THE EFFECTIVENESS OF ONLINE CLASSROOMS IN ELEMENTARY LEVEL

By

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the requirements for the degree of
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

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Ethics Statement

All the rules of ethical issues have been maintained before conducting the study. Consent from all the participants were collected through a consent form (please see Appendix B) before the interviews.

Abstract:

In the situation of Corona virus, the education system has been compromised and closed for long time. Therefore the government has decided to open the school in different media, which is online. There are lots of Schools have started the class online. The researcher has chosen to interview some of the students and teachers from the English medium school to find out the effectiveness of online class through the Discourse Analysis. There are lots of behavior changes in the students during the online classes. The students are not able to focus on the class properly as there are lots of barrios.

Keywords: Discourse; Online classroom; physical classes; Speech act; maxim of conversation;

Dedication

My mother, father and my lovely husband who have always been my guiding stars of my life

and helped me to achieve my goal.

Acknowledgment

First, the researcher would like to thank Allah the Almighty for being with her, giving her the strength to complete this study.

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Glossary

Corona virus   any of a group of RNA viruses that cause a variety of
                          respiratory, gastrointestinal, and neurological diseases in
                          humans and other animals

Discourse   Spoken or written communication between human

Pandemic   An outburst of a disease

Chapter 1

Introduction

As the covid-19 saga has started unfolding, all the educational institutions have decided to conduct classes in online platforms. Pandemic has made people try new activities in our daily life. One of the new things for students of Bangladesh is education from home. To conduct such a study, the researcher has not gone to any school physically to collect any data. She has to collect data from the participants over the internet or phone call. Since, March 2020, all the educational institutions had been closed for a long time and it is hard to say when students will be able to do their classes in traditional form again. Therefore, the government had instructed all the educational institutions to do their classes online (Ela, Shohel, Khan, Jahan, Hossain, & Islam, 2021). They also mentioned about the students are being stressed about their careers and the future.

1.1 Problem Statement:

In circumstances like online teaching, it has been a reoccurring phenomenon that students show behavioral changes and teachers are facing difficulties while teaching. Moreover, the environment may have multiple impacts on student's behavior. Galbraith, & Jones (2010), mentioned that, there are certain problems that occur in an online classroom. For example- students are demanding special treatment from teacher, chatting with other students on social media and disturb others, being dishonest in the academic work and in exam paper, making inappropriate emails to the teacher or making inappropriate comments to others with a fake name.

1.2 Purpose of the study

The paper attempts to find out the changes happening in the classes and how the teachers can improve the factors in the classroom considering discourse analysis. This study

contains different classrooms observation from different schools, interviews with teachers and students of primary schools where the medium of instruction is English.

1.4 Significant of the study

Students are the main part of a school where they will be learning things from the teachers. However, both teachers and students are encountering a new platform during the, namely the online platform. In this situation, the students and as well as the teachers are facing problems with the internet as well as the students are behaving differently in the online classes. This study is to analyze the discourse of online classes and find out the differences in online classes. This study is expected to help the teacher to maintain the classroom; they will be benefited by making changes to the lesson plan and way of handling the students. This study will help a teacher to improve teaching skills throughout the online class as it is a new platform to them.

1.5 Delimitation

The data were collected from different schools conducting interviews of students and teachers. The researcher has chosen the schools where she can access easily therefore she chose a school where she is teaching. She also found out about the other schools from other colleagues. As they were having online classes from the beginning of the pandemic, therefore, i chose them as my participants.

1.6 Limitation

The most difficult part was to convince the teacher that the researcher will not use the name of the school and record the classes to use in the data. As in the interview, one of the teachers said about losing their job is one of the reasons, not others to let in the classes to observe. They are concern about losing jobs and they are trying their best to manage the classes and save their daily income. Imran, & Ahmed, (2020) mentioned how the private

education sector has been facing the problem of losing the job as the teachers would get the salary when students pay the tuition fees. Therefore, lots of teachers had to lose their job because the education sector was off and there were lots of positions in the school, which are to need in the online program. Most of the teachers were not cooperative with the teachers, there for the researcher has to face lots of problems to find the classes and the students who are in the primary and from English medium school from Dhaka.

Chapter 2

Literature review:

This chapter will discuss the theories and critical review on online classes. There will be discussion on the discourse theories and the relationship between the online class discourse and the physical class discourse. Bangladesh is a developing country where not all the students have access to internet, and technologies in order to conduct online classes. Here, the teachers are proficient in terms of teaching in traditional system. However, due to pandemic, teachers have to conduct their classes online. Since conducting classes online is new to the education system of Bangladesh, teachers are having several problems to take classes and the students are also facing problems. This study shows how the Bangladeshi English medium schools are coping with the pandemic situation during conducting classes. This chapter will focus on the research as done so far regarding this topic.

2.1 Pandemic and education:

Pandemics are the outbreak of any kind of diseases which widespread because of interaction of human being. This pandemic has important impact on our society, education, economy, social disruption, health. The most of the impacts of the pandemic is negative to our daily life (Qiu, Rutherford, Mao, & Chu, 2017). In the history of the pandemic, we have suffered from different kind of pandemics which has changed our life style and disturbed the regular life. Our world is now suffering from a virus which has spread throughout the world, and the world is different now, the society is dealing the social interaction differently than before.

Now we are having a pandemic which has changed our life totally, this pandemic made us stay home and make our social life as well as our personal life. We most of us working from and there are lots of people who has lost their jobs due to this pandemic. The reason behind the pandemic is a virus called COVID 19.

Islam, Bodrud-Doza, Khan, Haque, &Mamun, (2020) mentioned how this COVID-19 has destroy people peaceful mind., their education system for all over the world, there are financial difficulties due to the losing jobs, confused in the future career life, constant fear of making other people sick, the heath system getting over warmed by too many people being sick in the same moment.

Bangladesh is one of the developing country where there illiterate rate is higher. People are tent to ignore this matter. They are not following the rules which have given by the government to prevent the spread the virus among the people. Moreover, Karim, Akter, Mazid, Pulock, Aziz, Hayee, ... &Banu, (2020) mentioned in their study there are only 32% people who has the proper knowledge about this virus and how it spread among the people. Therefore it can be said that, majority of people doesn't know about or believe to be careful in this situation.

2.2 Classroom Discourse

Classroom Discourse is one of the tools to see the behavior of a classroom and the teacher and students relationship. Soto (2020) mentioned in his article that, the classroom discourse can be helpful for the students to understand the teaching the students better and the teacher can improve the method of teaching. As this helps a teacher to understand that every students are different and make such activities to connect with them and them with the world to understand the world better.

2.3 Online classes in Bangladesh:

Khan, Basu, Bashir, &Uddin, (2021) mentioned in their research that, the private university students have more resources; therefore the students are able to have classes. Whereas, the public university students with financial problem and not having easy access to

technology, making it hard for them to do online classes. The teachers are also with the technological difficulties and have difficulties with having classes.

Progga, Shahria, & Ahmed (2020) have studied some of the private universities of Bangladesh which is a developing country. They found that, there are students are from different towns from all over the country. As the universities are not conducting physical classes therefore, the students are facing lots of problems doing the online classes due to electricity problem in the developing area or internet is not good enough to have the classes or take an exam on time. They also found out that the students are not able to concentrate in the class because of the situation of outbreak and how the number of deaths is increasing day by day. Rashid, (2020) mentioned that students are not accustomed to online classes and the applications that are conventional for online classes. The country like Bangladesh, which developing, where every students will be having electronic gadget is impossible. He also mentioned about the internet connection in this country for the students to have the classes on time, as well as the cost of this net connections are very for a students to have. There can be other problems like cyber bulling off the campus.

As for the school teacher they are having problem with the new technology in their class. They had to get familiarized with new technologies and applications and learn within the short time to take the classes properly so that the students would not have to miss any classes and had to learn the materials without any trouble. The teachers also have to teach the students how to use it for their course. Hasan& Islam (2020) found that, the teachers are facing obstacles related to technological issues.

2.4 Advantages:

Islam, Islam, Sultana, & Islam (2021) mentioned in their research about the advantage of online classes in the perspective of Bangladesh. They added that, the online classes are

time saver as in the students and teacher both do not have to move and waste time commuting. In addition, teachers can take the classes from anywhere and the students can attend the classes from any place as well. In case of Bangladesh, there are some of the students who are from different town they don't have to travel to school or college to have the classes they can have it from home. Biswas,& Nandi (2020) said that, there are opportunities to for the teachers and the students to learn the ICT and technology which is very important in this world to live. Therefore the teacher can make a class interesting by using technology.

Ali, Hossain, & Ahmed (2018) found out in their research that, the online classes are worthy to cost is less for the some students. It is faster to process as in the students can have the classes from anywhere, there is no time waste. The researcher has found in the findings that e-learning highly effective to students.

2.5 Disadvantages:

Islam, Islam, Sultana, & Islam (2021) showed some of the disadvantages for the students of Bangladesh. One of the disadvantages is that, it is costly for some students. Not all of the students are able to have high speedy net for having a class. Even some places do not have the network where the students can have the class. As a result they miss the classes for their course. Another challenge has been mentioned that, the students and teachers are not trained in the technology. The teachers are not proper trained to take a class online or use of the gadget for online classes. They also mentioned about the availability of requirement of technology in this country.

Bangladesh has lots of English medium schools where people with financial stabile. However the researcher didn't find any research on the high school and primary school going student in Bangladesh. As it is easy for a researcher to find a this data from the university

then school going students as all most of the schools are closed, there are few of the schools are having online classes. The researcher has not find the way of students' behavior has changed in the classrooms, the students are being missing classes and they are being absent minded in the classroom. Most of the research has done on the tertiary students and teacher and their problem and their mental health.

1.3 Research Question:

Research question 1: What are the difficulties that the students are facing in online classes?

Research question 2: What are the difficulties that the teachers are facing while teaching online classes?

Research question 3: What is the difference between the discourse of the online classes and the physical classes?

Chapter 3

Methodology:

This chapter of this study describes the methodology adopted for conducting this research, which includes the rationale behind choosing research design, setting, selecting the participant, data collection procedure, data analysis procedure and ethical consideration of the study. The first research question investigates what the difficulties the students are facing during the online classes. The second question investigates the difficulties the teacher facing during taking the online classes. The last research question investigates the discourse analysis of the online classes and what criteria make them different from physical classes.

3.1 Research design:

The researcher has chosen to qualitative research which is an approach which has open ended questionnaire, observation. Friedman, (2012) mentioned about qualitative approach which requires to have open ended questionnaire. This approach also observes the behavior of the participants, interaction in interview, real life story or related to the real life, experience of interviewee (Denzin&Lincon 2008). For the present study, the researcher chose the qualitative research to see the point of view of the teachers and the students on this topic. The researcher had not chosen the quantitative research as the participants are very small to understand the survey questions and the results might not be there as well as. Qualitative research relies on the interview and observation and these are information which can't be restricted the participants' point of view. Moreover, the information does not stay in the same categories. In this way, the researcher can be getting the most useful information and get the non-biased results (Creswell, 2012).

3.2 Setting:

The researcher conducted the study among the students who study in various English medium schools in Dhaka. These students have a common L1, which is Bangla. However, most of the students were exposed to the target language from very early age as they started their school at very early age. Moreover, these are the students who are the first group of students who were exposed to online classes and they were doing the classes online for last one and half year.

3.3 Participants:

The researcher has chosen one specific group of students, who are 5 to 11 years old. Moreover she has chosen some group of teachers who conducts classes of these students and teaches English language for more than 3 years. The researcher has used saturation point which was developed by Glaser and Strauss (1967). Saturation is an approach of qualitative research which helps to create theory from data collection. This helps to collect the patterns in the data of the research. The researcher adopted snowball sampling techniques to contract the students and classes to observe. Noy (2008) mentioned that snowball is the approach of collecting the data from the contract provide by others. The researcher has chosen the theory as time of this pandemic it was very hard to contract with the school without visiting the school. Therefore she chosen the colleague who were involve or their kids study there, has contract with the students. The researcher has got help from the colleagues who new others from different schools where she got to observe the classes, interview the classes as well as the interview the teacher and students of that particular classes.

3.4 Data collection procedure:

3.4.1. Semi Structured Interview:

Semi structure Interview is one of the popular approaches to collect data for research. Qualitative research has open ended questionnaires in the interview and transcript later to use to find the results for research (Creswell 2012).

The researcher has used semi structured interview to collect the data. Wengraf (2001) has mentioned that, semi structured interview is planned to have some prepared open ended questions where there will be place to create a new questions to ask to the interviewee based on the answer of the interviewee. McIntosh, & Morse, (2015) mentioned that, semi structure interview is for the subjective response from the interviewee and their responses are directed to a particular areas of research. Creswell (2012) also added that, this kind of open ended questions helps the researcher to make a theme and concept. The researcher has also followed the suggestion of Creswell (2012) and recoded the interview with the permission of the participants.

3.4.2. Class observation:

The classroom observation is one of the options to take data to see the behavior of the students in the classroom. Fry, Curtis, Considine, &Shaban, (2017) added that, observation is one of the ways of understand the situation or environment of particular event. They also mentioned that observation can help a researcher to understand the view point of participants within the context.

3.4.3 Interview protocol framework

The researcher had chosen to employ semi structure interview and observation for this study, therefore had used IPR frame work which was developed by Castilo-Montya, (2016). IPR is protocols to conduct the interview with some steps which will be helping the

researcher go step by step. She has developed 4 phases to do interviews, which are given below:

Phase 1: Ensuring interview questions aligned with research questions,

Phase 2: Constructing an inquiry-based conversation

Phase3: Receiving feedback on interview protocols

Phase 4: Piloting the interview protocol" (Castilo-Montya, 2016. P. 812),

Phase 1: The researcher has made sure that, the interview questions are in coherence and represent the research questions.

Phase 2: In the second step, the researcher has to make sure that, the interview questions are based on the research questions and has chronological manner so that, the conversation come out fruitfully.

Phase 3: In the third step, the researcher made sure the questions are approved by the expert who is a lecturer of a private university of Bangladesh. He had helped the researcher to find the chorological question for interview to do the primary students from English medium students.

Phase 4: In the last phrase, the researcher has done pilot study with one of the students to see whether is their problems with the answer or their answer are not really helping the research.

3.5 Data analysis procedure:

The researcher has chosen the interpretive analysis. Miles, Huberman, Huberman, &Huberman (1994) has mentioned about interpretive analysis which has three parts. They are deconstruction, interpretation and the reconstruction (as cited in Sargeant 2012). Deconstruction is when the data are collected and reform to use in the research for example

tracscription of the interview and the classroom observation. Interpretation is when the researcher interpret data and codified the data. and the last part is the reconstruction is when the codes areput into some themes to find out the results. Sargeant (2012) also mentioned in his study that this interpretive analysis helps the researcher to understand the phenomenon or the situation or the behaviour of the participants. Therefore the researcher has used interpretive analysis to find out the difference between the online classes and what the main problems in the online classes are as a new platform of learning. This interpretive analysis will also help the researcher to get the discourse analysis or the students' behaviour.

The researcher has followed the 3 steps to find out the results. 1st the researcher has recorded the dialogues and phones calls with the teachers and students. Later the dialogues and phones calls were transcript from the class observations and the phone calls of the students and teacher.

In the second step, the researcher has codified with theme so that the same information are shown in the same place. In this way the researcher has found the similarities and difference between the dialogues which helps to find the results. Lastly, the researcher has reconstructed the theme to find the relation into the discourse analysis.

Chapter 4

Findings and Discussion

The main goal of this study to find out the factors that make difficult for students and teacher to take classes over online. In this chapter the researcher will try to find the factors which make to take classes for teachers and factors that make the students to do online classes. This chapter will be describing the findings from this study on the basis of the research questions below:

Research question 1: What are the difficulties that the students are facing in online classes?

Research question 2: What are the difficulties the teachers are facing while teaching online?

Research question 3: What are the difference between the discourse of the online classes and the physical classes?

In the first section, the researcher will have a brief discussion about the background of participants of this study. In the second part, there will be the factors which make the students online classes difficult to do. In the next part there will be the factors which make taking online classes difficult for the teacher. In the last section, the researcher will be discussing the discourse and the difference of online classes and physical classes by using the observation of online classes and interview of teacher and students.

4.1. Introduction to participants

In the section, the researcher will be introducing the participants for this study. There will be a separate participants profile for teacher and students and background information of them. This will be helpful for the findings. The researcher has used the pseudonym as the participants had signed the contact where says that the researcher will be using the real name. The participant's information are given below:

Participants' profile: Students of English medium School		
Name	Age	Class
Anita	12	5
Sajib	11	4
Shehab	10	4
Nahar	09	3
Mumu	09	3

Participants' profile: Teacher of English medium School		
Name	Age	Teach
Tanita	25	4
Joynob	29	5
Rose	26	5
Sajda	35	4
Rudmila	29	3

4.2 The difficulties the students facing to have online classes:

The researcher has interviewed primary students, who were between 7 to 12 years old. These students were from English medium school. The students were excited to do the interview. They even asked questions to the interviewee, not just answering the questions from interviewee. Therefore, the researcher had broad idea about the topic. However, there

were some students, who were very shy to do the interview, but they did want to do. The

researcher had eliminated the interview as they were not able to talk after few questions.

4.2.1 Internet difficulties:

The researcher had interviewed 5 students, every single one of them mentioned about

the internet problem. When they were asked about the problem in the online classes, they all

had mentioned about poor internet connection and the class get distracted. Even the

researcher can see from the class observations that, some of the students leave the classroom

and come back and would say in the middle of the class, "Miss, I am sorry; I got

disconnected from the class." The teacher would have to stop teaching and answer, "It is

oaky". In this way, the lesson get distracted and flow of the class does not stay.

4.2.2. Sitting in front of computer for long time

The researcher had asked the students about why they want to go back to school, and

one of the students mentioned, "I don't like to sit and follow all the classes for long, my head

started to hurt in the last few period of online classes but in the school we used to walk

sometimes in the middle of two classes and there were options to go to washroom and other

things". (DU Nah 30).   The students need to sit in front of electric device for a long period

which can be very harmful for the students. Even one of the teachers said that, "it is very

difficult for the student to have a seat and concentrated in the class for long time." (DU RUD

24).

4.2.3. Technology is not easy for all

In the circumstance, the young students are suffering as they are exposed to the

electric device in the very early age of their life. Using the technology is not easy for

everyone. Students are facing problem with the start the classes and do the class flawlessly. One of the students said that, "when the online classes, sometimes I used to leave the class as the device automatically disconnect for the class and I couldn't join back and then the teacher used to scold me for leaving the class, I asked parents to help me to rejoin the class, now I know how to do that, I still don't know how to do the thing properly" (DU SHE 22). Another student mentioned, "We submit our homework on Google classroom. The teacher put the class things on Google classroom. And my parent helps me to submit and get the work from the Google Classroom" (DU ANI 32). Not all the students are same in all the skills; therefore they face problems with using this advance level of internet and electric device. Sometimes the parents are not able to operate the device properly.

4.3 The difficulties the teachers facing to take online classes:

The researcher had interviewed some of the English medium teacher, who has been teaching English Language for few years now. The researcher also had made sure that, the teachers' degree from English discipline.

4.3.1 Internet difficulties:

The researcher asked the teacher about the problem of online classes in the interview session. The most of the teacher has mentioned that they are new to the platform where they are learning working with internet and make sure that they are safe for the young students. The teachers are making efforts to make the class interesting and fun so that the students concentrate in the classes. One of the teacher mentioned that, "In the beginning of taking online classes, maintaining the internet was much problematic, there was net work issue, for example we used to spend our half class to saying that, " can you all hear me" or " Miss, can you hear me" or Miss, can you see me?" However, this problem has decreased but net speed is slow sometime therefore sometimes lessons get distracted" (DU TAN 20). Another teacher

mentioned that, "Sometime the internet is so bad that I need to re do the lesson because of the network was not working" (DU RUD 20). This way the time also gets wasted in the online classes.

4.3.2. Sitting in front of electric devices for long time

It is also hard for a teacher to sit in front of electric device for long time and make a class fun and interesting for a teacher. One of the teacher said that, "we are adult have problems sitting in front of the electric device long time to take classes, and looking at the screens to check copies and check the students are doing in the class and have flawless lesson and finish our syllabus is very hard to do it in limited time we are given" (DU SAJ 20).

4.3.3. Technology is not easy for teacher:

Technology is not for everyone. All teachers are not able to use the electronic devices as well as this young generation of people. The researcher found one on of the teacher who was little older than other teachers and she was teaching for long time in an English medium school who said about how hard for her to take classes and even some teachers lose their jobs because of not knowing the use of electronic devices. When she was asked whether she is enjoying the class, she answered, "I am still learning the process" (DU SAJ 18). She said, "It was very hard in the beginning of this situation, I had to take help from different young teachers who are able to use this platform better than me. I was even afraid to lose jobs because of this, as lots of old teacher had lost their jobs in this pandemic" (DU SAJ 20).

4.3.4. Concentration of students:

The researcher had interviewed the teacher about the how the students behaving in the classroom, whether the students are concentrating in the class or not, they are following the instruction or not. One of the teacher said, "Ummm... there are some of changes in their behaviors, most of them are not concentrated in the classes, and sometimes they speak with

the family members while I am teaching. And...also they are so excited sometimes that they forget or intent not follow the rules like raising hand before asking something. And yeah the class work or the home work intend not submit on time. As they used to do that regularly now they don't do that." (DU TAN 20). In the same way other teachers also mentioned about the how the students are not able to concentrate in the class and playing games as the teacher can't see what the students are doing in front of their electronic device. One of the teacher mentioned that, the students start to ask question or say something at the sometime and make a chaos. It can be seen in the transcription of class observation, "Miss, what are we doing today... MISS..." The teacher had to mute all the students all together and asked to raise their hand before asking questions.

4.4. The difference between the discourse of online classes and physical classes:

The researcher has observed some of the classes of English medium school to find out, how the students react in the online classes. This students are very talkative and they always active in the class. These students are 5 to 12 years old. They were doing their English Language classes. The Teachers were making efforts to make the classes interactive as well as the communicative classes for the students. The students are always excited to answer any questions. However, there are some classes where they are not really active as much the morning classes. These were the classes which were held on later of the day. They are much tried and not really enjoying the classes as they had to sit in front of electric device for long time and they are not able to have any physical activities which they used to have in physical schools.

The researcher had observed few English classes. All the classes had same kind of pattern, therefore, the research had only choose one class to analysis which will be mention in Appendix: D. In this section the researcher analysis the classroom discourse in some section which are given below.

4.4.1. Speech act:

Locutionary act: In discourse analysis, locutionary act is the conversations which make sense to the others. There are all the conversation is locutionary act as all the sentences are making sense to teacher and students. For example:

ss: "Good Morning, Miss. How are you miss?"

T: Good Morning, Students. I am good thank you. How are you?" (See Appendix D)

This conversation is maintaining the greeting part of a beginning of a class. The conversations have a meaning which making sense to everyone.

Illocutionary act: Illocutionary act is giving hope or making any kind of request to make. For example, the students were making request to make have some fun class as they were doing lots of class work lately.

Ss: Miss, Can we have some fun today in the class, please!!!

T: We will have fun after doing one lesson. Then we will watch something today, is it fine?

These sentences are representing Illocutionary act which are requesting to something and teacher is giving hope to the students that they will be having fun in the class.

Per Locutionary act: Per locutionary act is the conversation which gives the instruction and command to the receivers. For example, some of the command like "raise your hand if you need ask something", "get you copy out", "Please don't talk all together, the teacher will not understand", "please open page number 19". These are the sentences which are giving command and instruction to the students which they are receiving from the teacher and understanding the meaning.

4.4.2. Context:

Situational context: Situational context is what event is happening in place. The researcher has given the situation where a teacher is taking class of 30 students over online. The students are very young; they are in class of English language. In the transcription, it can be seen that, the students are very talkative; they don't listen to the instruction in that class, for example:

"Ss: Miss, I have submitted the last class works on Google classroom.

Ss: Yes, Miss I also submitted the work yesterday. (Few students started to saying same thing in the same time) (teacher mutes everyone)

T: Okay!!! Quiet please! I told you to raise your hand before you say something."

The situation has being created by the students and the teacher. In the end it can be said that, the online class situation is very chaotic and noisy to have flawless class.

Background context: Students would know the topic before hand as the teacher would put the lesson on a web site.

Co- context: Most of the lesson plans were contextual however, the students intend to ask more irrelevant question in the classes and disturb the teacher a lot. For example:

"Ss: Miss, Can I go to washroom?"

"Ss: Miss, Can I ask something?

T: Yes!!!

Ss: Do you have any pets?"

These are the out of the context happens in the classroom which makes harder to take class for a teacher.

4.4.3. Maxim of conversation:

Maxim of quality: All utterances are truthful, which makes sense to others is maxim of quality. They were more talkative in the online classes than the physical class as one of the teacher mentioned in the interview. For example: "Miss, Do I have to write this?" even the teacher asked them to write it in the beginning of the class.

Maxim of quantity: Maxim of quantity is the information which is given in a conversation. In this classroom conversation, it can be seen that, the teacher is giving the most of the information in class than the students as the students are not really concentrated in the class. For example:

"Ss: Miss, Noun is of something". It is Maxim of quantity as he /she is sharing information. However, when a student says something like, "Miss, Do you know I went to Cox's Bazaar last week" in the middle of class. In the conversation it is an informative sentence but not relevant to the class.

Maxim of relation: Maxim of relation is when a conversation has coherence and all the utterances are relevant to each other. However, the classroom is a noisy place where the teacher and students are in a new platform where the students are making more noise than physical classes. They are relevant only when they are answering the question asked by the teacher. Other than that, most of the time the students were not relevant in asking any question. They would ask,

"Ss: Miss,my network was not working.

Ss: Miss, My camera is not working." (Appendix D)

Maxim of manner: Maxim of manner which was not present in the conversation from the classroom conversation. They were not listening to the teacher and were speaking in the

same time, not giving the platform to teacher to talk; they were interrupted in between the teacher lecture. For example:

Ss: Miss, Can you please say that again.

T: Okay!

Ss: Yes miss!!! I also could not hear it; my network is not working properly.

Ss: (few more students all together) Yes!!!, Miss I can't hear you!!! Your voice is lagging a lot..."

(Teacher mutes all the students)

T: If you are all be talking together you will not be understanding me."

In this chapter, we can see the behavior of students changed, as they are not really concentrating in the class very well. There are verities of reasons, like internet problem, sitting in one place for long time.

Chapter 5

Conclusion

In this pandemic, most of the English Medium School has started to have online class. The researcher has purpose of this to find out the difference behavior and the difficulties of using the online as platform of teaching young kids or primary students. The researcher had taken interview of students and teacher. She also had observed few classes which was analyzed through classroom discourse. This study has purpose to find out how the teacher can be improving themselves to make a class very interesting to make a students to concentrate in a classroom.

5.1 Recommendations

Based on the findings of this study, the researcher would love to suggest some recommendations to all the teachers, students and their parent on the online classes. The recommendations are given below:

a) The teachers need proper training on the internet based classes.

b) The teacher can do need analysis, as it would show that how the students would be more interest in online classes.

c) Parents should be focusing on the child as they are at home and careful about the electronic device.

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Appendix A

Interview Questions

Interview question for teachers of English medium:

1. Hello this is NusratNur as I have informed you and send you the contract through email, can I record this call?

2. What is your name?

3. What is your age?

4. How many years have you been teaching in English medium School?

5. What subject do you teach?

6. So are you teaching online now as there is no physical classes are allowed?

7. Are you enjoying the online classes?

8. Are there any problems with online classes?

9. What kind of problems are you facing while taking the classes?

10. Are there any changes with the students' behavior?

    a. Concentrating on classes

    b. Listening the teachers' instruction

    c. Understanding and follow the rules of online classes

    d. Doing the homework regularly

11. Is there any behavior from students which are happening only online classes?

12. Are there any changes in teaching style over online classes?

13. How do you cope with these changes in teaching life?

14. Do you prefer the physical classes or these online classes?

15. Thank you for your time and hope to get help from you again if needed!

Interview questions for students of English medium schools:

1. Hello this is NusratNur as I have informed you and send you the contract through email, can I record this call?

2. What is your name?

3. What is your age?

4. How many years are studying in this school?

5. What is your favorite subject?

6. Are you doing classes online?

7. Are you enjoying the online classes?

8. Which part do you enjoy the most in a class? Why?

9. Which part of online class do you hate most? Why?

10. Is there any technical problem while you are having online classes?

11. Does your teacher let you participate in the classroom?

12. What do you do when you have a question to ask the teacher?

13. Do you like the way a teacher teaching now days or you like they used to teach before in the physical classes?

14. If you asked to go back to physical classes again will you go to physical classes?

15. Why?

16. Thank you for your time.

Appendix B

Letter of Consent for Participants

Your interview over phone will be recorded and only be used for the purpose of this research. In addition, I will not be using the name and the institution name for keeping your identity confidential. If you would like to be a part of this study, please read the details given in the consent form below and sign it. It will be very kind of you if send via email. Your kind cooperation in conducting the study will be highly appreciated.

Thank you

NusratJahanNur

Research Participation Consent Form

Please read the following statements and tick in the box.

1. I confirm that I have read the description and understood the informationgiven which describeswhat this study is about and datacollection methods will be taken.

2. I confirm that I have had the opportunity to ask question and the researcher has the answer any question about the research to my satisfaction.

3. I confirm that My participation is voluntary and I feel free to withdraw at any time

4. I confirm that I agree to take part in interview sessions of this research.

5. I confirm that I agree to be audio taped for my voice.

…………................... ....

Name of participate   Signature and date

Appendix C

Sample of interview of teacher and students

Interview question for teachers of English medium:

NO	part	Questions and Answers
1	I	Hello this is NusratNur as I have informed you and send you the contract through email. I hope you got it and you read the contract paper.
2	T	Hello, Yes, I got the mail. I am willing to the interview for you research.
3	I	So... Can I record this call?
4	T	Yes, you can record this call.
5	I	What is your name?
6	T	My name is Tanita.
7	I	What is your age?
8	T	I am 29 years old.
9	I	How many years have you been teaching in English medium School?
10	T	I have been teaching in English medium school since 6 years.
11	I	What subject do you teach?

12	T	I am teaching English language
13	I	So are you teaching online now as there is no physical classes are allowed?
14	T	yes !!!
15	I	Are you enjoying the online classes?
16	T	I am kind of enjoying ... umm as well as i am learning lots of things at the same time!!!
17	I	Are there any problems with online classes?
18	T	Yes!!! there are lots of problem we are facing now days which we are not really facing the problems
19	I	What kind of problems are you facing while taking the classes?
20	T	In the beginning of taking online classes, maintaining the internet was much problematic, there was net work issue , for example we used to spend our half class to saying that, " can you all hear me" or " Miss, can you hear me" or Miss, can you see me?" However, this problem has decreased but net speed is slow sometime therefore sometimes lessons get distracted.
21	I	Is there any other problem then Networks?
22	T	Yeah like, Students are more like to distract the classes with questions in the middle of the class and sometimes they starts to questions at the same time, it creates chaos in the classes.... that's it
23	I	Are there any changes with the students' behavior? for example

		a. Concentrating on classes b. Listening the teachers' instructions c. Understanding and follow the rules of online classes d. Doing the homework regularly, how regularly do they submit the work?
24	T	Ummm... there are some of changes in their behaviors, most of them are not concentrated in the classes, and sometimes they speak with the family members while I am teacher. And... also they are so excited sometimes that they forget or intent not follow the rules like raising hand before asking something. And yeah the class work or the home work intend not submit on time. As they used to do that regularly now they don't do that.
25	I	Is there any behavior from students which are happening only online classes?
26	T	Interrupting the teacher in the middle of teaching, they are concentrating in the classes, as we can't see what they are doing sometimes they are more focus on the games in the middle of the games, in end of the day they don't know what they learn and they don't know what to write in the exam paper.
27	I	Are there any changes in teaching style over online classes?
28	T	We are making much more effort to make the class more interesting and finding way to make the internet useful in the classes which we could not do it in the physical classes. Now days the students are not writing in the copies as they are exposed to Google doc where they type their answers.
29	I	How do you cope with these changes in teaching life?

NO	Part	Questions and answers
30	T	It was hard to in the first place as it was totally new to us. We had had to find interesting pictures or the stories according to topic we are selecting for that day.
31	I	Do you prefer the physical classes or these online classes?
32	T	I prefer physical classes, as the interaction in the class room are better as in the we both can interact.
33	I	Thank you for your time and hope to get help from you again if needed

Interview questions for students of English medium schools:

NO	Part	Questions and answers
1	I	Hello this is NusratNur as I have informed you and send you the contract through email, can I record this call?
2	Anita	Yes! miss you can record. But miss why will ask me questions. Are you a teacher??
3	I	Thank you! And yes I am a teacher and I am asking you questions for my some university study!!! Now tell me what is your name?
4	Anita	My name is Anita. So are you a university student?
5	I	Yes I am!!! Now can you tell me how old are you?
6	Anita	I am 10 years old.
7	I	How many years are studying in this school?
8	Anita	Umm I don't remember from class play 1.
9	I	What is your favorite subject?

10	Anita	Hum... I like maths, English literature
11	I	Are you doing classes online?
12	Anita	Yes!!!
13	I	Are you enjoying the online classes?
14	Anita	Yes!!! very much!!!
15	I	Which part do you enjoy the most in a class? Why?
16	Anita	I like it when the teacher shows us any videos, pictures of topics, when we can talk in the classes.
17	I	Why do you like it?
18	Anita	This is new, and only in online classes we could see the videos and other stuff.
19	I	Which part of online class do you hate most? Why?
20	Anita	I don't like online classes, I want offline classes as we can have friends in the classes and talk with them.
21	I	Is there any technical problem while you are having online classes? Like internet problem? Or not able to use the device properly.
22	Anita	Yeah!!! I face that kind of problem a lot. For example sometime i get disconnect from the class and rejoin the classes. Now I can do it by myself but before I used to call my parents to do it for me.
23	I	Does your teacher let you participate in the classroom?
24	Anita	Yeah sometime teacher ask me!!!

25	I	What do you do when you have a question to ask the teacher?
26	Anita	Raise my hand on the screen and sometime I just ask.
27	I	Do you like the way a teacher teaching now days or you like they used to teach before in the physical classes?
28	Anita	I like the part where teacher shows the video but I like it when we used to have physical classes.
29	I	If you asked to go back to physical classes again will you go to physical classes? Why?
30	Anita	Yes!! As I can play again. I would able to talk to my friend and play with them.
31	I	Where do you submit your homework, or how your teachers give you the materials? Is it easy to do it?
32	Anita	We submit our homework on Google classroom. The teacher put the class things on Google classroom. And my parents helps me to submit and get the work from the Google Classroom.
33	I	Thank you for your time!!! I will cut the call. I will talk to you later
34	Anita	Welcome, Miss

Appendix D

Sample of transcription of a classroom

Subject: English Language

Class: iii

Teacher: Rose Akhter

Student: 30

Media: Online

Time- 45 min

SL	parts	dialogue and details
1	S	Good morning, Miss... (The first student comes to the class)
2	SS	Good morning, Miss... (Some other students come to the class and greet the teacher.)
3	T	Good morning, Students... hmm... Let's wait for 2 to 3 minutes for other students to join the class. Then I will explain the class.
4	Fatin	Miss, What are doing?
5	Mustan	Are we going to do the Noun today?
6	SS	Good morning, Miss... How are you? (Some other students joined the class and started to greet)
7	T	Good morning... I am good thank you. And you?
8	SS	We are also well.
9	Manha	Do we have to submit the essay and where?

10	T	Yes, You have to submit... the work on Google classroom.(It was very chaotic class as the all the students wanted to talk.
11	SS	Miss... Miss... What are...? (Most of the students started to talk in the same time and the teacher mute everyone in the same time.
12	T	Hello, everyone!!! I hope all of you doing well and had fun in the weekend. What about Raitha? Are you sleepy in the morning?
13	Raitha	No miss!!! I am Fine...
14	Arham	Miss can we have a free class??? please??? (with long hope)
15	T	It is just Sunday morning!!! And you want to have free classes??
16	SS	Please miss... please miss (Some of the students saying the same thing)
17	T	Today we will have some little topic and it will fun... (She mutes everyone in the same time)
18	T	Who can tell me? What is noun? (pause)
19	T	No one?? No problem!!! Let me give you some example!!! (share some picture of the different Items.
20	T	Can you see the Pictures?
21	SS	Yes miss ... yess miss
22	T	What is the name of this item? (mute all the students) Raise your hand...
23	T	Raitha tell me, what is it?
24	Raitha	This is a car.

25	T	Yes!!! This is a car and NAME of a thing.
26	T	Who love to travel? Can anyone tell me NAME of a Place and you enjoy that place? Raise your hand first!!! (mute everyone and wait for the students)
27	T	Okay Nusaiba!!! tell me where did you go to travel???
28	Nusaiba	Miss... I went to Paris...
29	Ss	Miss... Last year I went to USA. Miss I also went to there!!!(all the students started to talk in the same time)
30	T	(teacher mutes everyone) Yes ... Paris is a NAME of a Place And also USA is a NAME of a Place. NAME of ANYTHING is called NOUN...
31	T	Today we are going to learn about NOUN!!!
32	T	Let me give you some example: NUSAIBA, ARISHA, FATIN are the NAME of Person which are noun. Any word which represents NAME is NOUM. Look at the pictures I have shared!!!
33	Mithila	That means My name is also a Noun?
34	T	Yes!!!! Very good!!! Lets LOOK at the Pictures!!!
35	T	So, we can see that, every words here are representing NAME of different thing.
36	Sabbir	Miss... Can I go to washroom?
37	T	Yes... you may.
38	T	Now... we are going to an exercise in the book. Can you please open the "Brighter Grammar 1" for me? page number 6 and 7.
39	SS	yes miss..

40	Ss	Do we have to submit it? Where do we have to submit it?
41	T	(mute everyone) We are going to do it all together. And you don't have to submit.
42	T	I am giving you 10 minutes to do the exercise no 1. Then we will both do it together!!! If you understand then shake your head...If you don't raise your hand. (All the students shake their head)
43		10 min teacher mutes them totally...
44		After 10 min .
45	T	10 Minutes is over. Lets do it all together!!! Lets start with question number A. It told us to write words that name. Now raise your hand 1st.... Who can tell me the name of people?
46	T	I can see some of the hand...
47	Ss	Miss can I try, ... miss can I ... miss... (Teacher mutes everyone)
48	T	I told you to Raise your hand.... Okay!!! Nusaiba Tell me some people Name
49	Nusaiba	Okay Miss... Man, Woman, Doctor, Teacher... umm...Girl and Boy.
50	T	Very good... Nusaiba These are the name of people
51	T	Then who can tell me Name of Some animal? Mustashan!!!
52	Mustashan	Dog, Cat, Lion, Tiger, Horse,Rat
53	T	Very good? Next who can tell Name of some objects??? Fatin
54	Fatin	Table, chair, cap, bag, pencil, paper

55	T	Very good. Now let's move on to Next question B. this time I will pick the students. Anika tell me no 1. What will be the answer?
56	Anika	Boy and Brother.
57	T	Monika number 2
58	Monika	teacher and pupils
59	T	Very good. Rakat, Please tell me number 3
60	Rakat	Boy and friend
61	T	very good
62	Ss	Can I try please? Can I go to washroom? (there few students who started to talk and started to ask differnt question so teacher mute them)
63	Arham	Miss, I have a question?
64	T	Yes, YOU may go to washroom.... and yes tell me your Question?
65	Arham	Miss do you have pet? See I have one!!!
66	T	No !!!i don't now tell the name of the pet u have??
67	Arham	This is parrot?
68	T	And parrot is a what?
69	Arham	Noun
70	T	Very good!!! okay time is almost up tell me if have any question?
71	Fatin	Miss you know i also had a pet but he died??
72	Rakat	Miss I have a cat..you wanna see???

73	T	(mute everyone) Not today!!! next day!!! The time is up!! the rest of the exercise we will be doing next class.. good bye... Have a nice day...
74	Ss	Good bye miss... Good bye miss... Good bye miss... Good bye miss...
75		TEACHER END THE MEETING...

Appendix E:

Sample of coding temples:

Coding of : Tanita						
Interview question:	Subordinate key words of question:	Subordinate main point from the conversation	Elaboration example from the verbal to support the subordinate	Occurrence main idea transfer into the form as main idea	Frequency of occurrence	Ordering of the discourse unit.
Are you enjoying the online classes?	Enjoyment in teaching	new platform	"I am kind of enjoying ... umm as well as I am learning lots of things at the same time!!!"	need training	1	DU TAN 16
Are there any problems with online classes?	opinion	problems	"Yes!!! there are lots of problem we are facing now days which we are not really facing in the physical classroom.	compare the problems	1	DU TAN 18
What kind of problems are you facing while	kind of problems	1. Internet useage	In the beginning of taking	1. use of network is	1	DU TAN 20

			online classes, maintaining the internet was much problematic , there was net work issue , for example we used to spend our half class to saying that, " can you all hear me" or " Miss, can you hear me" or Miss, can you see me?" However, this problem has decreased but net speed is slow sometime therefore sometimes lessons get distracted.	hard		
taking the classes?						
Is there any other problem	other	Distracted	Yeah like, Students are	students are having	1	DU

then Networks?	problems	students	more like to distract the classes with questions in the middle of the class and sometimes they starts to questions at the same time, it creates chaos in the classes.... that's it	trouble to focus		TAN 22
Are there any changes with the students' behavior? for example 16. Concentrating on classes 17. Listening the teachers' instructions 18. Understanding and follow the rules of online classes Doing the homework regularly, how regularly do they	concentration, instructions from the teacher understanding the instruction	less concentration on study instruction are not being followed	Ummm... there are some of changes in their behaviors, most of them are not concentrated in the classes, and sometimes they speak with the family members while I am teacher. And... also	concertration in the lesson is poor and they are focus on the lesson than the srounding	1	DU TAN 24

submit the work?			they are so excited sometimes that they forget or intent not follow the rules like raising hand before asking something. And yeah the class work or the home work intend not submit on time. As they used to do that regularly now they don't do that.			
Is there any behavior from students which are happening only online classes?	behavior of students	changes in behavior of students	Interrupting the teacher in the middle of teaching, they are concentrating in the classes, as we can't see what they	students are not focus in the online class, they are distracted	1	DU TAN 26

			are doing sometimes they are more focus on the games in the middle of the games, in end of the day they don't know what they learn and they don't know what to write in the exam paper.			
Are there any changes in teaching style over online classes?	Teaching methods	Effort to make more online base classes	We are making much more effort to make the class more interesting and finding way to make the internet useful in the classes which we could not do it in the physical	make the internet work in the classes in interesting and benefit for students	1	DU TAN 28

			classes. Now days the students are not writing in the copies as they are exposed to Google doc where they type their answers.			
How do you cope with these changes in teaching life?	Coping in the new platform	Try to find way to make the lesson interesting	It was hard to in the first place as it was totally new to us. We had had to find interesting pictures or the stories according to topic we are selecting for that day.	New technique was applied	1	DU TAN 30
Do you prefer the physical classes or these online classes?	physical classes	Interaction in the classes	I prefer physical classes, as the interaction in the class room are better as in	Interactions with students better in the physical classes.	1	DU TAN 32

			the we both can interact.			

Appendix F

Sample of theme generation template

RQ: 2	Research question 2: What are the difficulties that the teachers are facing while taking online classes?				
Interview question:	What kind of problems are you facing while taking the classes?				
Tanita	Joybon	Rose	Sajda	Rudmila	Themes
"In the beginning of taking online classes, maintaining the internet was much problematic, there was net work issue , for example we used to spend our half class to saying that, " can you all hear me" or " Miss, can you hear me" or Miss, can you see me?" However, this problem has decreased but net speed is slow sometime therefore sometimes lessons get distracted." (DU TAN 20)	"In the early when we stared to take classes, network was main problem where everyone was having problem as not really knowing to use it properly" (DU JOY 20)	"Basically net work problem." (DU ROS 20)	"It would be very much network problem as it is very hard to say when it will work or not." (DU SAJ 20)	"Internet sometimes make troubles a lot and make s our life little harder to take classes."	Net work is one the main problem

Interview question:	Is there any behavior from students which are happening only online classes?				
Tanita	Joybon	Rose	Sajda	Rudmila	Themes
"Interrupting the teacher in the middle of teaching, they are concentrating in the classes, as we can't see what they are doing sometimes they are more focus on the games in the middle of the games, in end of the day they don't know what they learn and they don't know what to write in the exam paper." (DU TAN 26)	"Mostly they get distrcted by the family members a lot, like they sometime talks to the mother or other members, They can't really focus on lesson while there are lots going on in their surroundings."	They are little distracted in the class, they make comments in the classes a lot.	They are more like to say something in the classes, whether it is related or not like Miss Do know i went to somewhere... comments like this.	They asked for more attention in the class and when all the students ask for attention in the same time it becomes very chaotic.	Students are not focused

Easily distracted |

Interview question:	Are you enjoying the online classes?				
Tanita	Joybon	Rose	Sajda	Rudmila	Themes
"I am kind of enjoying ... umm as well as I am learning lots of things at the same time!!!"			"I am still learning the process"

"It was very hard in the beginning of this situation, I had to take help from different | | Technical difficulties |

			young teachers who are able to use this platform better than me. I was even afraid to lose jobs because of this, as lots of old teacher had lost their jobs in this pandemic" (DU SAJ 18).		