	Option a: Yes	Option b: No
School 1	100%	0%
School 2	100%	0%
School 3	100%	0%
School 4	95%	5%
School 5	40%	60%
School 6	60%	40%

On the whole, 82.5% students answered that there was enough lighting and ventilation in their classroom and 17.5% students said that there was not enough ventilation in their classroom.

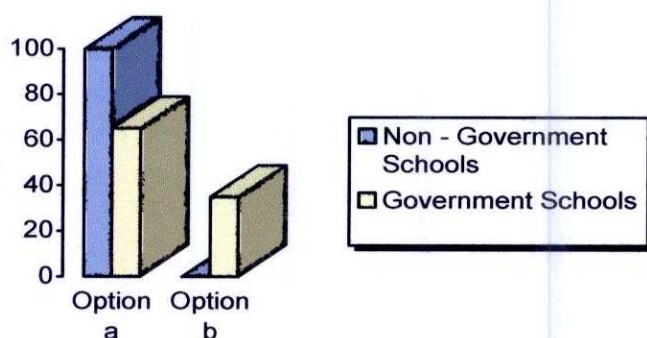


Figure 4.3: Lighting and Ventilation in Classroom.

From the comparison between the students of non – government and government schools, it is found that 100% non - government school students said that there was proper lighting and ventilation in their classrooms, compared to 65% government school students who agreed. However, 35% government school students commented negatively about the lighting and ventilation in contrast to 0% non - government school students.

Table 4: Average percentage of results on basis of students' answers for survey

Question No. 4

Do you get distracted by the noise from the students in your side and back seats and miss the teacher's instruction or lecture from your seat during the class?

Response of Students	Option a: Often	Option b: Sometimes	Option c: Seldom	Option d: Never
School 1	10%	50%	45%	0%
School 2	5%	55%	40%	0%
School 3	10%	70%	15%	5%

School 4	40%	55%	5%	0%
School 5	15%	85%	0%	0%
School 6	50%	50%	0%	0%

In this question, overall, 21.6% students answered that they are often distracted, 60.8% said that they are sometimes distracted, 17.5% said that they are seldom distracted and 0.8% said there are never distracted by the noise from the students in the side and back seats which is the reason why they miss the teacher's instruction or lecture from their seats during the class.

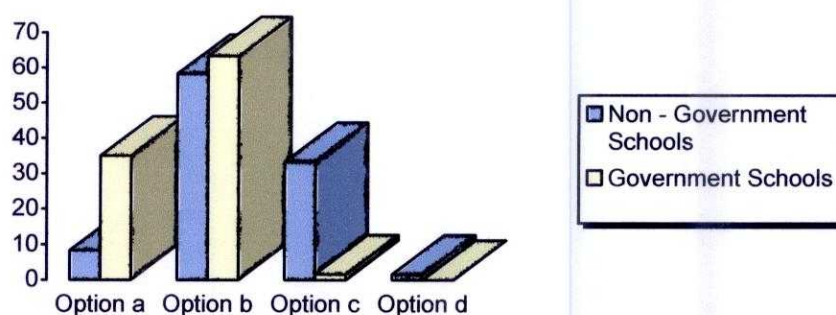


Figure 4.4: Distraction by Noise from Students in the Side and Back Seat.

From the comparison between the students of non – government and government schools, it is found that, 58.3% non – government and 63.3% government school students are sometimes distracted, 8.3% non – government and 35% government school students are often distracted, 33.3% non - government and 1.6% government school students are seldom distracted and 1.6% non - government and 0% government school students are never distracted by the noise from the side and back seats.

Table 5: Average percentage of results on basis of students' answers for survey**Question No. 5**

Do you get distracted by the noise from the fans in your classroom and miss the teacher's instruction or lecture from your seat during the class?

Response of Students	Option a: Often	Option b: Sometimes	Option c: Seldom	Option d: Never
School 1	0%	0%	5%	95%
School 2	0%	10%	0%	90%
School 3	0%	0%	5%	95%
School 4	5%	30%	5%	60%
School 5	0%	5%	10%	85%
School 6	0%	0%	0%	100%

In this question, 87.5% of the students answered that they never get distracted by the noise from the fans in the classroom, 4.1% said they seldom distracted, 7.5% said they are sometimes distracted, while 0.8% answered that they are never distracted by this noise.

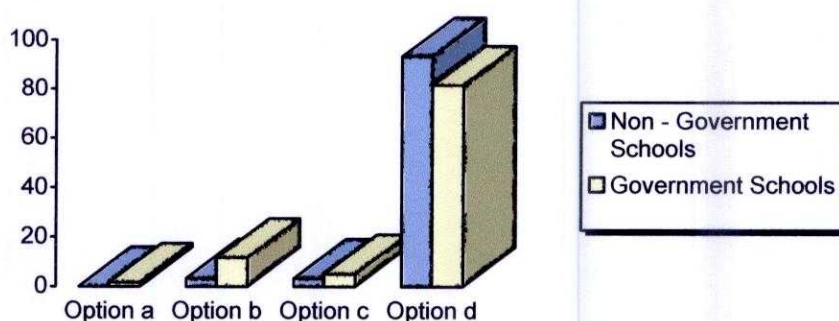


Figure 4.5: Distraction by Noise from the Fans.

From the comparison between the students of non – government and government schools, it is found that, 93.3% non – government and 81.6% government school students are never distracted, 3.3% non – government and 11.6% government school students are sometimes distracted, 3.3% non - government and 5% government school students are seldom distracted and 0% non - government and 1.6% government school students are often distracted by the noise from the fans to miss the teacher's lecture from their seats.

Table 6: Average percentage of results on basis of students' answers for survey

Question No. 6

Can you pay attention or listen to the teacher from your seat?

Response of Students	Option a: Often	Option b: Sometimes	Option c: Seldom	Option d: Never
School 1	75%	25%	0%	0%
School 2	95%	5%	0%	0%
School 3	90%	10%	0%	0%
School 4	85%	10%	5%	0%
School 5	65%	35%	0%	0%
School 6	85%	15%	0%	0%

In this question, 82.5% students said that they often pay attention to the teacher from their seats, while 16.6% said that they sometimes pay attention, 0.8% said they seldom pay attention and 0% said that they never pay attention or listen to the teacher. Major

results of this research shows that there are less significant differences in paying attention or listening to the teacher as related to their classroom seating arrangements.

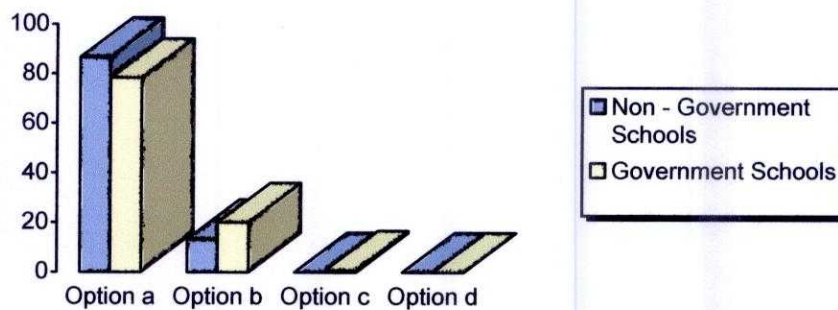


Figure 4.6: Paying Attention to the Teacher from the Seat.

From the comparison between the students of non – government and government schools, it is found that, 86.6% non – government and 78.3% government school students could often pay attention, 13.3% non – government and 20% government school students could sometimes pay attention, 0% non - government and 0.8% government school students could seldom pay attention to the teacher from their seats. However, 0% students from both non - government and government schools said they could never pay attention to the teacher from their seats.

Table 7: Average percentage of results on basis of students' answers for survey

Question No. 7

Do you feel comfortable working in pairs or groups with other students from your seat?

Response of Students	Option a: Yes	Option b: No
School 1	100%	0%
School 2	100%	0%
School 3	85%	15%
School 4	100%	0%
School 5	85%	15%
School 6	95%	5%

In this question, overall 94.1% of the students said that they feel comfortable working in pairs and groups with other students from their seats while only 5% said that they do not feel comfortable working in pairs or groups.

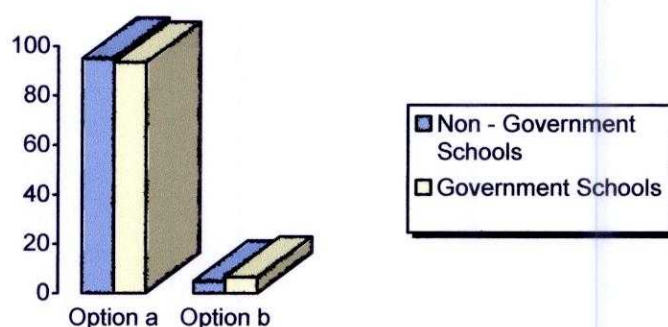


Figure 4.7: Working in Pairs and Groups with other Students.

From the comparison between the students of non – government and government schools, it is found that, 95% non – government and 93.3% government school students feel comfortable working in pairs and groups with other students. Only, 5% non –

government and 6.6% government school students said they do not feel comfortable working in pairs and groups.

Table 8: Average percentage of results on basis of students' answers for survey Question No. 8

Can you concentrate on your individual work (class work and class test) from your seat?

Response of Students	Option a: Yes	Option b: No
School 1	95%	5%
School 2	95%	5%
School 3	100%	0%
School 4	95%	5%
School 5	85%	15%
School 6	85%	15%

In this question, 92.5% of the students said that they can concentrate on their individual work, while 7.5% said that they cannot concentrate on their individual works from their seats.

From the comparison between the students of non – government and government schools, it is found that, 96.6% non – government and 88.3% government school students can concentrate on individual work from their seats.

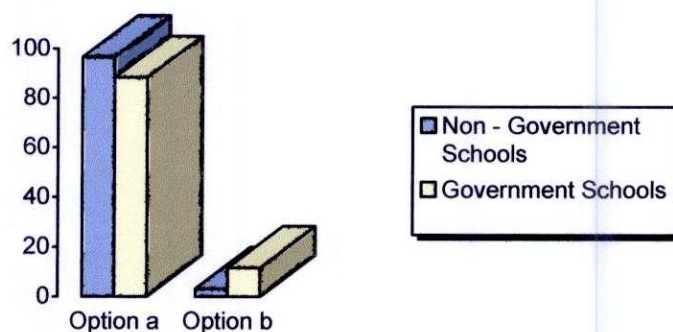


Figure 4.8: Concentration on Individual Work from the Seat.

Only 3.3% non – government and 11.6% government school students said they cannot concentrate on individual work from their seats.

Table 9: Average percentage of results on basis of students' answers for survey Question No. 9

When you are at the backseat, can you follow the teacher's direction or lecture?

Response of Students	Option a: Often	Option b: Sometimes	Option c: Seldom	Option d: Never
School 1	35%	60%	5%	0%
School 2	50%	50%	0%	0%
School 3	35%	45%	20%	0%
School 4	30%	20%	10%	40%
School 5	0%	55%	25%	20%
School 6	30%	50%	0%	20%

In this question, 46.6% students answered that they can sometimes follow the teacher's lecture when they are at the backseat, while 30% said that they often follow, 13.3% said they never follow and 10% said that they seldom follow the teacher's instructions when they are sitting at the back.

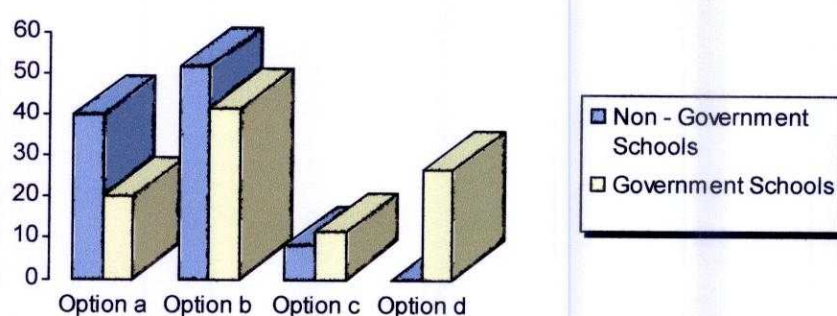


Figure 4.9: Following Teacher's Direction from the Back Seat.

From the comparison between the students of non – government and government schools, it is found that, 51.6% non – government and 41.6% government school students sometimes follow, 40% non – government and 20% government school students often follow, 8.3% non - government and 11.6% government school students seldom follow and 0% non - government and 26.6% government school students never follow the teacher's lecture when they are at the back seats.

Table 10: Average percentage of results on basis of students' answers for survey

Question No. 10

Do you enjoy the pair work or group work seating more than individual seating in the class?

Response of Students	Option a: Yes	Option b: No
School 1	90%	10%
School 2	75%	25%
School 3	80%	20%
School 4	95%	5%
School 5	100%	0%
School 6	80%	20%

In this question, 86.6% students said that they enjoy pair or group work setting more than individual seating, while 13.3% answered that they do not enjoy the pair or group seating more than the individual seating.

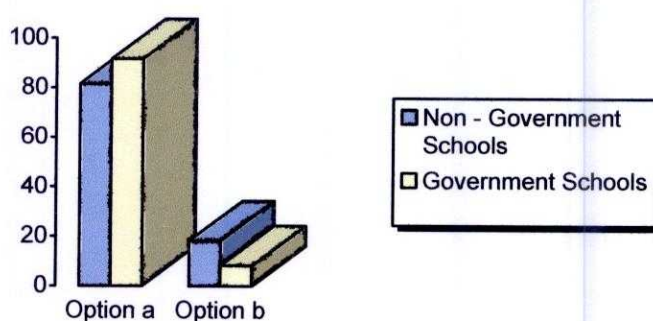


Figure 4.10: Preference for Pair – Group Work or Individual Seating.

From the comparison between the students of non – government and government schools, it is found that, 81.6% non – government and 91.6% government school students said they enjoy working in pairs and groups. However, only 18.3% non – government and

8.3% government school students said that they enjoy working individually more than pairs or groups with others.

Table 11: Average percentage of results on basis of students' answers for survey

Question No. 11

Can you move comfortably between seats while you are preparing for pair work and group work?

Response of Students	Option a: Yes	Option b: No
School 1	75%	25%
School 2	85%	15%
School 3	25%	75%
School 4	45%	55%
School 5	65%	35%
School 6	50%	50%

In this question, overall 57.5% students answered that they can move comfortably between seats while they are preparing to rearrange for group and pair works, while 42.5% said that they cannot move comfortably between the seats when they are preparing for group and pair works.

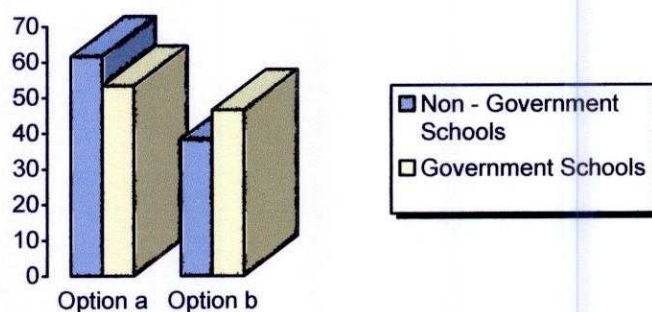


Figure 4.11: Comfortable Movement of Students during Pair and Group Works.

From the comparison between the students of non – government and government schools, it is found that, 61.6% non – government and 38.3% government school students said they could move comfortably between seats while preparing for pair or group works. However, in contrast 38.3% non – government and 46.6% government school students said they cannot move comfortably while preparing for pair or group works.

Table 12: Average percentage of results on basis of students' answers for survey

Question No. 12

Does your teacher make seating arrangements for pair or group works?

Response of Students	Option a: Often	Option b: Sometimes	Option c: Seldom	Option d: Never
School 1	50%	40%	10%	0%
School 2	55%	40%	5%	0%
School 3	35%	45%	15%	5%
School 4	50%	35%	15%	0%

School 5	50%	45%	5%	0%
School 6	25%	55%	20%	0%

In this question, overall 44.1% students said that their teacher often makes seating arrangements for pair and group works, on the other hand, 43.3% answered sometimes, while 11.6% answered that their teachers seldom make seating arrangements and 0.8% said their teacher never rearrange seats for pair and group works.

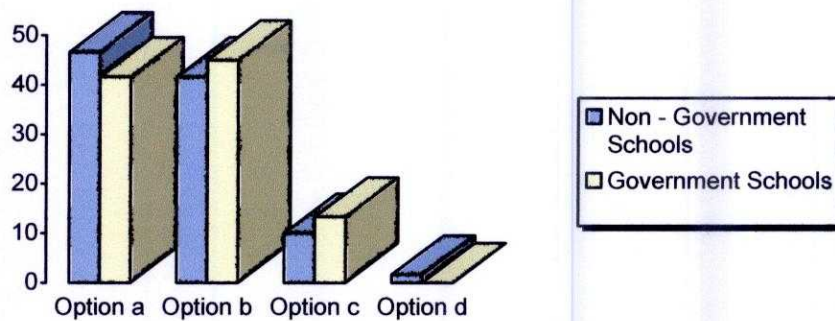


Figure 4.12: Arrangement of Seating for Pair and Group Works by the Teacher.

From the comparison between the students of non – government and government schools, it is found that, 46.6% non – government and 41.6% government school students said the teacher often, 41.6% non – government and 45% government school students said the teacher sometimes, 10% non - government and 13.3% government school students said the teacher seldom and 1.6% non - government and 0% government school students said the teacher never makes seating arrangement for pair and group works in class.

Table 13: Average percentage of results on basis of students' answers for survey**Question No. 13**

Do you think that you can learn and participate better in pair and group works?

Response of Students	Option a: Yes	Option b: No
School 1	95%	5%
School 2	95%	5%
School 3	85%	15%
School 4	100%	0%
School 5	100%	0%
School 6	100%	0%

In this question, 95.8% students answered that they learn and participate better in pair and group works, while 4.1% students answered that they do not participate better in pair and group works.

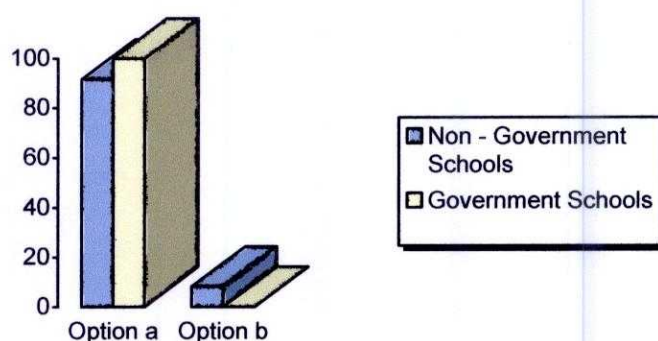


Figure 4.13: Better Learning and Participation in Pair and Group Works.

From the comparison between the students of non – government and government schools, it is found that, 91.6% non – government and 100% government school students think, they learn and participate better in pair and group works. Only 8.3% non – government school students think they do not learn better in pair and group works in class.

Table 14: Average percentage of results on basis of students' answers for survey

Question No. 14

Do you like the row seating arrangement of your classroom?

Response of Students	Option a: Yes	Option b: No
School 1	75%	25%
School 2	80%	20%
School 3	65%	35%
School 4	95%	5%
School 5	80%	20%
School 6	100%	0%

In this question, 82.5% of the students answered that they like the traditional seating arrangement of rows in their classrooms; while 17.5% answered that they do not.

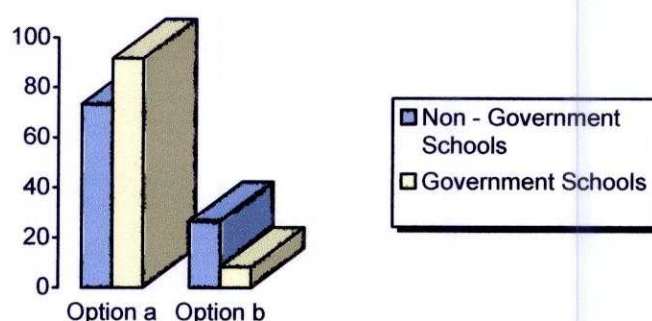


Figure 4.14: Preference for Row Seating Arrangement by Students.

From the comparison between the students of non – government and government schools, it is found that, 73.3% non – government and 91.6% government school students answered that they like the row seating arrangement in their class, while 26.6% non – government and 8.3% government school students said that they do not.

Table 15: Average percentage of results on basis of students' answers for survey

Question No. 15

Choose the seating arrangement from the following picture you like most?

Response of Students	Option a: Row Seating Arrangement	Option b: Semi – Circular Seating Arrangement	Option c: Modular Seating Arrangement
School 1	0%	65%	40%
School 2	55%	45%	15%
School 3	35%	50%	30%
School 4	25%	30%	65%

School 5	35%	20%	45%
School 6	60%	25%	15%

In this question, the students were allowed to choose more than one correct option, so their opinions were divided among the three options which was individually measured and averaged. It was seen that 39.1% of the students liked the semi – circular seating arrangement and 35% students liked the modular seating arrangement and 35% chose the option of the row seating arrangement.

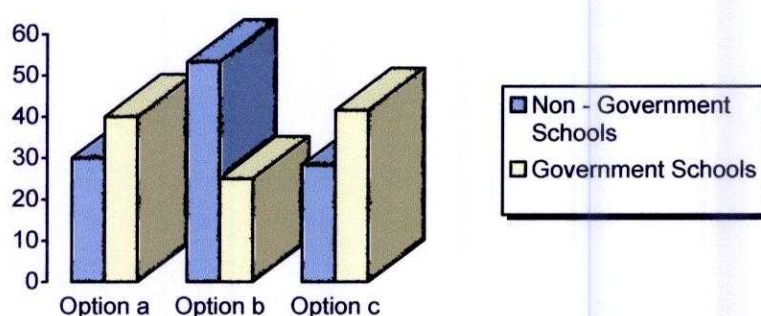


Figure 4.15: Preference of Choices among the Three Seating Arrangements.

From the comparison between the students of non – government and government schools, it is found that, 53.3% non – government and 25% government school students liked the semi – circular seating arrangement, 30% non – government and 40% government school students liked the modular seating arrangement and 28.3% non - government and 41.6% government school students liked the row seating arrangement to be used in their classrooms.

4.2. Results of Teachers' Interviews in Schools

Table 1: Responses of the teachers on basis of the teachers' interview questions.

Question No. 1

Is seating arrangement a factor that is usually under the teacher's control or should the students be allowed to choose their own seats in the classroom?

Teacher 1 (School 1)	Seating arrangement is a factor under the teacher's control so the chairs need to be fixed according to both the teacher's and the students' interest. There are some students who are smaller, so if they are allowed to choose their own seats, they prefer to hide at the back seat. So, the teachers need to fix the seats according to the students' height, size and interest.
Teacher 2 (School 1)	The seating arrangement is totally under the teacher's control and the students are not allowed to choose their own seats. They can change the seat if they take the permission of the teacher present in the class.
Teacher 3 (School 2)	The seating arrangement is under the teacher's control because the class teacher decides on it. There are large desks in some class and individual seats in some class, so during group or pair work, the teacher decides on it.
Teacher 4 (School 2)	It is under the teacher's control, the arrangements in our school are done by desks. Seats are assigned according to the seating chart.
Teacher 5 (School 3)	It is under the teacher's control and sometimes, the teacher may need to change the seat for the betterment of the class, sometimes to clear up the situation. Seats need to be assigned in a way so that the weaker student may come forward and the good student may change seat for the need of the weaker student. Usually, we do not change our seats, but we can change the seats according to our needs for the arrangement of students in pairs or group of 4 – 6. This can be possible in classes where

	there are individual seats, but we cannot change seats in classes where there are large desks.
Teacher 6 (School 3)	Yes, the seating arrangement is under the teacher's control and the teacher needs to rearrange the seats for group and pair works.
Teacher 7 (School 4)	Yes, I think that seating arrangement is a factor that is under the teacher's control.
Teacher 8 (School 4)	Yes, seating arrangement is a factor that is usually under the teacher's control.
Teacher 9 (School 5)	Yes, the seating arrangement is a factor that is usually under the teacher's control.
Teacher 10 (School 5)	Yes, I think that the seating arrangement is a factor under the control of the teacher.
Teacher 11 (School 6)	In our institution, students are allowed to choose their own seats in the classroom, but personally I prefer fixing their seats, because there is always competition for the special seats (i.e. seats in the front benches).
Teacher 12 (School 6)	Classroom seating arrangement should be done by the teacher because there are students of different types and sizes, so if the good and bad students can be mixed, then students will be benefited through the seating arrangement.

The teachers from the non – government school said that, seats should be fixed according to the height, size and interest of the students as there are both large desks and individual seats in different classes. The seats also need to be assigned in a way so that the weaker student may come forward and the good student may change seat for the need of the weaker student. The teachers said that grouping is easy in classes where there are individual seats, so in that case, the teacher makes a group of 12 students by taking 4 students from 3 rows, however, the time is constraint because for arranging the classroom

seating, almost 1 hour is needed. A teacher from the non – government school said that there is a seating chart in the classroom where seats are assigned by numbers for the students, so this asserts the control of the teacher over the seating arrangement of the classroom. If the other teachers find that any student have changed his/her seat, then they could easily rearrange that student's seat as assigned by the seating chart. However, in most cases students arrange their seating for their English classes before the teacher enters the class, because they are disciplined, obedient and knows which day the teacher will do group works and which day the teacher will do pair works.

The government school teachers also agreed and said that the seating should be solely organized by the teachers and the students should not be given any chance of changing their seats without the permission of the subject teacher or the class teacher. A teacher from the government school suggested that, the teacher cannot always maintain 80-90 students in a class, so if there is a mixture of different types of students in a group seating, then the good students could help others who are less intelligent and this grouping could work better and students will be benefited from that seating arrangement. She advised that, the teacher should arrange and change the seating at times according to the situation, but students' needs should also be given priority. She also pointed out that, the good students will always try to sit together and the ill-disciplined students will always try to sit together which will create chaos. Moreover, tall students might try to seat in front and short students might fall in the back which could have negative impact in their learning. Besides, if students are given the opportunity to choose their seats, then they will fight for getting good seats, evaluate their own needs and choose seats that will help them to sit

close among their friends. While, others tend to choose sits that are close to the board location and has less distractions in order to perform with their best abilities. In general, choosing the seats are under the control of the teachers in the government and non – government schools.

Table 2: Responses of the teachers on basis of the teachers' interview questions.

Question No. 2

What type of classroom seating arrangement do you prefer for your students?

Response of Teachers	Option a: Individual seats with attached writing surface	Option b: Large desks for 5 – 7 students in a row seating pattern
Teacher 1 (School 1)	Individual seats because for group or pair works, students have to change their seats quickly. Even though we have individual seats, I would suggest movable seats.	Not large desks.
Teacher 2 (School 1)	Individual desks as we have in our school, because it is a very good seating arrangement.	Not large desks, because seating in large desk creates more chaos.
Teacher 3 (School 2)	Individual seats with attached writing surface because all the students are visible to the teacher.	Not large desks.
Teacher 4 (School 2)	I prefer individual seats. We have one bench forward system, so everyone can sit in the front, middle and back which keeps them interested.	Not large desks, because it creates chaos.
Teacher 5 (School 3)	I prefer individual seats because	Not large desks.

	they are more flexible.	
Teacher 6 (School 3)	I prefer individual seats but we have large desks.	Not large desks because they are difficult to rearrange.
Teacher 7 (School 4)	I will prefer individual seats or chairs.	Not large desks.
Teacher 8 (School 4)	I prefer individual seats.	Not large desks.
Teacher 9 (School 5)	I prefer individual seats which are easily movable.	Not large desks.
Teacher 10 (School 5)	I prefer individual seats because they can be easily rearranged.	Not large desks.
Teacher 11 (School 6)	I do not prefer individual seats.	I prefer large desks with 5 – 7 students in a row.
Teacher 12 (School 6)	I do not prefer individual seats.	I prefer large desks with 5 – 7 students in a row.

The teachers from the non – government school said that time has changed, so individual seats should be arranged in classrooms instead of large desks, because in this seating all the students are visible to the teacher. Since large desks make it difficult to rearrange the seats in the classroom, the individual seats are better because they could be rearranged easily which is necessary for group and pair works. Also, with one bench forward system, students can sit in the front, middle and back which keeps them interested.

Most of the government school teachers all agree on the use of the individual desks in classrooms instead of large desks. However, a few teachers from the government school said that since they do not have much room and the students are large in number, the school cannot provide single seats and since the number of teachers is less compared to the number of students, so large desks are better. Maybe, the arrangement of seating can

be different, but it would be better to decrease the number of students and increase the number of the teachers and sections of classes, otherwise nothing will work, because it is not possible for a teacher to single – handedly manage the large number of students in a classroom.

Table 3: Responses of the teachers on basis of the teachers' interview questions.

Question No. 3

Among these three types of classroom seating, which one do you think creates a more productive learning environment and facilitates easy rearrangement, discussion and grouping for different lessons?

Teacher 1 (School 1)	Individual seats create a more productive learning environment.
Teacher 2 (School 1)	Individual seats create a more productive learning environment because in case of group discussions, students can arrange individual seats to sit in groups.
Teacher 3 (School 2)	Individual seats create a more productive learning environment because the teacher can move around the class and monitor the students. There is also space between and in side of the individual desks.
Teacher 4 (School 2)	Individual seats create a more productive learning environment because the teacher can teach the students from standing in the front and also monitor and move around between the desks when the students are doing group works.
Teacher 5 (School 3)	Individual seats create a more productive learning environment because they give more flexibility than the large desks.
Teacher 6 (School 3)	Individual seats give more flexibility than large desks in terms of rearranging seats in the classroom.
Teacher 7 (School 4)	Individual seats create a more productive learning environment

	than large desks because they are easily movable.
Teacher 8 (School 4)	Individual seats create a more productive learning environment because they are movable, whereas, large desks create noise and are not possible to move.
Teacher 9 (School 5)	Individual seats create a more productive learning environment because they can prevent the chaos that is usually created when moving large desks.
Teacher 10 (School 5)	Individual seats create a more productive learning environment because they can be easily rearranged which is not possible for large desks.
Teacher 11 (School 6)	I think large desks will help the teachers to take effective classes and it will also help the students to participate in a productive learning environment.
Teacher 12 (School 6)	Large desks will create a productive learning environment.

The non – government school teachers said that, individual seats are more flexible as they can facilitate group and pair works. With individual seating, the teacher can teach the students from the front and also move around and monitor the class when the students are doing group works. Besides, there is also space between and side of the rows so students can easily arrange their individual seats without much chaos during group works.

Having the same opinion; the government school teacher adds that since there are large desks in most government schools, a productive learning environment cannot be created for students, so they prefer using individual desks instead of large desks in government schools. However in contrast, few teachers from the government school said that, discussions if the students sit in individual seats they become inactive and do not take part in classroom discussion. In the present pattern, it is a bit difficult to use large desks

in the classroom which are not favorable, but if the desks are large enough for 5 – 7 students, it will help the teaching – learning situation. They claimed that students can move comfortably when they want to even though the schools follows seating arrangement in rows with large desks instead of individual seats.

Table 4: Responses of the teachers on basis of the teachers' interview questions.

Question No. 4

Which one do you consider is important for creating an effective seating arrangement in your classroom? You can choose more than one correct answer.

Response of Teachers	Option a: The teacher can see all the students from the front of the classroom	Option b: The students can see the teacher and the blackboard clearly	Option c: There is enough space to walk for both the teacher and the students	Option d: Seats can be moved and arranged in any way for individual task, group works, whole class discussion etc.
Teacher 1 (School 1)	Is important.	Is important.	Is important.	Is important.
Teacher 2 (School 1)	Is important.	Is important.	Is important.	Is important.
Teacher 3 (School 2)	Is important.	X	Is important.	Is important.
Teacher 4 (School 2)	Is important.	X	X	Is important.
Teacher 5	Is important.	Is important.	Is important.	Is important.

(School 3)				
Teacher 6 (School 3)	Is important.	Is important.	Is important.	Is important.
Teacher 7 (School 4)	Is important.	X	X	X
Teacher 8 (School 4)	Is important.	X	Is important.	Is important.
Teacher 9 (School 5)	X	X	X	Is important.
Teacher 10 (School 5)	X	X	X	Is important.
Teacher 11 (School 6)	Is important.	Is important.	Is important.	Is important.
Teacher 12 (School 6)	Is important.	X	X	X

The teachers from the non – government school said that, all the factors are important for creating an effective seating arrangement in the classroom. They added that, both the teacher and the students should have clear eye contact in the classroom, so that the teacher can see all the students and the students can also see the teacher and the blackboard clearly.

Similarly, the teachers from the government school said that, all the factors are important for creating an effective seating arrangement in the classroom. If there is enough space to walk between desks, the teacher can walk, teach and monitor the students at the same time which are effective for their learning. They advised that, if the seating arrangement is improved in the classrooms of our country, then it will be more effective and comfortable for both the teachers and the students. They suggested that, the student percentage should be decreased, then the classrooms will be spacious and the seating arrangement will be wonderful. One teacher exemplified that, instead of making three side by side rows with large desks, the arrangement should be L – Shaped so that the teacher can move around and monitor the class. In this way, the students will also be able to see the blackboard clearly and the teacher will be able to move and teach as there will be space in the middle of the classroom.

Table 5: Responses of the teachers on basis of the teachers' interview questions.

Question No. 5

What teaching method/style do you follow for your classroom?

Response of Teachers	Option a: Seminar or discussion teaching style	Option b: Lecture or presentation teaching style
Teacher 1 (School 1)	Not seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 2 (School 1)	Seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 3 (School 2)	Seminar or discussion teaching style.	Lecture or presentation teaching style.

Teacher 4 (School 2)	Seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 5 (School 3)	Not seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 6 (School 3)	Seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 7 (School 4)	Not seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 8 (School 4)	Seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 9 (School 5)	Not seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 10 (School 5)	Not seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 11 (School 6)	Seminar or discussion teaching style.	Lecture or presentation teaching style.
Teacher 12 (School 6)	Seminar or discussion teaching style.	Lecture or presentation teaching style.

The teachers from the non – governmental school said that, both teaching methods are important because according to the modern teaching method, the School Based Assessment System (SBA) which emphasizes on the student – centered teaching, where the teacher should talk less and give more importance to students and let them talk more. Moreover, the teacher should take more feedback from the students. By using the lecture and discussion style, the teachers can motivate the students through elicitation and check their readings by asking them. So, the Grammar Translation Method and sometimes the Communicative Language Teaching method are used for classroom teaching. Besides,

some teachers also follow another technique to make the class silent by calling the students which makes them alert when they hear that their roll numbers are being called.

The teachers from the government school said that, they teach in the Participatory Method according to the instruction of the National Curriculum and Text Board (NCTB) which is similar to the seminar or discussion teaching style, where the teacher encourages the students to participate by asking questions and elicit information from them through discussions etc. They mix both the teaching styles - usually they use the seminar or discussion style, but sometimes they also use the lecture or presentation style.

Table 6: Responses of the teachers on basis of the teachers' interview questions.

Question No. 6

Does the classroom seating arrangement facilitates your preferred style of teaching, instructions and meet your teaching needs?

Teacher 1 (School 1)	Yes, the lecture or presentation teaching style is effective and communicative as students feel comfortable in their work, feels free to ask questions and give opinions. They get their answers and are satisfied, but whether they are satisfied or not with the teacher's answers are also considerable and I think it influences them much.
Teacher 2 (School 1)	Yes, I think so because we have enough time to give the lecture, ask the students questions and see whether they have understood it and whether our teaching is effective or not.
Teacher 3 (School 2)	Yes, they do, because I can secure the individual attention of the students, get their responses, evaluate their C.W. and H.W copies and also manage the class.

Teacher 4 (School 2)	Yes, in both teaching styles, I use soft words and easy English and avoid strong words to create interest among the students. During group works, I adapt the stories in my own words apart from the direct text given in the book which encourages their creativity and increases their participation.
Teacher 5 (School 3)	Yes, since I follow the discussion style I usually rearrange seats for group and pair works, I think our seating arrangement is actually better than other schools.
Teacher 6 (School 3)	Yes, I try to communicate with the students in the lecture and presentation style and the students also try to answer in English. During dialogues, I tell the students to come forward and act out in groups. Sometimes I rearrange their seats to do pair works where the students ask his/her partner a question, take out the answer and then write a paragraph on basis of it. This is how seating arrangement facilitates my classroom teaching.
Teacher 7 (School 4)	No, the classroom seating arrangement in our school does not facilitate my style of teaching.
Teacher 8 (School 4)	Yes, the classroom seating arrangement does facilitate my style of teaching but not fully.
Teacher 9 (School 5)	Yes, the classroom seating arrangement facilitates my preferred style of teaching.
Teacher 10 (School 5)	Yes, the classroom seating arrangement does facilitate my preferred style of teaching in the classroom.
Teacher 11 (School 6)	Actually, it does not help me always, there are different problems with the seating and we need to manage them.
Teacher 12 (School 6)	Since the student percentage is more, so it does not work for me or my teaching style.

The teachers from the non – government school said that, the lecture or presentation teaching style is effective and communicative as students feel comfortable in their work,

feels free to ask questions and give opinions. In contrast, in the seminar or discussion style, sometimes students do not understand what the teacher is speaking. It is because they do not understand every word that the teacher is saying in English, but this problem could be solved if the number of the students is less around 20 – 30 in each class. They suggested that the teacher should use soft words and easy English and avoid strong words to create interest and communicate with the students. Moreover, in group works, the teacher should use the discussion style and conduct dialogue topics effectively by resizing the 45 minutes' plan as given in the book to a 35 minutes plan for managing efficient group activities. If the teacher can rearrange seats in the classroom according to the teaching style, then the teaching will be more fruitful.

In contrast, the government school teachers said that, the seating arrangement in their schools do not facilitate their style of teaching, so they see if the students understand their lectures and feel free to ask questions or give opinions in the class or not. They added that, seating arrangement is an important factor because the environment of classroom teaching and students' attention actually facilitate different seating arrangements. So, it should be considered if the students are attentive and are participating or not.

Table 7: Responses of the teachers on basis of the teachers' interview questions.

Question No. 7

Does the seating arrangement in your classroom facilitate group work, participation and interaction among the students?

Teacher 1 (School 1)	Yes, students participate in group works, but not in large group discussions because it creates chaos.
Teacher 2 (School 1)	Yes, because the most important part of the School Based Assessment System (SBA) is increasing students' participation through group and pair works. So, I make pair works, group works and chain drills in my class.
Teacher 3 (School 2)	Yes, because in the School Based Assessment System (SBA), there are 30 marks for group work and pair work. So, in case of group work, students makes a group of 8 in two benches and then turn around their benches to sit face to face for group discussions. In case of pair work, they do not move but sit in pair with the student next to them. In order to avoid wasting time and creating chaos, I do not make any major changes for arranging seats for group and pair works.
Teacher 4 (School 2)	Yes, it does, usually, I follow the jigsaw system and pick students by number and then put them to groups according to their numbers. In this way, all types of students can come in one group.
Teacher 5 (School 3)	Yes, the seating arrangement in my classroom does facilitate group work, participation and interaction among the students. In fact, students really enjoy group works, because not all the students have to participate as the group leader or some members give the answers. However, to avoid this problem, we usually mingle both the good and the bad students so that everyone participates in group activities.
Teacher 6 (School 3)	Yes, the seating arrangement in my classroom facilitates group work, participation and interaction among the students and the students enjoys them very much.
Teacher 7 (School 4)	The classroom seating arrangement of my classroom only facilitate group work but not pair work. As the students prefer group works, I turn 2 large desks and make the students sit face

	to face for group works and sometimes pair works.
Teacher 8 (School 4)	The seating arrangement in my classroom is not suitable for doing group or pair works, but we can. As we have large benches in high school, we turn them and make students sit face to face for group works, but this large desk system is not good.
Teacher 9 (School 5)	No, the seating arrangement of my classroom not always facilitates group work and participation from the students.
Teacher 10 (School 5)	Yes, I think that the seating arrangement of my classroom allows group and pair works, but they are not that effective because of the immovable large desks we have.
Teacher 11 (School 6)	The present seating arrangement somehow does not help us, but sometimes we try to make groups and move our students.
Teacher 12 (School 6)	Yes, we can do group work by moving around two desks and making students sit face to face, but less pair work is done.

The teachers from the non – government school said that the seating arrangement of their classes facilitate group work, participation and interaction among the students. They said that, the most important part of the School Based Assessment System (SBA) is increasing students' participation through group and pair works for which there are 30 marks. For this reason, they make group and pair works for discussions, but not large groups since it could create chaos. One teacher said that she even carries out chain drills in her class to increase student interaction. In classes where there are large desks instead of individual seats, the teacher tell the students to make a group of 8 in two benches and then turn around their benches to sit face to face for group discussions. All of the teachers suggested that in order to conduct effective group works in the existing seating arrangement, each category of students need to be gathered in different groups. In this way, the weak student will get the opinion of the bright students and there will be good

cooperation and discussion among them. It is seen that sometimes, the bright students can explain better than the teachers to other students and it works best in individual seat grouping than large desk grouping.

In contrast, the government school teachers said that, there are large desks or benches in most of the government secondary schools and this system is not good and flexible for doing group or pair works. However, they still try to do some group works by turning around the large desks and make students sit face to face, so that they can participate and discuss in group activities led by the teacher. Since, there are marks for group works in the School Based Assessment System (SBA); they make students present in groups. However, not all of the students participate actively in the group works; most of them remain inactive, only the group leader remains active and conduct the group activities. Though most teachers usually ask the students to sit in groups or turn around by groups to work with other students, yet sometimes, they make pair works also. The teachers pointed out that in the English language classes, the teacher need to work with the four skills, so group work is much needed.

Table 8: Responses of the teachers on basis of the teachers' interview questions.

Question No. 8

Does the seating arrangement of your classroom affect the students' behavior in asking questions or giving opinions during the lessons and discussions?

Teacher 1 (School 1)	Yes, whenever students sit in a group and we are giving information on a selected topic, they ask questions willingly. It is very helpful for us to receive answers from them. When they
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	are seated individually, they keep aloof from asking questions.
Teacher 2 (School 1)	Yes, it does, in my class students ask questions willingly.
Teacher 3 (School 2)	Yes, it does, because usually students feel shy to ask questions individually, but when they are in groups they ask questions.
Teacher 4 (School 2)	Yes, in my class, students feel more confident to ask questions when they are doing group works.
Teacher 5 (School 3)	Yes, they ask questions anytime they want, so even the student who is at the corner of the classroom also asks questions like the students all over the classroom.
Teacher 6 (School 3)	Yes, when the students sit in pair or groups, they ask questions, however during lecture style, the teacher always interact with students to encourage them ask questions and give opinions.
Teacher 7 (School 4)	Yes, the students ask questions when I am giving lecture or involving them in group works.
Teacher 8 (School 4)	Yes, even though we have overcrowded classrooms, it does not affect the students' behavior in asking questions. Usually, they do ask questions in class while I am teaching.
Teacher 9 (School 5)	No, in my class, students ask fewer questions or participate while I am teaching them, maybe because I tell them to speak in English. Another reason could be that I conduct less group and pair works than individual tasks.
Teacher 10 (School 5)	In my class, students ask questions individually during lessons and I answer them. At present, the teacher is a facilitator, so now students can ask questions as the teacher answers them.
Teacher 11 (School 6)	If the class is participatory then the students are attentive and take part in discussions, ask questions and give feedback.
Teacher 12 (School 6)	Only some students give opinions, but the other students do not give opinions because they do not come to class by studying. In all cases, only some students are active and answer questions.

The teachers from the non – government school said that, their students ask questions willingly in the classroom especially when doing group or pair works but if they are seated individually they remain silent from asking questions. They said that, during lecture style, the teacher always interact with students to encourage them ask questions and give opinions, but the students ask questions not as much as they expect it from them.

On the contrary, the government school teachers said that when the students work in groups, they ask questions willingly which is very helpful for them since they can identify the progress of students. If the class is participatory then the students are attentive and take part in discussions, ask questions and give feedback. However, few teachers said that, only some students give opinions, but other students do not give opinions because they do not come to class by studying and maybe because the teachers tell them to speak in English which they are unwilling to do.

Table 9: Responses of the teachers on basis of the teachers' interview questions.

Question No. 9

Do you think that the seating arrangement of the classroom needs to be arranged according to the nature of the task or activity? Do you apply this in your class?

Teacher 1 (School 1)	Of course, I always apply this. Our book is designed to develop the four skills, so whatever is given in our text, we try to follow all of them, it is seen that students are also very interested.
Teacher 2 (School 1)	Of course, suppose if the lesson is on reading, then students need to sit individually, but if it is on speaking, then group work is needed. So, classroom seating needs to be arranged by tasks.

Teacher 3 (School 2)	It should be, because when the students do class works or review lessons, they need to sit in individual desks, but when they need to sit in groups when the teacher is taking the class in the Communicative Language Teaching method, though it cannot always be followed.
Teacher 4 (School 2)	Yes, as the teachers teach according to the direction of the NCTB, they need to arrange the seating as required by the lesson or task in the textbook.
Teacher 5 (School 3)	Well, it is not always possible to arrange the seating according to the nature of the task for all the classes. However, if we can arrange them according to the nature of the task, then it would be more effective.
Teacher 6 (School 3)	Yes, the classroom seating arrangement needs to be changed according to the nature of the task and I apply this in my class by doing group and pair works when I need.
Teacher 7 (School 4)	Yes, I think that the classroom seating arrangement needs to be arranged according to the nature of the task, I try to apply.
Teacher 8 (School 4)	Yes, the classroom seating arrangement needs to be arranged according to the nature of the task and I do apply this in class. For activities with pair tasks, I usually ask students to make 2 pairs from each large desk, as 4 students sit in a single large desk. So, 2 pairs can sit in a single desk and do their work individually with their partners.
Teacher 9 (School 5)	Yes, I think that it is necessary. Most of the time, I try to apply it in my class, but the classroom environment does not allow.
Teacher 10 (School 5)	Yes, I think that the seating arrangement of the classroom needs to be arranged according to the nature of the task, however, not always but sometimes.
Teacher 11 (School 6)	Of course, if I follow a classroom task or activity, the seating arrangement should follow that.

Teacher 12 (School 6)	Yes, seating arrangement sometimes need to be changed according to the classroom task or activity.
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The non – government school teachers said that the seating arrangement of the classroom needs to be arranged according to the nature of the task or activity, for example, suppose if the lesson is on reading, then students need to sit individually, but if it is on speaking and the teacher is taking the class in the Communicative Language Teaching method, then group work is needed. Teacher 1 from the non – government school gave an example for arranging the seating according to the nature of the task, such as, in speaking activity, the teacher gives the students open discussion on one topic in groups, so that they are free to talk over it. Sometimes, there are some related questions regarding the topic and the text materials, where the teacher gives them the chance to debate and they are seem very interested. This is very fruitful as both the teacher and the students enjoy doing the task. Even though they are in groups, students are sometimes shy and cannot communicate because it is difficult for them to comprehend. So, the teacher has to explain it to them in Bengali, only when it is difficult for them to understand in English. Basically, the teacher follows the Communicative Language Teaching and encourages students to communicate in the target language in groups or pairs.

The teachers from the government school said that, there are usually large desks in the government secondary schools, so they suggested making 2 pairs for pair works with 4 students who sits in the same large desk. In this way, they do not have to move the large desks for the pair works as they have to do for the group works. They added that, different types of seating should be practiced so that there is change among the students

and the teacher can also feel better to create a good environment that can actually change the teaching – learning situation.

Table 10: Responses of the teachers on basis of the teachers' interview questions.

Question No. 10

Does your students feel comfortable in moving around the classroom or do they feel that the environment of the classroom is overcrowded and congested?

Teacher 1 (School 1)	Usually our classroom is very spacious and comfortable, but it becomes congested when we ask them to form groups there is chaos, but that is also important because they get to discuss.
Teacher 2 (School 1)	Yes, the students feel comfortable because our classes are large enough for spacious seating.
Teacher 3 (School 2)	Yes, the students feel comfortable because our classrooms are large and not congested.
Teacher 4 (School 2)	Most of our classes are large in relation to the number of students, so they are not overcrowded.
Teacher 5 (School 3)	Yes, there is enough space in our classrooms for the students to move freely.
Teacher 6 (School 3)	Yes, students feel comfortable in moving around the classroom.
Teacher 7 (School 4)	No, the students do not feel comfortable in moving around the classrooms, because the classrooms are overcrowded. Only I can move around the classroom as a teacher because there is enough space only in front of the classroom.
Teacher 8 (School 4)	Yes, even though we have overcrowded classrooms, I think that the classroom is quite spacious enough for the students to move. Like even when I make 4 groups, there is some empty space left behind the classroom.
Teacher 9 (School 5)	Yes, even though we have large desks, I think that the students

	do not have any problem in moving around the classroom.
Teacher 10 (School 5)	Yes, I think that our students feel comfortable in moving around the classroom even though we have the large desk system.
Teacher 11 (School 6)	Actually our government school classrooms are congested and overpopulated. Though our classrooms are large, still there are some problems.
Teacher 12 (School 6)	Yes, all the classrooms are congested because it follows the row seating arrangement.

The non – government school teachers said that, their classrooms are large and spacious enough for the students to move around the classroom. However, it sometimes becomes congested when the teachers ask the students to form groups and there is chaos, however, it is temporary, but that is also important because they get to discuss.

Most of the government school teachers said that their classrooms are large enough to accommodate the limited number of students, so they can move comfortable around the classroom even though they are overcrowded. It is usually because of the large desks that the students sometimes have problems moving around the classroom comfortably. They pointed out that, the present row seating is not suitable because the teacher – student percentage is not appropriate, so the teacher can only give 20% but not 100% to the students. Moreover, if the classrooms are clean, then the teacher and the students will get a good learning environment.

Table 11: Responses of the teachers on basis of the teachers' interview questions.**Question No. 11**

Do you have enough lighting and ventilation in your classroom?

Teacher 1 (School 1)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 2 (School 1)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 3 (School 2)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 4 (School 2)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 5 (School 3)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 6 (School 3)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 7 (School 4)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 8 (School 4)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 9 (School 5)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 10 (School 5)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 11 (School 6)	Yes, there is enough lighting and ventilation in the classroom.
Teacher 12 (School 6)	Yes, there is enough lighting and ventilation in the classroom.

All the non – government school and government school teachers said that they have enough lighting and ventilation in their classrooms.

Table 12: Responses of the teachers on basis of the teachers' interview questions.**Question No. 12**

Which of the following problems do you think are the challenges for a teacher in an overcrowded and congested classroom? You can choose more than one correct answer.

Response of Teachers	Option a: Securing students' total attention during lessons	Option b: Students at the back do not participate, only brilliant students participate	Option c: Quiet and shy students often get neglected	Option d: Teacher's movement is restricted to the front of the class	Option e: Difficult for teachers to see students who are not paying attention in class
Teacher 1 (School 1)	X	Is a challenge, but we give importance to all students.	Yes, and weaker students fall behind.	X	X
Teacher 2 (School 1)	Is a challenge, but we try to get the attention of all the students.	X	Is a challenge, but we try to involve all the weak and shy students.	X	Is a challenge, but in most of our classes, the students are quite disciplined.
Teacher 3 (School 2)	Yes, all the students are not always attentive.	Yes, students at the back remain quite most of the time.	X	X	X
Teacher 4 (School 2)	X	Most of the time the front half of the class is more active.	Quiet students do not usually participate on own.	X	X
Teacher 5 (School 3)	We try to get the attention of all students	Is a challenge, but we try to monitor all the students.	As we give attention to all students, shy students	X	Is a challenge, but we try to notice if all the students are

	as everyone is visible in class.		are not much neglected.		paying attention in class.
Teacher 6 (School 3)	It is difficult to secure the attention of 70 – 80 students, but more than 90% of our students are attentive as I monitor to keep their attention.	X	In the secondary level most of our students are old as they get admitted in primary school so they do not feel shy in class.	X	X
Teacher 7 (School 4)	X	Is a challenge, because it is not possible to make all the students participate in overcrowded classrooms.	X	X	I cannot always see who are not paying attention because the student number is large and noticing every student's action in the class is not possible.
Teacher 8 (School 4)	X	Is a challenge, because students at the back usually remain quiet.	X	X	I cannot monitor every student in the class because the student number is large.

Teacher 9 (School 5)	Yes, it is not always possible to secure the attention of the whole class.	All the students do not actively participate, but I try to monitor all the students.	X	X	X
Teacher 10 (School 5)	X	The classrooms are congested and the scope is limited to increase the participation of students.	X	I cannot move or monitor all students for the large desks.	X
Teacher 11 (School 6)	Is a challenge, because it is not possible to get attention of all students.	In the overcrowded large classrooms, students at the back do not participate.	It is not possible to pay attention to the quiet and shy students.	X	Yes, I cannot always monitor all the students.
Teacher 12 (School 6)	Is a challenge, because it is not possible to get attention of all students.	Brilliant students participate more than others.	X	Not possible to go inside rows and monitor all the students.	X

The teachers from the non – government schools said that, since the classrooms are large and students sit in large desks, so it is not possible to monitor all the students. Also, the use of large desks in the classrooms makes it difficult for the teachers to communicate with the students. The common challenge in group works is that, there is noise and chaos, but it is expected and natural. They thought that the most challenging situations are securing students' total attention during lessons, when the students at the back do not participate, only brilliant students participate, when the quiet and shy students get neglected and when it is difficult for teachers to see students who are not paying attention in class. They suggested that in order to overcome these challenges, the teachers need to attend the Teachers' Quality Improvement Training which teaches that the teachers have to be the monitor so that they can manage overcrowded classrooms. In this training, the teachers are given criteria on CLT which emphasizes that the teacher will never say the answer, but encourage and monitor to elicit answer from the students.

Similarly, the government school teachers also thought that the most challenging situations are securing students' total attention during lessons, when the students at the back do not participate, only brilliant students participate and when it is difficult for teachers to see students who are not paying attention in class. It is because the student number is large and the teacher cannot monitor or pay attention to every student individually. They observed that, the brilliant students participate more than the students at the back who remain quiet. Since, it is not possible for the teacher to go inside rows and monitor all the students because of the large desks, so the scope is limited to increase the participation of students.

Table 13: Responses of the teachers on basis of the teachers' interview questions.**Question No. 13**

Do you think that it is feasible for the teachers to change the classroom seating according to their need or will they follow the arrangement as designed by the school authority?

Teacher 1 (School 1)	We have one policy, that every day students can change their seats, they move forward, so the front bencher gets back and the back bencher gets front at a certain time. It is planned by the school authority that every Sunday they move by rows. However, if some students are noisy and always talk, then we are free to take our own decision to change their seats.
Teacher 2 (School 1)	We follow the seating arrangement by the school authority, but the subject teacher also has the freedom to change the seating arrangement during the class according to the lesson.
Teacher 3 (School 2)	In our school, we follow the seating arrangement as designed by the school authority, but we have the freedom to rearrange the seats according to our needs.
Teacher 4 (School 2)	Even though the classroom seating is designed by the school authority, the class teacher actually decides on the seating pattern of the students according to their roll numbers.
Teacher 5 (School 3)	I think whatever is better for the student, we can do it with the permission of the school authority. They have already permitted us to make changes in the seating arrangement during classes. The only problem is that where there are large desks, we cannot rearrange seats but for individual desks we can.
Teacher 6 (School 3)	Yes, it is, but here we are following the seating arrangement as planned by the school authority, though we are allowed to change seats in the class for different activities.
Teacher 7 (School 4)	I think it should be the teachers' decision to change the classroom seating arrangements according to their needs and

	should not be the school authority's decision or planning.
Teacher 8 (School 4)	I think that the teachers' choice and decision is needed and should be considered important for changing the classroom seating arrangement than the school authority.
Teacher 9 (School 5)	Yes, I think that the seating arrangement should be changed by the teacher according to their needs and it should not be solely the school authority's planning or decision.
Teacher 10 (School 5)	Changing the classroom seating usually depends on the lesson or the teacher. In our school, it is not much restricted, so as a teacher I can change the classroom seating according to my needs. However, having the large desks in classrooms is the school authority's decision.
Teacher 11 (School 6)	Yes, the teachers should be positive and have their voice for arranging the seating, then the school authority will help them.
Teacher 12 (School 6)	The teachers' opinions should be given priority. Even though the authority arranges the seating, it might not always be suitable for the teachers, if possible, students' opinions should also be taken.

The teachers from the non – government schools said that, they follow the seating arrangement as planned by the school authority but the authority also permit the teachers to rearrange the classroom seating according to their needs and different activities. The common rule for their classrooms is that students move forward everyday so every student can have the chance to seat in front, middle and back, besides they also move by rows in Sundays. Besides, the teachers have the freedom to change the seating arrangement according to their lesson or activity and in case if the students are noisy and talkative.

On the other hand, the government schools have more restrictions as the teachers are not given the complete freedom to rearrange the seating in their classrooms, but they think that it should be the teachers' decision to change the classroom seating arrangements according to their needs and it should not be solely the school authority's planning or decision. The teachers' opinions should be given priority because even though the authority arranges the seating, it might not always be suitable for the teachers, if possible, students' opinions should also be taken.

Table 14: Responses of the teachers on basis of the teachers' interview questions.

Question No. 14

Do you think that the traditional seating arrangement works best for the students to listen to the teacher, follow direction and not talk to their classmates?

Teacher 1 (School 1)	Yes, it is fruitful, but we should also allow students to sit in groups. However, students are not supposed to talk at all when the class is going on, but they can talk in relation to the topic or text as we give them few moments.
Teacher 2 (School 1)	Yes, because the teacher can prevent talking and if they change the rows every week, then every student will come in close contact with the teacher. They will get the opportunity to pay attention to the lesson and the teacher can also give attention to each and every student. Moreover, this seating arrangement can avoid the monotony of the classroom.
Teacher 3 (School 2)	Yes, because within the limited classroom space, we can keep the attention of the students when we are teaching or involving them in tasks.
Teacher 4 (School 2)	Yes, in the context of our country, this arrangement works better when the teacher is lecturing on a lesson and he/she can

	observe clearly if the students are paying attention or not.
Teacher 5 (School 3)	No, the traditional seating arrangement is not better for the students to listen to the teacher, follow direction and not talk to their classmates.
Teacher 6 (School 3)	Yes, in our context the traditional seating arrangement works best for students as we have more students in classrooms.
Teacher 7 (School 4)	No, I do not think that the traditional seating arrangement is better for the students to listen to the teacher or follow direction.
Teacher 8 (School 4)	The traditional seating arrangement can work effectively for the students if there are no large desks. Also, if the students do not talk with each other in class and be sincere to listen to the teacher, they will learn better, but students do not usually pay attention in my class.
Teacher 9 (School 5)	Yes, in some institutions, the traditional seating arrangement is good and works best for the students, while in some other institutions the large desks or benches are so long and in one remote corner that the teacher cannot go there.
Teacher 10 (School 5)	In the traditional seating arrangement, sometimes students talk and gossip at the back, but if the teacher motivates them, then students will pay attention to the teacher and the lesson.
Teacher 11 (School 6)	No, I do not think so, because it is always overcrowded.
Teacher 12 (School 6)	No, it is not fruitful, but it can be better with new seating patterns where the teacher will be able to notice the students.

The non – government school teachers think that, the traditional arrangement works better when the teacher is lecturing on a lesson and can observe clearly if the students are paying attention or not. Also, if the students do not talk with each other in class and be sincere to listen to the teacher, then they will learn better. They suggested that in this arrangement, within the limited classroom space, the teacher can also prevent talking and

if they change the rows every week, then every student will come in close contact with the teacher. They will get the opportunity to pay attention to the lesson and the teacher can also give attention to each and every student. Moreover, this seating can work effectively for the students if there are no large desks but individual seats. They added that even though the traditional seating arrangement is fruitful, the students should be allowed to sit in groups too.

The teachers from the government school said that the existing traditional seating arrangement can be made effective by avoiding the use of large desks in classes which are not good and use individual desks instead. Moreover, if the students are sincere, pay attention to the teacher and do not talk among themselves, then they could listen to the teacher properly and follow his/her direction for individual, group and pair activities. They pointed out that, in some schools the large desks are so long and in one remote corner that the teacher cannot go there, so in that case the traditional seating arrangement do not work perfectly for the students. Based on the existing condition of the seating arrangement in the government schools, the teachers will not be able make use of the large desks properly until they changed them into individual desks. The teachers suggested that the classrooms should not be too large and student numbers should not be increased, for them 40 + students is okay, but 70 + students is too overpopulated. If the student number is too large then the teachers cannot notice the backbenchers or evaluate which students are good or bad, but can only evaluate students through checking scripts. Teacher 12 from the government school said that, she cannot enter between the rows

because if she does, then she tears 2/3 sarees a month as there are large benches in class which are too congested for the teacher to walk in between the rows.

Table 15: Responses of the teachers on basis of the teachers' interview questions.

Question No. 15

Does the traditional seating arrangement help you to address the individual problem of the students and increase their participation in class?

Teacher 1 (School 1)	Within 40 minutes, it is enough to address individual problems since the number of students is only 50. Actually, the number of students matter a lot.
Teacher 2 (School 1)	Yes, there are some shy students in class and they do not openly discuss their problems, so I have to engage all of them and monitor the class that whether I can give effective lessons to each and every student or not. There is no problem except that sometimes the students like to talk.
Teacher 3 (School 2)	To some extent it does and to some extent, it does not. In classes where there are individual seats, attention can be given to every student, but in classes where there are large benches, paying attention individually is difficult.
Teacher 4 (School 2)	Since we have 50 students in each class, paying attention to individual students is not that difficult, but if all the classes were 40 minutes than 35 minutes, some extra time could be used to arrange feedback sessions.
Teacher 5 (School 3)	In our school, most of the students are familiar as they are admitted from primary level, so it is very easy for us to address their individual problem and increase their participation in class.
Teacher 6 (School 3)	Yes, in our school, we use the traditional seating arrangement to address the problem of students in the class through group and

	pair works, though it is not always possible to address individual problems.
Teacher 7 (School 4)	No, the traditional seating arrangement does not help me to address the individual problems of students and increase their participation in class.
Teacher 8 (School 4)	No, there is more than an average of 60 students in every class and the class time is limited to 40 minutes each period, so it is not possible to address individual problem of every student. Moreover, the large desks make it impossible to notice each student individually.
Teacher 9 (School 5)	No, it does not, because there are large desks or benches in my class and it is impossible to go to individual students and see if they have any problems or not. These large desks make the walking space congested for the teacher.
Teacher 10 (School 5)	No, it does not because the classroom is congested for the large desks so I cannot move around the class to address the individual problem of the students. However, I still try to monitor students because now we follow the Participatory Method.
Teacher 11 (School 6)	As facilitators, we should try to notice individual problems, but sometimes some students may feel neglected in the large classrooms or the time is not enough to manage the large number of students. I like to notice who are participating in classroom and who are not.
Teacher 12 (School 6)	It is not possible to address the individual problem because there are too many students. Moreover, teachers only notice the students who response more.

The non – government school teachers said that to some extent they can and to some extent they cannot address the individual problem of the students. They said that, in

classes where there are individual seats, attention can be given to every student, but in classes where there are large benches, paying attention individually is difficult. However, the teachers still try to monitor and engage the students so that shy students participate and the total class participation could increase. They suggested using some extra time from the whole class timing which could be used to arrange feedback sessions.

In contrast, the teachers from the government school said that, since the government secondary schools have more than an average of 60 students in every class and the class time is limited, so it is not possible to address the individual problem of the students. Moreover, there are large desks in the classrooms, which make it impossible for the teachers to go to individual students and notice or pay attention to them in particular. They pointed out that, as the classroom space is congested, the Participatory Method cannot be implemented properly for the existing seating arrangement. So, overall, the classroom environment and the seating arrangement are not favorable for the teachers to address the individual problems of their students.

Table 16: Responses of the teachers on basis of the teachers' interview questions.

Question No. 16

What is the reason for following the traditional seating arrangement in your class?

Response of Teachers	Option a: School authority's decision	Option b: Colleagues and superiors will not allow other arrangements	Option c: Prefer the seating arrangement the way it is
Teacher 1 (School 1)	It is the school	X	X

	authority's decision.		
Teacher 2 (School 1)	It is the school authority's decision.	X	X
Teacher 3 (School 2)	It is the school authority's decision.	X	X
Teacher 4 (School 2)	It is the school authority's decision.	X	X
Teacher 5 (School 3)	It is the school authority's decision, but we can change seats in class for group or pair works.	X	X
Teacher 6 (School 3)	It is the school authority's decision.	X	X
Teacher 7 (School 4)	It is the school authority's decision.	X	X
Teacher 8 (School 4)	It is the school authority's decision.	X	X
Teacher 9 (School 5)	It is the school authority's decision.	X	X
Teacher 10 (School 5)	It is the school authority's	X	X

	decision and also the government schools have some limitations for changing the seating patterns.		
Teacher 11 (School 6)	It is the school authority's decision.	X	X
Teacher 12 (School 6)	It is the school authority's decision.	X	X

The teachers from the non – government schools said that, there is no other way instead of following the seating arrangement as imposed by the school authority. However, still the teachers are given some freedom to make minor changes in the seating of their classroom according to their teaching.

In contrast, the government school teachers said that, since the government schools have some limitations in practicing other types of seating arrangements, they follow the traditional seating arrangement in their classrooms. Even though it is a traditional way, it is changing now because the teachers are trying to conduct group and pair works in the form of the semi – circular and modular seating arrangements in the existing traditional seating arrangement. It is not possible altogether to practice different types of seating arrangements in classes because there are limitations of classrooms space with the increasing number of students and the use of large desks in the government schools. So,

other than following the school planned seating, there is no other way to do things because the classrooms are congested, there are no other rooms and the student number is too large. Therefore, even if the school authority wants to improve the seating in classrooms, they cannot change it because the infrastructure is not favorable.

Table 17: Responses of the teachers on basis of the teachers' interview questions.

Question No. 17

What are the effects of the traditional seating arrangement on the learning output (language comprehension, ability to generalize, language production etc.) of your students?

Teacher 1 (School 1)	In the traditional seating arrangement, the back benchers cannot listen properly in a large class, sometimes, they do not also try.
Teacher 2 (School 1)	In the traditional seating arrangement in our school, the students are given the chance to change their seats, so the students can get the proper attention from the teacher and they can also listen to each and every lesson. However, the teacher needs to urge students to speak in English to keep their attention and improve their language production. However, the teacher also needs to use the GTM method because there are a few weak students who cannot pay attention as they do not understand properly when the teacher is speaking in English. So, in order to convey the message to them, especially in the Grammar classes, the teacher needs to translate in Bengali so that they can understand the rules. However, the teacher should always speak in English to encourage the students to speak in English, so overall priority should be given to the Communicative Language Teaching.
Teacher 3 (School 2)	In the traditional seating arrangement, I frequently try to

	conduct group and pair works to create interest in English among the students which is difficult.
Teacher 4 (School 2)	In the traditional seating arrangement in our school, I try to create an interesting situation in the class for producing a teaching – learning environment when I am lecturing.
Teacher 5 (School 3)	The learning observed in the traditional seating arrangement of our school is that the students try to speak in English, but since not all the students are of the same merit, we use GTM method most of the time. We also use CLT in English classes but not all the time.
Teacher 6 (School 3)	In the traditional seating arrangement in our school, students do not always use English in class, but they try.
Teacher 7 (School 4)	The effect of the traditional seating arrangement on the learning output of the students' language comprehension is that they sometimes try to use English in class.
Teacher 8 (School 4)	In the traditional seating arrangement of my classroom, students try to speak in English when I give them group or pair works, otherwise, they are not that much vocal in English.
Teacher 9 (School 5)	In my class, most of the students try to speak in English because I urge them to speak. English is now skill – based, so sometimes I use Communicative Language Teaching method to encourage students to use English in class.
Teacher 10 (School 5)	In my class, the use of Bengali is common among the students but we are trying to cope with these difficulties. Sometimes, the students feel shy and cannot understand, so we use easy English. However, the Participatory Method cannot always be possible but we try to motivate students to try speaking and using English in the class.
Teacher 11 (School 6)	The traditional seating arrangement always do not inspire the students to get proper language production, actually there is no language production, so favorable seating is needed.

Teacher 12 (School 6)	Among the language production, the writing skills of the students are good, listening skills are not bad, but the speaking skills are not good.
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The non – government school teachers said that, in the traditional seating arrangement, the teachers use the Communicative Language Teaching method along with the Grammar Translation Method to create a balanced teaching – learning environment for the students so that they are interested to learn and use English in classes. Moreover, they use group and pair works to facilitate and encourage the students to try use English during the class. They pointed out that there is lacking in the learning output of the students who usually sits at the back. So, in order to improve the language production of the students, they suggested that the teachers should use the Communicative Language Teaching method and try to speak in English to encourage the students to speak. However, the teacher also needs to use the Grammar Translation Method sometimes by translating to Bengali from English for the advantage of the weak students so that they can receive the information that the teacher is trying to provide them.

Similarly, the government school teachers said that, students try to speak in English when they give them group or pair works, otherwise, they are not that much vocal in English. Even though the use of Bengali is common among the students and the Participatory Method cannot always be possible but the teachers try to motivate students to try speaking and using English in the class. However, the traditional seating arrangement always do not inspire the students to get proper language production, The teachers mentioned that, among the language production, the writing skills of the students are

good, listening skills are not bad, but the speaking skills are not good. They suggested that, in order to make the students' learning output effective and language comprehension productive in the traditional seating arrangement, the teacher should not use Bengali in English classes. They should use Bengali only when the students will face problems understanding the teachers' lectures and instructions, otherwise they should use English. They suggested using easy English for the students in English classes instead of trying to use Bengali when the students find any lesson or instruction difficult to understand.

Table 18: Responses of the teachers on basis of the teachers' interview questions.

Question No. 18

Do you think that the students who sits in the action-zone (front and center seating) can communicate more with the teacher than the other students which facilitates high student – teacher interaction?

Teacher 1 (School 1)	Since the teachers are always moving in the class, all the students get chance to participate, so there is no action-zone in our class.
Teacher 2 (School 1)	No, I disagree with that. It actually depends on the teacher, so if the teacher encourages the students then all the students are bound to participate. I try to make them all involved as a student – centered classroom.
Teacher 3 (School 2)	In most of the cases, students who know the answer always participate.
Teacher 4 (School 2)	No, students participate from different parts of the classroom, for example, a student at the back also communicates with the teacher if he/she has any questions or opinions.
Teacher 5 (School 3)	Yes, it may be true sometimes, as most of the time the front and

	center students participate and the backbenchers always remain idle.
Teacher 6 (School 3)	Yes, they participate more than the other students, but we try to interact with all the students to encourage them participate in discussions.
Teacher 7 (School 4)	Yes, students in the front and center participate more than the students at the back.
Teacher 8 (School 4)	I will disagree with the idea of the action-zone, because I have seen that if I move around the class and teach then questions comes from students from all over the class. It depends on the teacher's style of teaching and the interest of the students.
Teacher 9 (School 5)	Yes, I find that not all the students participate actively in the class and only the brilliant and good students in the front and middle participate more than others.
Teacher 10 (School 5)	Yes, I think that the students who sit at the corner of the large desk in the last end of the row, they speak less than the students who sit in the action-zone.
Teacher 11 (School 6)	Yes, the students seating in the action-zone can communicate with the teacher easily than the rest of the students in class.
Teacher 12 (School 6)	No, I think only good students respond more and as they make group together, they may sit anywhere in class than action-zone.

In the non – government schools, some teachers said that they believe in the idea of the action – zone and some said they do not. Teachers who believe in the action – zone said that only the brilliant and good students respond and participate more than the back benchers who participate less than them. However, the teachers who do not believe in the idea of the action – zone said that, students who know the answer always participate and they may sit anywhere in class than action-zone, however, if the teachers properly encourage and motivate the students, then all the students will surely participate.

Similarly, some government school teachers believe in the idea of the action – zone, while some do not. The teachers who believe in the action – zone said that, brilliant students who sit in front participate more than the students who sit in the back and are shy and quiet. On the other hand, the teachers who do not believe in the idea of the action – zone said that, if the teachers move around and monitor the students, involve students in discussions, then students will be active and encouraged to participate and ask question in class which will make it a more student – centered classroom.

Table 19: Responses of the teachers on basis of the teachers' interview questions.

Question No. 19

Does altering the seating arrangement reduces disruptive behavior in the class and increases task involvement among the students?

Teacher 1 (School 1)	Usually we observe no disruptive behavior from our students, but yes, if their seating is changed due to such reason, it will affect. However, whether they are discussing over the matter or gossiping in group discussions, we always monitor it.
Teacher 2 (School 1)	Yes, this can be controlled if the teacher is attentive, serious and strict and should not be sitting or walking in one place, but always monitoring the class. I do alter the seats, if any student try to disturb others during exam, I change the seat immediately. Also, if the students sit more apart, it is better and during exams our seats are arranged apart so that the students do not have any discussion. However, in the small class tests, we have problems, because the space is less.
Teacher 3 (School 2)	While the teacher is presenting, students at the back talk a little

	among themselves, but they are quite disciplined and do not require altering their seating.
Teacher 4 (School 2)	Most of the time, our students are disciplined, but if they talk; we can control it without altering their seats.
Teacher 5 (School 3)	Yes, sometimes we alter the seats of the students who disturb in class but it may always hamper the other students. So, we ask the class teacher to change the seating arrangement of particular students if needed. We usually make temporary changes in seating if situation arises, but only class teachers are able to make permanent change in the students' seating when needed.
Teacher 6 (School 3)	Since, students move by row every day and the class teacher is conscious about their discipline, disruptive behavior is rarely seen in our school.
Teacher 7 (School 4)	Yes, when students talk I alter their seats, but I also monitor the class to see if the students are involved in their tasks or not.
Teacher 8 (School 4)	Yes, students do not talk when I alter their seats for talking with each other in the class.
Teacher 9 (School 5)	For controlling disruptive behavior, I do not change the seats of the students, but instead tell them to stand at their benches. Also, if a student can point another student talking, then they can sit down. This technique works better than altering their seats to make the class silent.
Teacher 10 (School 5)	Yes, when we monitor, we change seats for the students who talk more and do not participate in the class. However, it is difficult to increase task involvement among students because the time is very short, only about 35 minutes.
Teacher 11 (School 6)	In such cases, I try to attract the attention and make students engage in the lesson. All the students are usually talkative but if the seating is efficient, then there is less scope for them to talk.
Teacher 12 (School 6)	It is not possible to alter seats within the short time of 35-40 minutes, so I tell students to remain silent and listen. Next day, I

	tell the disruptive students to not sit in the place or group where they create chaos and separate them from their friends.
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Most of the non – government schools teachers said that, since their students are disciplined and the teacher is attentive and always monitoring, less disruptive behavior are observed in their classes. However, if situation arises, then the teacher alter the seats of the students. They suggested that disruptive behavior can easily be controlled if the teacher is strict, attentive, always monitor the class and if the seats are be arranged apart.

On the other hand, the government school teachers said that, for controlling the disruptive behavior in classes, some teachers change seats for the students who talk more and do not participate in the class. Other teachers said that since it is not possible to alter seats within the short time of 35-40 minutes, so they tell students to remain silent and listen. Next day, they do not allow those disruptive students to sit in the place or group where they create chaos and separate them from their friends. It is observed that some students continue to present problems behaviorally no matter where their seat was placed within the classroom by talking to their classmates at inappropriate times and not listening to the teacher, so some teachers use other techniques such as telling the students to stand at their benches which make them silent. They added that, all the students are usually talkative but if the seating is efficient, then there is less scope for them to talk.

Table 20: Responses of the teachers on basis of the teachers' interview questions.**Question No. 20**

Do you think that the semi – circular and modular seating arrangements are suitable for the improvement of students' learning?

Teacher 1 (School 1)	Yes, even students will be looking forward to it, because they will get chance to participate, so they will be interested.
Teacher 2 (School 1)	Yes, they are better, but in our school we do not have large classrooms and these seating arrangements need enough space. If there is enough space, then the students can sit like this. Moreover, if situation arises and we have enough classrooms in future, then we look forward to having this sort of arrangement.
Teacher 3 (School 2)	Yes, certainly, they are very much efficient for group works and pair works.
Teacher 4 (School 2)	Yes, they are because students will be able to communicate with each other and the teacher through discussions and be active.
Teacher 5 (School 3)	Yes, the semi – circular and modular seating arrangements could work better than the traditional arrangement.
Teacher 6 (School 3)	Students can sit in semi – circles and also in 4 – 6 students in modular arrangement, but it may not be fruitful and also impossible because the number of students is increasing. So, for a large number of students, the semi – circular and modular seating arrangement are not suitable.
Teacher 7 (School 4)	Yes, they are suitable than the traditional seating arrangement and will work better for the improvement of students' learning.
Teacher 8 (School 4)	Yes, I think that the semi – circular and modular seating arrangement is better than the traditional seating arrangement for the improvement of students' learning.
Teacher 9 (School 5)	Yes, I will prefer the semi – circular and modular seating arrangement for the improvement of students' learning. Even

	though we cannot move our large desks or benches, we still make students move and sit face to face for group and pair works. In this way, the students can enjoy both group and pair works which is very effective for their learning.
Teacher 10 (School 5)	Yes, I think that the semi – circular and modular seating arrangement will be very fruitful for the Participatory Method we are currently using, but still we have some limitations.
Teacher 11 (School 6)	Of course, both seating could be effective as all students will get equal attention from the teacher, take part in discussion and be active in class.
Teacher 12 (School 6)	Yes, they will be fruitful and better than the rows, We can try modular seating because the student number is large and semi – circular seating if there is less student percentage in our classes. In these arrangements, the teacher can walk and move freely.

Both the teachers from the non – government and the government schools agreed that, the semi – circular and modular seating arrangements can be suitable for the improvement of students' learning because in these arrangements students will be interested and get chance to participate with each other and the teacher. This will also help the teachers to implement the Participatory Method more effectively that will encourage active participation from the students. Besides, all the students will get equal attention from the teacher, take part in discussion and be active in class through these arrangements. They said that they can try the modular seating since the student number is large and the semi – circular seating if there is less student percentage in the classes. However they emphasize that, the present lacking of classroom space and the increasing numbers of students are not suitable for implementing those seating arrangements in the classrooms of

Bangladesh. However, if there is enough space and classrooms in future, then these arrangements can be put into practice in the schools.

Table 21: Responses of the teachers on basis of the teachers' interview questions.

Question No. 21

Do you think that the school authority will permit using the semi – circular and modular seating arrangement in your classes?

Teacher 1 (School 1)	Of course, because our school authority says that, it is our class, so whatever we want to do within 45 minutes, we are free to do, if we can manage it.
Teacher 2 (School 1)	Yes, if the classroom is spacious enough, then the school authority will permit these arrangements.
Teacher 3 (School 2)	Yes, if more sections and classrooms can be created, then these arrangements may be permitted by the school authority.
Teacher 4 (School 2)	Yes, if our student numbers can be kept from 30 – 40 in each class instead of 50, then we might get permission from the school authority to practice these arrangements.
Teacher 5 (School 3)	Yes, the school authority will always permit using the semi – circular and modular seating arrangements if we have enough classrooms in future.
Teacher 6 (School 3)	Maybe, the school authority will permit using the semi – circular and modular seating arrangements if enough space is available in classrooms.
Teacher 7 (School 4)	Yes, I think it will be better if the school authority permit using the semi – circular and modular seating arrangement in classes.
Teacher 8 (School 4)	I think that the semi – circular and modular seating arrangement is good, but the school authority will not permit using them, because the number of the students is very large.

Teacher 9 (School 5)	Maybe the school authority will permit using the semi – circular and modular seating arrangement in class but I am not sure.
Teacher 10 (School 5)	Yes, maybe the school authority can permit using the semi – circular and modular seating arrangement in the classrooms but the accommodation and the financial condition depends on the government.
Teacher 11 (School 6)	Even though the school authority have no plan to do it now, they might in future, because they support and there is scope because of the infrastructure.
Teacher 12 (School 6)	Yes, if arrangements can be made and there is no problem, then the authority will permit them.

All of the non – government school teachers said that, the school authority will certainly permit using the semi – circular and modular seating arrangements in the classrooms because the teachers are given the freedom to practice their own style of teaching and seating in class. They added that, if there are large classrooms in future and if the student numbers can be kept from 30 – 40 in each class instead of 50, then the school authority will certainly permit these seating arrangements. Also, if the student numbers are kept to a limited number and the classroom space can be increased in the future, then they expect to make use of those seating arrangements in future.

In contrast, the government school teachers said that they are not sure if the school authority will permit using these seating arrangements, but they believe that these arrangements could work effectively than the traditional seating arrangement. However, they also believe that since the number of students is very large and the accommodation and the financial condition depends on the government, so implementing these seating

arrangements might not be possible easily. Also, as the student number is too large and the classroom space is limited, these arrangements would not work properly. They think that, the students cannot ask for better seating arrangements because their fees are 12 Tk., so they get the seating arrangement of 12 Tk. The teachers suggest that, the government should be responsible and do everything from room extension to increasing the number of teachers etc., then it will be possible to implement these arrangements in schools.

Table 22: Responses of the teachers on basis of the teachers' interview questions.

Question No. 22

What steps do you think that the government secondary schools should take to overcome the problems of the increasing number of students in the overcrowded classrooms?

Teacher 1 (School 1)	Most importantly, the teachers should monitor and give students the chance for pair works in larger classes, but small groups can be made also. Even though it is difficult to monitor all the students in larger classes, the teachers should try.
Teacher 2 (School 1)	Since there are too many students, maybe it is not possible to arrange more space to make the classroom bigger, but within the limited space, they can accommodate students if they follow our system of seating arrangement.
Teacher 3 (School 2)	I think that, the number of students in every class should not be more than 60 which could solve this problem.
Teacher 4 (School 2)	According to the government standard, there should be 60 students in each class, previously the number was 40, but we see that many government schools fail to maintain this due to the increasing number of students, if it can be maintained then there will be no overcrowded or congested classrooms.

Teacher 5 (School 3)	Well, to overcome the problems, they can increase the number of classrooms and create more sections so that there is a limited number of students in each class and that it will also help the teachers for better teaching.
Teacher 6 (School 3)	If the number of students is increasing, we cannot cope with the situation. So, the government secondary schools should not increase the number of students, but rather decrease them if possible.
Teacher 7 (School 4)	To overcome the problems of the increasing number of students, I think the government secondary schools should increase classroom size and space.
Teacher 8 (School 4)	To overcome the problems of the increasing number of students, I think the government secondary schools should reduce the number of students. As a government school teacher, I have to take 5 classes every day, so maintaining more than 60 students in each class is not that easy. Like, I have 60 students in Commerce and 20 students in Science group in Class 9, so maintaining a large class like that is quite difficult.
Teacher 9 (School 5)	To overcome the problems of the increasing number of students, the government secondary schools should increase the number of classrooms and maintain a limited number of students in each classroom.
Teacher 10 (School 5)	I think that more space is needed to overcome the problem of the overcrowded classrooms. Also, the number of students which is more than 70 in each classroom should be reduced. To cope with this problem, we are monitoring students but it is not possible to monitor every student in class. We are improving in this problem, but very slowly.
Teacher 11 (School 6)	The government can increase the number of schools and the posts of the teachers. If there are more teachers, then the classrooms can be divided into sections which will help to

	decrease the number of students in every classroom.
Teacher 12 (School 6)	The classroom number and post of the teachers should be increased. The teachers' number of classes should be decreased, then the teachers will be able to give attention to students, implement their teaching methods and make them fruitful.

To overcome the problem of the increasing number of students in the government secondary schools, the non – government school teachers suggested several ideas. They suggested that the government secondary schools should try to accommodate their students even though more space cannot be managed to make the classroom bigger. Otherwise, the school authority could limit the number of students to 50/60 in each class and not increase the number of students. Besides, the government can finance these schools to create more classrooms and increase the number of sections so that the number of the students can be kept to a minimum number. Also, the teachers can monitor the students actively and give them group works and pair works so that all the students can equally participate in lessons and discussions.

Agreeing with them, the government school teachers also said that, the number of classes for the teachers is more compared to the number of students which is very large and the number of classrooms is small which creates problem for the seating. They suggested that the government schools should increase the size or the number of the classrooms, maintain a limited number of students and employ teachers who could control and monitor the classes successfully. Moreover, they can also maintain a limited number of students by increasing the number of schools and the posts of the teachers, then the teachers will be able to give attention to students, implement their teaching methods and

make them fruitful. If there are more teachers, then the classrooms can also be divided into sections which will help to decrease the number of students in every classroom.

Table 23: Responses of the teachers on basis of the teachers' interview questions.

Question No. 23

What suggestions will you give for making effective use of the traditional seating arrangement in the government secondary schools for enhancing students' learning?

Teacher 1 (School 1)	For making the effective use of the traditional seating arrangement, they should go for creating more sections, increase the number of classrooms and decrease the number of students.
Teacher 2 (School 1)	For enhancing students' learning, the government secondary schools can change their rows and seats every week for the students to make effective use of the traditional seating arrangement. Moreover, if the teacher monitors the class, the limitations can be overcome, if not wholly then at least partly.
Teacher 3 (School 2)	I think there should be enough space in the classroom with individual seats instead of large desks in the government secondary schools to enhance students' learning.
Teacher 4 (School 2)	If there is good classroom management, then the teachers could make effective use of the traditional seating arrangement for enhancing students' learning. Plans of classroom management can be designed with the coordinated efforts of the curriculum, syllabus committee and the school authority if possible.
Teacher 5 (School 3)	I think that, the government should increase the number of classrooms in the government schools so that students can learn better and the teacher can also pay proper attention to students.
Teacher 6 (School 3)	To make effective use of the traditional seating arrangement, I

	think that the government secondary schools should limit their seats in each classrooms and the student number should not exceed above it. The school may be two or three floors in rural areas, just my opinion, and the schools should increase the number of classrooms but not the number of students in each classroom. If possible, they should recruit more teachers.
Teacher 7 (School 4)	To make effective use of the traditional seating arrangement, the government secondary schools should use individual desks instead of large desks in the classrooms.
Teacher 8 (School 4)	The traditional seating arrangement will be more effective if the number of students is reduced and it will also be good for both the teacher and the students. For example, it will be better if we have 40 students in each class instead of 60 students.
Teacher 9 (School 5)	To make effective use of the traditional seating arrangement in the government secondary schools, the government should increase the number of the teachers and classrooms. Besides, they should reduce the number of the students and keep it to a maximum of 40 students in each classroom and not more than that. Moreover, the government schools should have good administrators to improve the existing condition.
Teacher 10 (School 5)	For making effective use of the traditional seating arrangement, the government secondary schools should increase the classroom space and encourage teachers to use creative and structural teaching style for enhancing students' learning.
Teacher 11 (School 6)	The government can provide round tables in classes for the students and help the teachers with team teaching where there should be more than 1 teacher to manage the classroom.
Teacher 12 (School 6)	The row arrangement can be changed to L – Shaped seating by keeping space in the middle of the classroom. However, everything depends on us, because time is needed for change as the school run in two shifts. So, one shift might nor permit the

	other shift to change the seating because even if the classroom is kept clean, the students will ruin it.
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The non – government school teachers suggested that, there should be enough space in the classroom with individual seats instead of large desks in the government secondary schools to enhance students' learning. In order to make effective use of the existing traditional seating arrangement in the government secondary schools, the school authority should increase the number of classrooms, decrease the number of students and create more sections if possible. Also, the teachers need to monitor the class effectively and the school authority needs to change the rows and seats every week for the students to make effective use of the traditional seating arrangement in their schools. They added that, the government is already making revolutionary changes, so they should increase the number of their classrooms but not the number of students in the classrooms. Some teachers suggested that, the government could make schools with classrooms in two or three floors like the double - decker bus, but the number of students should be limited to 50 and not exceed more than that. Moreover, the government should employ more teachers so that there is a balance in the number of the teacher and the students in the classrooms, then the traditional seating arrangement will be efficient and successful.

Similarly, the government school teachers also said that, government should take steps because these are government schools, so they should increase the number of the teachers and classrooms. The student numbers should be also reduced and kept to a maximum of 40 students in each classroom. Also, good administrators need to be employed for improving the existing condition of the government schools. As the education system is

changing, the accommodation, classroom and the seating arrangement should be also changed at the same time. The teachers emphasized that using the Participatory Method in classrooms is now bringing good results for the students. So, the teachers should be trained in a way to use creative and structural teaching style instead of the traditional teaching style. Also, the traditional classroom environment should be changed by providing modern facilities in the classrooms. Some teachers revealed that, it is a matter of regret that in government secondary schools, there are a large number of students, but the teachers have to teach, do all the works and facilitate students with all the disadvantages and short comings. However, they suggested that, it would be more effective if the idea of team teaching is implemented in classrooms, this can be easily done if the government increases the posts of the teachers which can improve the teaching – learning situation in schools. They emphasized that, the changes in our outlook can actually change everything. If the plans of classroom management can be designed with the coordinated efforts of the curriculum, syllabus committee and the school authority and teachers are encouraged to use creative and structural teaching style then they will contribute to enhancing students' learning.

4.3. Overall Students' Opinions and Teachers' Responses based on Research Questions

In the present context of the schools of Bangladesh, there are some limitations in practicing other types of seating arrangements as most of the schools follow the traditional seating arrangement in their classrooms. Even though it is a traditional way, the situation is changing now because the teachers are now trying to conduct group and

pair works in the form of the semi – circular and modular seating arrangements in the existing traditional seating arrangement.

In most of the schools there are either individual seats or large desks or both, which are arranged in long rows seating. The individual seating is favorable for the schools but the large desks are fixed and cannot be moved which creates disadvantage for the students' learning. Besides, the authority never considers changing the furniture arrangements since the teachers and the students are not used to different settings. Even though the row seating arrangement in the schools of our country is currently the best option that they could provide, the teachers are trying to implement the Participatory teaching method with group and pair works in this existing seating pattern to create a student – centered interactive learning environment.

4.3.1. The Impact of the Seating Arrangement on Students' Learning:

From the teachers' perspective, it has been revealed that, the row seating is not suitable for the teaching – learning situation because the teacher – student percentage is not appropriate in classrooms, so the teachers cannot give their 100% to their students. Even though the teachers are trying to implement the new communicative teaching methods such as Communicative Language Teaching and Participatory methods to improve students' learning in classrooms, the existing seating pattern is not facilitating them. For this reason, they are incorporating the Grammar Translation Method along the lecture style of teaching so they could make use of the row seating arrangement effectively.

From the students' opinions in this research, it has been revealed that, most of the students can pay attention or listen to the teacher in the existing row arrangement in class. However, they also said that, they can learn and participate better if they work in pair and group works are done in class more than the individual works.

Agreeing with the students, the teachers also said that, the seating can work effectively for the students if there are no large desks but individual seats. They said that, the individual seats in the schools are more flexible as they can facilitate group and pair works that assist in students' learning. In the individual seating, the teacher can also teach, pay attention to the students, move around and monitor the class which facilitates their teaching. However, there also large desks in most of the government schools and in many non – government schools which cannot create a productive learning environment for students as the individual seating does.

The teachers have also been asked if they believe in the idea of the action-zone to contribute in students' learning. The teachers who believe in the idea of action – zone said that they think only the brilliant and good students respond and participate more than the students at the back who participate less than them. In contrast, the teachers who do not believe in the idea of the action – zone said that, students who know the answer always participate and may sit anywhere in class other than the action-zone. They emphasized that, if the teachers properly encourage, monitor and involve the students in the lesson, then learning will definitely take place without any doubt.

The teachers suggested that in the row seating arrangement, within the limited classroom space, if the rows are changed every week, then every student will come in close contact with the teacher. Then, they will get the opportunity to pay attention to the lesson and the teacher can also give attention to each and every student which will facilitate the teaching – learning situation in the classroom.

Lastly, both the non – government and the government school teachers agreed that, the semi – circular and modular seating arrangements can be suitable for the improvement of students' learning than the row arrangement. It is because in these arrangements, the students will be interested and get chance to participate with each other and also the teacher. Moreover, this will also help the teachers to implement the CLT, GTM and Participatory teaching method more effectively to encourage active student participation.

4.3.2. The Positive and Negative Impact of the Seating in Students' Learning:

Findings of this research shows that the traditional seating arrangement in rows has lasted long because it is very functional for various classroom purposes. When students sit in groups facing each other in the existing row seating arrangement, they get better opportunity to talk to each other which helps them to develop on – task behavior that facilitates learning. From the students' opinions, it has been revealed that most of them could see the teacher and the blackboard clearly from their seats and are less distracted by noise from other students to miss the teacher's lecture. However, it has been revealed that, only the students at the back seat do not produce much on – task behavior and are more engaged into off – task behavior during class activities. It is observed that some students

continue to present problems behaviorally no matter where their seat was placed within the classroom by talking to their classmates at inappropriate times and not listening to the teacher, so some teachers alter their seats use different techniques to control it. The teachers suggested that disruptive behavior can easily be controlled if the teacher is strict, attentive, always monitor the class and if the seats are be arranged apart. Also, if the teachers want to maximize the on – task behavior of their students, then they should consider utilizing the rows and move the individual seats into other positions if possible so that interaction can be generated among the students. This will then encourage the conversation and sharing of information among the students which will facilitate their cooperative learning experience. This in turn will trigger the cognitive process that will help them to generate new knowledge and incorporate it with the existing knowledge through the negotiation of meaning in the cooperative learning process. In this way, through interaction, the students get comprehensible input from each other and negotiate meaning which facilitates their language acquisition. The teachers revealed that the students ask questions willingly especially when they doing group or pair works but if they are seated individually they remain silent from asking questions.

All of the teachers suggested that in order to conduct effective group works in the existing seating arrangement, each category of students need to be gathered in different groups. In this way, the weak student will get the opinion of the bright students and there will be good cooperation and discussion among them. They pointed out that, the bright students can explain better than the teachers to other students and it works best in individual seat grouping than large desk grouping.

The teachers also emphasized on the use of the School Based Assessment System (SBA) in their classes that emphasizes on the student – centered teaching, where the teacher should talk less and give more importance to students and let them talk more. They said that, the most important part of the School Based Assessment System (SBA) is increasing students' participation through group and pair works for which there are 30 marks. For this reason, they create group and pair works, but not large groups since it could create chaos. However, they added that, there are large desks or benches in most of the government secondary schools which is not good and flexible for doing group or pair works, but they still try to create group works by turning around the large desks and make students sit face to face, so that the students can participate in group activities led by the teacher.

In the traditional seating arrangement, the teachers also use the Communicative Language Teaching method along with the Grammar Translation Method to create a balanced teaching – learning environment for the students so that they are interested to learn and use English in classes. For this reason, they use group and pair works to facilitate and encourage the students to try use English in class. The teachers suggested that, in order to improve the language production of the students, the teachers should use the Communicative Language Teaching method and try to speak in English to encourage the students to speak. However, the teacher also needs to use the Grammar Translation Method sometimes by translating to Bengali from English for the advantage of the weak students so that they can receive the information that the teacher is trying to provide them.

The teachers also said to have faced some problems in the large classes such as coping with the noise, persuading the students to use English in class, managing the setting up of group discussions and activities, making use of the resources that are available and monitoring the work of the individual students in class. It has been observed that row seating impedes the teacher's ability to walk between student desks and assess learning. So, it is clear that the existing seating arrangement in the schools can make or mar any lesson; therefore, a reasonable amount of space between the rows is needed to keep for maintaining the learning environment. The teacher said that, since their movement is restricted to the front of the classroom and there is rigidity in the seating arrangement, they cannot monitor or address the problems of the students individually. Also, the use of large desks in the classrooms makes it difficult for the teachers to communicate with the students. Moreover, the traditional seating arrangement always do not inspire the students to get proper language production, as mentioned by the teachers, the writing skills of the students are good, listening skills are not bad, but the speaking skills are not good.

4.3.3. Suggestions of Teachers regarding the existing Seating Arrangements:

The teachers from both the non – government and government school provided several suggestions for improving the existing seating arrangements in schools. They said that, seats should be fixed according to the height, size and interest of the students as there are both large desks and individual seats in different classes. The seats also need to be assigned in a way so that the weaker student may come forward and the good student may change seat for the need of the weaker student, so that students are benefited from that seating arrangement.

In order to improve the language production of the students, the teachers suggested using the Communicative Language Teaching method and Participatory Method so that they can encourage the students to speak in English in classes. They added that, the teachers should use soft words and easy English and avoid strong words to create interest and communicate with the students. However, also suggested using the Grammar Translation Method for the advantage of the weak students so that they can understand what the teacher is teaching.

The teachers also suggested that the seating arrangement of the classroom needs to be arranged according to the nature of the task or activity, for example, suppose if the lesson is on reading, then students need to sit individually, but if it is on speaking and the teacher is taking the class in the Communicative Language Teaching method, then group work is needed.

According to the students in this research, the seating arrangement is a priority to them and they think about how they actually feel comfortable. So, it can be stated that seating arrangement is directly related to students' participation and efficient learning while they are working on cooperative learning and group activities, since it has to do with their feeling comfortable in class. Most of the students said that they feel comfortable and enjoy working in pairs and groups with other students than individual seating. They stated that even though, they like the traditional seating arrangement, but they would like semi – circular seating arrangement and the modular seating arrangements in their classes.

The teachers also agreed that it should not be solely the school authority's planning or decision to change or plan on the classroom seating and that the teachers' opinions should also be given priority, because even though the authority will arrange the seating, it might not be suitable for the teachers and the students. The teachers also suggested that the government schools should increase the number of the classrooms, maintain a limited number of students and employ teachers who could control and monitor the classes successfully. Besides, the government can finance these schools to create more classrooms and increase the number of teachers and sections so that the teachers can give attention to students, implement their teaching methods and make them fruitful for enhancing students' learning. If there are more teachers, then the classrooms can be divided into sections that will help to decrease the number of students in every classroom.

Finally, some teachers suggested that, it would be more effective if the idea of team teaching is implemented in classrooms and this can be easily done if the government increases the posts of the teachers which can improve the teaching – learning situation in schools. They emphasized that, if the plans of classroom management can be designed with the coordinated efforts of the curriculum, syllabus committee and the school authority and teachers are encouraged to use creative and structural teaching style then they will contribute entirely to students' learning.

CHAPTER 5 - CONCLUSION

5.0. Introduction

This chapter underscores the results of the Findings and Discussion by providing the context in which the results belong. It blends the statistical measures and interview responses with the research findings and relates those findings to the previous literature. Finally, recommendation and conclusion are provided on basis of the findings and discussion.

5.1. Summary of the Findings

The data obtained from this research highlights a number of points concerning the viewpoints of both the teachers and students of the government and non – government secondary schools regarding different aspect of seating arrangements. Although, the existing row arrangement does not fully encourage the Communicative Language Teaching, Participatory Teaching method, cooperative learning activities, group and pair works, the teachers are still trying to use this arrangement for meeting the demand of their teaching methods and also enhancing students' learning and participation in class. Alternatively, they are trying to conduct group and pair works in the form of the semi – circular and modular seating arrangements in the existing traditional seating arrangement in the classrooms.

5.2. Contribution to Research

Although the education system in our country are now under the process of development, the teachers, the education board and the government tend to ignore two facts. Firstly,

they do not see classrooms as physical entities that can be the perfect organizational units where the proper positioning of the teacher and students can make effective use of the classroom seating. Secondly, how the effective organization of the seating arrangement in the classroom can actually influence the learning of the students. It cannot be denied that the arrangement of students' seating in schools have an important impact on classroom teaching and learning. So, this research will help the teachers and the school authorities to realize about improving the existing seating arrangements in schools. From this research, they might be careful about paying attention to classroom seating in schools for creating high quality and effective education system for both the teachers and the students.

5.3. Practical Implication

From the research, it has been revealed that, the size of the classroom is another important factor which determines the practice teaching and learning in a context. Therefore, if the size of the class is small, then it will be easier for both the teacher and the students to address and solve problems, manage classroom activities, increase student participation and enhance their learning. However, if the size of the class is large, then it will not be possible for them to monitor all the students, increase their participation and address their problems. At present, the phenomenon of over – crowdedness in classrooms in our government secondary schools with poor quality and inadequate classroom furniture is having negative impact on the government education system of our country. It places limitations on the quality and quantity of interactions between the teachers and the students i.e. on the quality of teaching and learning. The teachers said that since the time has changed, individual seats should be arranged in all the classrooms instead of large desks, then both the teachers and the students will be benefitted. They suggested using

the one bench forward system, so all the students can sit in the front, middle and back which will keep them interested in their learning.

They advised that, if the seating arrangement is improved in the classrooms of our country, then it will be more effective and comfortable for both the teachers and the students. According to them, the student percentage should be decreased, then the classrooms will be spacious and the seating arrangement will be wonderful. Some teachers exemplified that, instead of making three side by side rows with the present large desks, the arrangement could be L – Shaped so that the teacher can move around and monitor the class. Otherwise, individual desks could be used to improve the quality of classroom teaching and students' learning.

5.4. Recommendations

The teachers recommended that in order to support successful teaching and learning in the classroom seating arrangements of the schools, ongoing collaboration is needed among the government, education board, school authority, teachers, education planners and education researchers of the country. In fact, as emphasized by the teachers from both government and non – government schools, different seating arrangements should be available for them so that they can contribute entirely to students' learning.

The teachers also suggested that the classrooms should not be too large and student numbers should not be increased, for them 40 + students is okay, but 70 + students is too overpopulated. Also, good administrators need to be employed for improving the existing condition of the government schools. Besides, the traditional classroom environment needs to be changed by providing modern facilities in the classrooms.

Some teachers from the non – government suggested using a seating chart in the classroom where seats will be assigned by numbers for the students, which will assert the control of the teacher over the seating arrangement of the classroom. They recommended that the students should not be given any chance of changing their seats without the permission of the subject teacher or the class teacher

Some teachers also advised that in order to overcome these challenges, the teachers need to attend the Teachers' Quality Improvement Training which will teach them to monitor and manage overcrowded classrooms. They illustrated that, in this training, the teachers are given criteria on CLT which emphasizes that the teacher will never say the answer, but encourage and monitor to elicit answer from the students.

5.5. Further Studies

Further studies can be done in the institutions of the primary, high secondary and tertiary level which have not been incorporated in this research. It will then encourage others and emphasize on further exploring this area of this study.

5.6. Conclusion

In conclusion, it could be illustrated that, the teachers and students do have much to do in the present situation apart from accepting the row seating arrangements in the schools, but thinking about improving them can bring about a change in the teaching and learning situation in the schools of Bangladesh. At present, the function of seating arrangement is underestimated by the school authorities as they are more interested to have maximum number of seats in order to have maximum number of students so progression is much needed.

Therefore, shortages of classrooms and teachers and other necessities in the secondary schools of our country need to be addressed by the school authority, education board and the government. As suggested by most of the teachers, a lasting solution can be building additional classrooms and employing more teachers so that this crisis can be overcome. It has to be remembered that whatever prevailing seating arrangement is in the schools or in the majority of the classrooms in a country, it has far reaching implications for teaching and learning environment in schools. Therefore, seating arrangement should be taken into consideration for utilizing effective teaching and learning practices for both the teachers and the students.

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Appendix A

Classroom Interview Questionnaire (Teacher)

This assessment contains statements and questions about the seating arrangement of the class and the activities that take place in the class.

1. Is seating arrangement a factor that is usually under the teacher's control or are the students allowed to choose their own seats in the classroom?
2. What type of classroom seating arrangement do you prefer for your students?
 - a. Individual seats with attached writing surface (wooden palettes).
 - b. Large desks for 5 – 7 students in a row seating pattern.
3. Among these three types of classroom seating, which one do you think creates a more productive learning environment and facilitates easy rearrangement, discussion and grouping for different lessons?
4. Which one do you consider is important for creating an effective seating arrangement in your classroom? You can choose more than one correct answer.
 - a. The teacher can see all the students from the front of the classroom.
 - b. The students can see the teacher and the blackboard clearly.
 - c. There is enough space to walk for both the teacher and the students.
 - d. Seats can be moved and arranged in any way for individual task, group works, whole class discussion etc.
5. What teaching method/style do you follow for your classroom?
 - a. Seminar or discussion teaching style.
 - b. Lecture or presentation teaching style.
6. Does the classroom seating arrangement facilitates your preferred style of teaching, instructions and meet your teaching needs?
7. Does the seating arrangement in your classroom facilitate group work, participation and interaction among the students?
8. Does the seating arrangement of your classroom affect the students' behavior in asking questions or giving opinions during the lessons and discussions?
9. Do you think that the seating arrangement of the classroom needs to be arranged according to the nature of the task or activity? Do you apply this in your class?
10. Does your students feel comfortable in moving around the classroom or do they feel that the environment of the classroom is overcrowded and congested?
11. Do you have enough lighting and ventilation in your classroom?

12. Which of the following problems do you think are the challenges for a teacher in an overcrowded and congested classroom? You can choose more than one correct answer.

- a. Securing students' total attention during lessons.
- b. Students at the back do not participate, only brilliant students participate.
- c. Quiet and shy students often get neglected.
- d. Teacher's movement is restricted to the front of the class.
- e. Difficult for teachers to see students who are not paying attention in class.

13. Do you think that it is feasible for the teachers to change the classroom seating according to their need or will they follow the arrangement as designed by the school authority?

14. Do you think that the traditional seating arrangement works best for the students to listen to the teacher, follow direction and not talk to their classmates?

15. Does the traditional seating arrangement help you to address the individual problem of the students and increase their participation in class?

16. What is the reason for following the traditional seating arrangement in your class?

- a. Schools authority's decision.
- b. Colleagues and superiors will not allow other arrangements.
- c. Prefer the seating arrangement the way it is.

17. What are the effects of the traditional seating arrangement on the learning output (language comprehension, ability to generalize, language production etc.) of your students?

18. Do you think that the students who sits in the action zone (front and center seating) can communicate more with the teacher than the other students which facilitates high student – teacher interaction?

19. Does altering the seating arrangement reduces disruptive behavior in the class and increases task involvement among the students?

20. Do you think that the semi – circular and modular seating arrangements are suitable for the improvement of students' learning?

21. Do you think that the school authority will permit using the semi – circular and modular seating arrangement in your classes?

22. What steps do you think that the government secondary schools should take to overcome the problems of the increasing number of students in the overcrowded classrooms?

23. What suggestions will you give for making effective use of the traditional seating arrangement in the government secondary schools for enhancing students' learning?

Appendix B

Classroom Assessment Survey (Student)

This survey contains statements and questions about the seating arrangement of your class and the activities that take place in your class. There are no right or wrong answers. Some of the statements and questions may be similar. Please answer all of the following questions in this survey. Thanks!

1. Which do you consider as the most important for your seating arrangement in the classroom? You can choose more than one option. (শ্রেণীকক্ষের আসন-বিন্যাসের ক্ষেত্রে কোন বিষয়টি তোমার কাছে

সবচেয়ে গুরুত্বপূর্ণ? তুমি একটির বেশি উত্তর বেছে নিতে পারো।)

- The size of the writing surface. (আসনের উপরে লেখার জায়গার মাপ)
- Space between desks. (দুই আসনের মধ্যকার জায়গা)
- Distance from the teacher. (শিক্ষক থেকে দূরত্ব)
- Space for keeping books, copies etc. (বই-পুস্তক রাখার যথেষ্ট জায়গা)

2. Can you see your teacher and the blackboard clearly from your seat? (তুমি কি তোমার আসন থেকে

তোমার শিক্ষককে এবং ব্ল্যাকবোর্ড পরিষ্কারভাবে দেখতে পারো?)

- Often. (প্রায়ই)
- Sometimes. (মাঝে মাঝে)
- Seldom (কদাচিৎ)
- Never. (কখনই না)

3. Do you have enough lights, fans and ventilation in your classroom? (তোমার শ্রেণীকক্ষে যথেষ্ট

পরিমাণ লাইট, ফ্যান এবং বায়ুচলাচলের ব্যবস্থা আছে?)

- Yes. (হ্যাঁ)
- No. (না)

4. Do you get distracted by the noise from the students in your side and back seats and miss the teacher's instruction or lecture from your seat during the class? (তোমার পাশের এবং পিছনের

আসনের ছাত্র-ছাত্রীদের শোরগোল কি তোমার মনযোগে ব্যাঘাত ঘটায়? এর ফলে তুমি কি শিক্ষকের লেকচার অথবা নির্দেশ পালন করতে অসুবিধা বোধ করো?)

- Often. (প্রায়ই)
- Sometimes. (মাঝে মাঝে)
- Seldom (কদাচিৎ)
- Never. (কখনই না)

5. Do you get distracted by the noise from the fans in your classroom and miss the teacher's instruction or lecture from your seat during the class? (শ্রেণীকক্ষের ফ্যানের শব্দ কি তোমার মনযোগে

ব্যাঘাত ঘটায়? এর ফলে তুমি কি শিক্ষকের লেকচার অথবা নির্দেশ পালন করতে অসুবিধা বোধ করো?)

- Often. (প্রায়ই)
- Sometimes. (মাঝে মাঝে)
- Seldom (কদাচিৎ)

d. Never. (কখনই না)

6. Can you pay attention or listen to the teacher from your seat? (তুমি কি তোমার আসন থেকে শিক্ষকের পড়ায় মনযোগ দিতে পারো?)

- a. Often. (প্রায়ই)
- b. Sometimes. (মাঝে মাঝে)
- c. Seldom (কদাচিৎ)
- d. Never. (কখনই না)

7. Do you feel comfortable working in pairs or groups with other students from your seat? (তুমি কি তোমার আসন থেকে অন্য ছাত্র-ছাত্রীদের সাথে পেয়ার বা গ্রুপে কাজ করতে স্বাচ্ছন্দ্য বোধ করো?)

- a. Yes. (হ্যাঁ)
- b. No. (না)

8. Can you concentrate on your individual work (class work and class test) from your seat? (তুমি কি তোমার আসনে বসে এককভাবে কাজে (শ্রেণীর কাজ ও শ্রেণীর পরীক্ষা) মনযোগ দিতে পারো?)

- a. Yes. (হ্যাঁ)
- b. No. (না)

9. When you are at the backseat, can you follow the teacher's direction or lecture? (পেছনের আসন থেকে কি তুমি শিক্ষকের লেকচার এবং নির্দেশনা অনুসরণ করতে পারো?)

- a. Often. (প্রায়ই)
- b. Sometimes. (মাঝে মাঝে)
- c. Seldom (কদাচিৎ)
- d. Never. (কখনই না)

10. Do you enjoy the pair work or group work seating more than individual seating in the class? (তুমি কি এককভাবে বসে কাজ করার চেয়ে গ্রুপ অথবা পেয়ারে কাজ করতে বেশি পছন্দ করো?)

- a. Yes. (হ্যাঁ)
- b. No. (না)

11. Can you move comfortably between seats while you are preparing for pair work and group work? (পেয়ার অথবা গ্রুপ কাজের প্রস্তুতির সময় তুমি কি স্বাচ্ছন্দ্য ভাবে শ্রেণীকক্ষে চলাচল করতে পারো?)

- a. Yes. (হ্যাঁ)
- b. No. (না)

12. Does your teacher make seating arrangements for pair or group works? (তোমার শিক্ষক কি তোমাদের পেয়ার বা গ্রুপ কাজের জন্য আসন বিন্যাস করে দেন?)

- a. Often. (প্রায়ই)
- b. Sometimes. (মাঝে মাঝে)
- c. Seldom (কদাচিৎ)
- d. Never. (কখনই না)

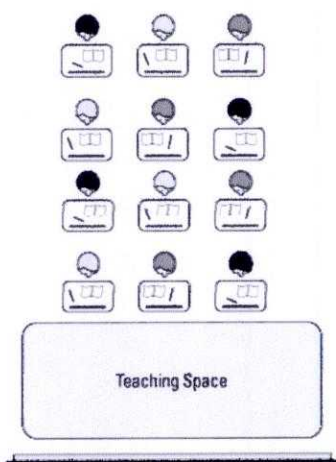
13. Do you think that you can learn and participate better in pair and group works? (তুমি কি মনে করো পেয়ার বা গ্রুপ কাজে তুমি বেশি ভাল অর্জন এবং আলোচনায় অংশগ্রহণ করতে পারো?)

- a. Yes. (হ্যাঁ)
- b. No. (না)

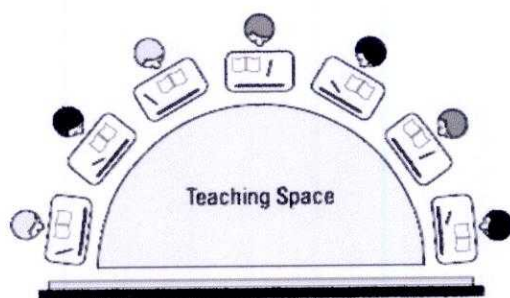
14. Do you like the row seating arrangement of your classroom? (তুমি কি তোমার শ্রেণীকক্ষের সারিবদ্ধ আসন ব্যবস্থা পছন্দ করো?)

- a. Yes. (হ্যাঁ)
- b. No. (না)

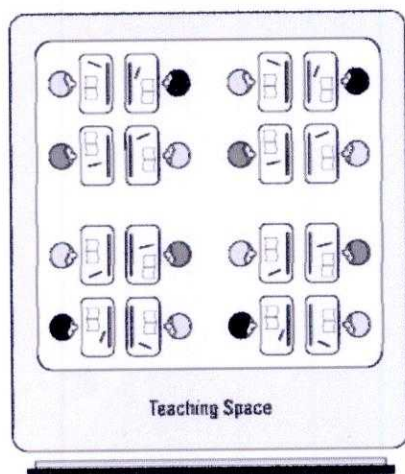
15. Choose the seating arrangement from the following picture you like most? (নিচের কোন আসন ব্যবস্থাটি তোমার সবচেয়ে বেশি পছন্দ?)



a) Row Seating Arrangement. (সারিবদ্ধ আসনবিন্যাস ব্যবস্থা)



b) Semi – Circular Seating Arrangement. (অর্ধ-বৃত্তাকার আসনবিন্যাস ব্যবস্থা)



c) Modular Seating Arrangement. (দলবদ্ধ আসনবিন্যাস ব্যবস্থা)