

Dissertation

on

**Better Classroom Management Practices in
Preschool Interactive English Classes in Bangladesh.**

by

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MA in ELT & Applied Linguistics

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Author Note

This paper was prepared for the dissertation course advised by Mr S M Mohibul Hasan, Lecturer in BRAC University, Bangladesh.

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Abstract

This research examined the classroom management practices in preschool interactive English classes in Bangladesh. The rationale for this research is based on the role of teachers in preschool interactive English classes in Bangladesh. Questionnaires, interviews and classroom observations were used to explore the following questions: i) What are the components of classroom management in preschool interactive English classes in Bangladesh? ii) What are the roles of the preschool teachers in classroom management in interactive English classes in Bangladesh? iii) What are the sources of preschool teachers' knowledge about interactive classroom management in Bangladesh? iv) How does preschool teachers' knowledge about classroom management turn into better classroom practices in interactive English classes? The research settings were Australian International School (Elementary section), Little Jewels School, Park International School, and Nature's Boon Pre- school. Participants were the teachers of those schools. Data were collected via questionnaires, interviews and classroom observations. The section on findings includes the summaries of collected data. The participants in this study informed that to teach children about the social and behavioral expectations of their schools. The participants consistently cited other teachers as their sources of knowledge about classroom management. Participants' knowledge about classroom management came from personal and informal sources also. Language was the tool that teachers employed to manage the interactive classroom. In the discussion section, relevant literatures and documents are connected with findings. In concluding part, I gave my opinion.

Better Classroom Management Practices in Preschool Interactive English Classes.

Chapter 1: Introduction

Usually, children are having their first school experience at a very young age, where they face problems. These problems relate to how early childhood teachers practice classroom management. Here, teacher-child relationship in the early year is related with academic success and social competence. Teachers' knowledge and practices are related to classroom management in this early age education and the interactive classroom provides the learners with more activities to interact directly with the teachers. These things altogether can be a reason of uniformed and appropriate interactive classroom (Kyoung Kim, 2011).

There are many worlds which are united within a classroom. The teachers, students, parents, curriculum, principal, school, district, public policy, and cultural beliefs are just some of them. Classroom management means to 'create the conditions in which learning can take place'. Success of a course depends on classroom management. It includes some skills and organizational techniques. Classroom management focuses on encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. In this light, academic achievement, teacher efficacy, teacher and student behavior are directly linked with the concept of classroom management. Now a day's classroom management has a more expansive definition which includes a variety of teacher actions like- maintaining an orderly environment conducive to academic instruction, developing positive relationships with students, fostering social/emotional development, and addressing problematic behavior (Tedick, 1998). A good teacher can be successful if the classroom management is good and proper. The task and responsibility of a teacher is to enrich the knowledge of the young people. Teacher can make prepare the students for their future activities. In a short a teacher makes shape the future of the whole nation. So to be a good teacher it is very important to enrich career knowing the process of effective classroom management skills.

In English classes, for managing a class, teachers' plan is very important. Teachers can plan and perform only that time when they have a clear conception about his work. This conception comes from their knowledge and their thinking processes and a very effective education comes out as output. Teachers' knowledge is related to their attitudes, perceptions, conceptions, perspectives,

judgments etc. (Pajares, 1992). So teachers' knowledge is a vital component to understanding classroom processes.

The primary goal of my research on classroom management in preschool interactive English class is related with teachers' knowledge. This knowledge is a factor that influences teachers' practices. It is little different to manage the classroom in preschool interactive English class. Pajares says that classroom management in early childhood includes designing the educational environment to facilitate academic learning, ensure safety etc. To achieve this requires teachers have to focus on arranging the physical setup of the classroom, establishing rules, routines, procedures for different interactive activities in the class, monitoring student tasks and classroom events (Pajares, 1992).

A better classroom management practice in preschool interactive English classes is a very measureless topic to discuss. So I am going to put flash light on few topics that I think need to find out as a teacher. These are the problems that I have found as a preschool teacher.

Purpose of the Study

The purpose of this study is to identify better classroom management practices in preschool interactive English classes in Bangladesh. It is a part of M.A. education. I am writing this paper as M.A. dissertation. Classroom management is a part of teachers' main task. Without managing a class properly, teachers cannot able to teach anything to the children. In case of preschool classroom management, it is a very difficult task for teachers. So the teachers should know about better classroom management practice properly.

Research Questions

This research is a combination of some questions. I have tried to find out the answers of following questions-

1. What are the components of classroom management in preschool interactive English classes in Bangladesh?
2. What are the roles of the preschool teachers in classroom management in interactive English classes in Bangladesh?
3. What are the sources of preschool teachers' knowledge about interactive classroom management in Bangladesh?
4. How does preschool teachers' knowledge about classroom management turn into better classroom practices in interactive English classes?

Chapter 2: Literature Review

In this chapter I am going to review literature on better classroom practices in preschool interactive English classes related to classroom management in Bangladesh. To gather information on this topic, I conducted an electronic search and book search. As electronic search, I went through JSTOR, SRATE databases and Google. As book search I used some books written by different writers. According to these resources, I am going to write my literature review.

2.1 Preschool Teachers' Classroom Management Practices

Brophy defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. Good classroom management implies good instruction (Brophy, 1986). Today, classroom management is becoming an increasing problem for teachers and administrators in primary schools because of changes in educational environments. The classroom is a ground where students and teachers gather and share set of experiences. By sharing own idea a class runs. As a result, each classroom activity has its own context, with unique rules and procedures. Students and teachers must adapt routines for discipline and then run the class works. This is most important in early childhood settings where transitions between various types of activities usually occur at throughout the day. Doyle (2006) describe a three dimensional approach to classroom management practices in early childhood settings. The preschool teacher designs the educational environment to facilitate academic learning and ensure safety. Curriculum of these schools is designed to teach how to interact, solve problems, conflict resolution, flexibility, and self-regulation. In this sense, preschool teachers, whose classroom management practices have above mentioned criteria, are considered as best teacher (Doyle, 2006). According to Doyle (2006), the components are-

- to facilitate academic learning, ensure safety of the children.
- to promote children's moral development through education.
- to make sure a disciplined educational background.

One feature of classroom management in early childhood settings is the 'social curriculum', which aims to foster children's moral and pro- social development. This is also uniquely relevant to early childhood education (Doyle, 2006).

2.2 Preschool Teachers' Classroom Management Practice in Interactive English Classes in Bangladesh -

Classroom management in preschool English classes means to create a learning condition where learning can take place. It is the key part of success of a course. Classroom management can be done through different process. Different books and journals explain it in different process. In Bangladesh this process is not different from other countries. There are very few schools which has interactive classrooms. It is increasing in numbers. Most of the international schools have interactive English classrooms. Some other schools try to make their classroom interactive. Here is a figure of classroom management process which is actually a cumulative form of different books' discussion-

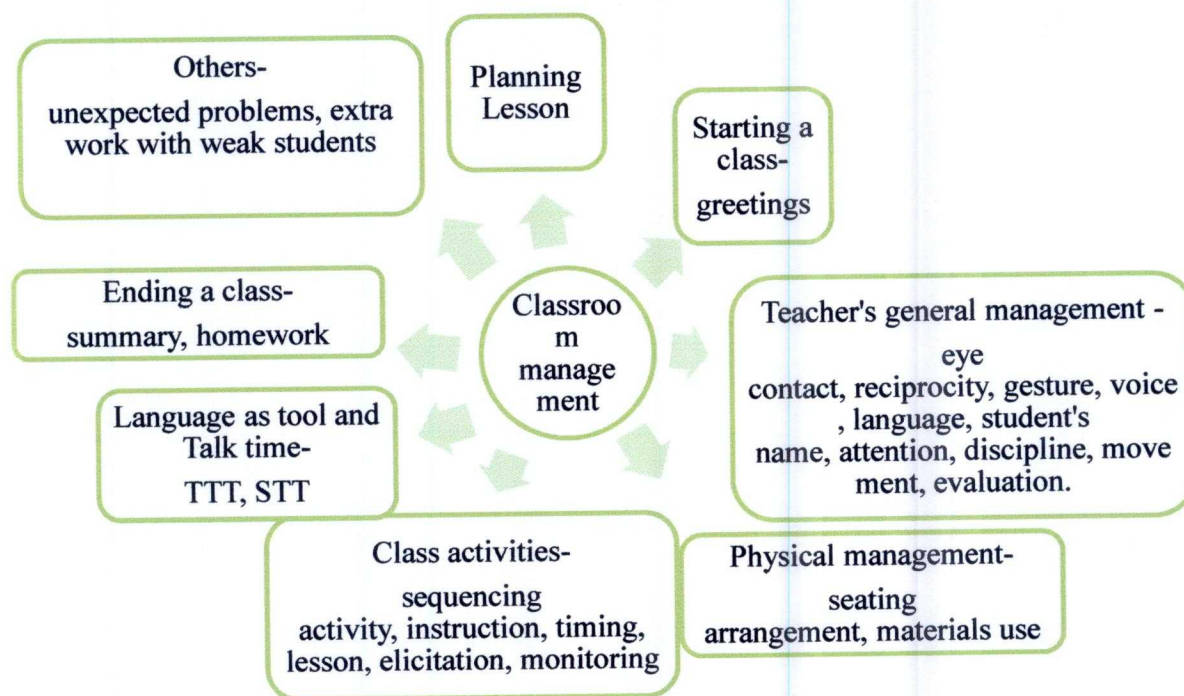


Figure1: Classroom management process

2.2.1 Planning lessons-

If teachers don't know where they are going, they are likely to end up somewhere else. As a result they must do the lesson plans before the class. Some teachers allow the course book to do the planning for them. They may take a unit and teach it exactly has. Some teachers just take some notes from different curriculum books and make their own lesson plan. Lesson plan should

meet students need. According to Jeremy Harmer, some major factors should be considered, while making a plan. Those are (Harmer, 2007, p.365-369, 376-377)-

- Lesson plan should meet students need. Teachers should take care of it. Teachers should know what their students already know and what they need to know.
- Present new information to children, so that the children get new idea about a topic.
- Utilize a variety of teaching strategies in the lesson plan is also one of the major component.
- Planning a sequence of lessons is another important factor. All the lesson plans of a lesson should have similarities. It attracts the learners.
- Lesson plan should include short and long term goals of the curriculum.
- All the skills should be included through the activities, because all the skills are very important for a learner's gradual educational growth.
- Lesson plan should short and to the point. It helps the teachers focused on the topic. So it should be short and to the point.

A sample lesson plan format is here-

Name of the school _____			
Daily Lesson Plan _____			
Term: _____		Week: _____	
Year/Grade Level: _____		Subject: _____ Teacher: _____	
Topic: _____			
Day & Date	Lesson Outline Learning outcome:	Teacher/ Student Resource	Review / Reflection Differentiated learning, remediation extension, any change
Sunday Date	<u>Objective:</u> <u>Learning experience 1:</u> <u>Opening activity: (ice breaking):</u> <u>Development Activity:</u> <u>Closing activity :</u> <u>Activity for early finishers:</u> <u>Essential Questions:</u>		
Monday Date	<u>Objective:</u> <u>Learning experience 1:</u> <u>Opening activity: (ice breaking):</u> <u>Development Activity:</u> <u>Closing activity :</u> <u>Activity for early finishers:</u> <u>Essential Questions:</u>		

Tuesday Date	<u>Objective:</u> <u>Learning experience 1:</u> <u>Opening activity: (ice breaking):</u> <u>Development Activity:</u> <u>Closing activity :</u> <u>Activity for early finishers:</u> <u>Essential Questions:</u>		
Wednesday Date	<u>Objective:</u> <u>Learning experience 1:</u> <u>Opening activity: (ice breaking):</u> <u>Development Activity:</u> <u>Closing activity :</u> <u>Activity for early finishers:</u> <u>Essential Questions:</u>		
Thursday Date	<u>Objective:</u> <u>Learning experience 1:</u> <u>Opening activity: (ice breaking):</u> <u>Development Activity:</u> <u>Closing activity :</u> <u>Activity for early finishers:</u> <u>Essential Questions:</u>		

Figure2: Sample Lesson plan

2.2.2 Teachers' knowledge about key components:

Interactive classroom management is not an easy task. So teachers should have knowledge about the key components of interactive classroom management. There are five components of effective and comprehensive interactive classroom management (Tedick, 1988, p. 102). Those are given below:

- Understanding students' personal and psychological needs.
- Creating a positive classroom climate.
- Establishing positive teacher–student and peer relationships
- Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, safe learning environment.
- Using instructional methods that facilitate most positive learning by responding to the academic needs of individual students and the classroom groups.
- Implementing responses help the students to develop their skills for working effectively in the classroom.

- Maintaining good instructional strategy is another component of interactive English class management.
- Following the lesson plan and rules of the class are also needed.
- Proper communication with children and make them independent are important.

2.2.3 Starting a class-

A class should be started with punctuality. Teacher should enter the class on time. Before starting the class it is important to make ready all other teaching aids so that it does not take more time. Teacher can start his class with a greeting to the students. A new beginning of the class cheer the students up and make them mentally ready for the class. Teacher should allow students to sit properly and quietly. He should take care that any new students are there in the class or not. Taking attendance can be made effective, so that students like to come to the class. Then the teacher must introduce the topic through warm-up activities (Gower, Phillips and Walters, 1995, p. 52-54).

2.2.4 Teacher's general management –

It includes several factors. Those are discussed below-

- Eye contact- It is very difficult if the listener or the speaker cannot look at the other one. In the classroom it is the most important key factor. Teacher should look at all the students when he is teaching. Teacher should look at the students to notice their reactions and attitude in the class. Eye contact may vary from one class to another and the topic of the class. More direct eye contact can control the class properly. According to Gower, Phillips and Walters, there are some points that how a teacher can use eye contact (Gower, Phillips and Walters, 1995, p. 9-10)-
 - To indicate who is to speak.
 - To encourage participate in activities.
 - To show teacher's attention to the particular student.
 - To keep in touch to all the students.
 - To give indication of doing work to the students.
 - To say that they are wrong or right.
 - To check everyone is participating or not.

- To check whether students finish activity properly or not.
- Reciprocity: It becomes very effective when it is direct and face to face. This face to face reciprocity can be effective if frankness and courtesy are there in the classroom. Eye contact is a type of indirect reciprocity. It is actually not a very easy process. According to Eye, the concept of reciprocity of a school involves parent, pupil, and teacher. He says that the pupil is like a vehicle of reciprocity between the home and the school. The pupil is in need of reinforcement in case of learning. So when managing a classroom, reciprocity can be a very important reinforcement for the pupils (Eye, 1975, p.112-116).
- Gesture, facial expression, mime- These three are integral part of communication. As a result, in the classroom, teacher should established right gesture, facial expression and mime. According to Gower, Phillips and Walters, there are some indications that how can a teacher use these three (Gower, Phillips and Walters, 1995, p. 11)-
 - Too add visual interest.
 - To increase pace.
 - To show meaning of language.
 - To visualize anything.
 - To cope with verbal interest.
- Voice- Voice can be an effective part in the classroom, because if it is not sufficient in case of range and variety then it can be a disadvantage for the class. Voice should be natural, gentle and in proper range. For example, when the teacher is talking to a single student, the voice should be low and when it's for the whole class, the voice should be high so that everyone can hear it properly. The tone of voice can create an impression over the students. Intonation and pitch of tone capture students' attention (Gower, Phillips and Walters, 1995, p. 16-17).
- Using students' name- It is not possible to remember all the students' name, but it can be possible to use a trick to use their names. If the name is written in their ID card then it can be possible to use from there. Even teacher can keep a register or trying to remember the name with physical features of the student. Using names are very important because (Gower, Phillips and Walters, 1995, p. 19)-
 - It establishes rapport with that group of students.
 - It shows that teacher gives that student importance.

- It is difficult to manage the class without knowing the names.
- It helps to draw attention.
- It helps to discuss about one particular student with others.
- Attention spread- According to Gower, Phillips and Walters, it is not important to have clear idea about the class size. Students want to get attention from the teacher individually. So it is important to give them attention and getting them correct when they are doing mistake. It is necessary to take care individually. Teacher should spread his attention towards all of the students. But sometimes it is important to give attention to the weak student. So the teacher should give extra time to the weak student (Gower, Phillips and Walters, 1995, p. 31).
- Evaluation: It is a primary way of developing oneself by changing what is occurring. It helps people to identify and define problems. This should encourage people to give more attention to the quality of educational policy. In the sense of classroom management, teacher should take care of his performance, so that he can improve his own ability of teaching (Eye, 1975, p.112-116).

2.2.5 Physical management-

- Seating arrangement- Seating arrangements are one of the most important factors to a successful classroom. With time, as students become more mature, guided seatings become less important, and the students themselves are responsible enough to make the right decisions. But with younger students, especially in elementary, seating arrangements are essential in order to create a successful class. It is a very crucial part because it can hurt the students. As a result there are some different types of seating arrangement processes, which can be followed by the teachers. While there probably is an infinite number of ways of arranging a classroom, three are most common: traditional, horseshoe, and modular. According to Scrivener, some types of seating arrangements are (Scrivener, 1994, p.89) -
- Traditional arrangement- The traditional arrangement for classrooms typically consists of about five or six perfectly straight rows, each containing five to seven chairs and there are equal distances from each other. This arrangement is seen in most educational settings, particularly in college and upper elementary school settings.

- Horse-shoe arrangement- The horseshoe or semi-circular arrangement is frequently needed in smaller classes, such as seminars. The horseshoe arrangement is accepted to facilitate student-student and student-teacher interaction.
- The modular arrangement- The modular arrangement is found mostly in specialized classrooms and also in lower elementary school levels. The modular arrangement is important for classes in which student-student interaction is most important. 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.
- Pairs/ group arrangement- This arrangement includes seating two children together. They can share their ideas and also work together.
- Opposing team- According to this, teacher divides all the students into two groups and sends them into two different corners of the room. While doing any activity, teachers of preschools do this. It sometimes becomes very useful, because one try to defeat the other team and try to gather idea among them.
- Other arrangements- There are some other arrangements. For example- face to face arrangement, panel seating, public meeting arrangement, buzz group arrangement, wheel seating etc (Scrivener, 1994, p.89).

2.2.6 Class activities-

To run classroom activities properly is a part of classroom management practice of the teachers. In this case, teachers' role is an organizer. To organize classroom activities, teachers must follow the following flow chart (Harmer, 2007, p. 112)-



Figure 3: Classroom activities

- Elicitation- Elicitation can be very important because it helps teacher to bring out student's knowledge, suggestion and ideas. It can be done by question-answer session,

flow chart, presentation etc. It just helps the teacher to know the level of the students' knowledge. This process has some advantages. This process helps to get involve all the students in classroom activities. It can bring relevant information from children's mind. It also helps students to take their responsibility. This process makes the kids to think more critically (Gower, Phillips and Walters, 1995, p. 36-37).

- Giving instruction- Instruction giving is not an easy task. All the students must understand what the teacher wants to say. In preschools, students are very young to understand teachers' command. So teachers' instruction must be clear to all of the students. To make it more effective there are some process (Gower, Phillips and Walters, 1995, p. 40-41)-
 - Attract the student's attention- To attract students; teachers must not give anything, for example, any handout to them. By engaging children in the class, the teachers can manage the class properly. If the children are attentive in the class, teachers can run more activities in the classroom.
 - Using simple language- It is very important to use very easy language in lower level, because complicated language can make a task more difficult. The language for instruction should be very easy. In preschools, children are not able to understand more difficult and complicated words. Simple language helps the teacher to keep control over the classes.
 - Giving short expression- Teachers must give small instruction at a time. As kids cannot get everything so fast, so teachers must explain everything as clear as possible. In English class there are lots of activities. So kids are not clear about their work, it is not possible to make them involve in their task. If the kids are involved in the task, teachers can manage the class easily.
- Monitoring- Monitoring student learning as an essential component of high-quality education. This is very much important for elementary education. The careful monitoring of student progress includes some major factors which differentiating effective schools and teachers from ineffective ones. In case of better management, it is very important task. Monitoring can be different. Among those, according to Kathleen Cotton some are here (Cotton, 1988, p. 3-5)-
 - Monitoring seatwork- When students sit in their desk, it is important to monitor that all of them can hear and watch the teachers. If the teachers monitor the students

when they are seating in the tables, it is very effective for a teacher to manage them properly.

- Monitoring homework- Regular day to day homework also gives a clear idea to the teachers about students.
- Monitoring as a part of classroom reviews- Teachers can monitor the class while they review the class at the ending time. It helps them to get clear idea about the students' present condition.
- Classroom testing- Monitor the classroom testing helps teachers to get students knowledge about the topic.
- Error correction- Teacher can do error correction by two ways- immediate correction and after class correction. But the main fact is to correct error. A teacher can correct the errors in different ways. According to Diane and Tedick, there are some corrective feedback, such as (Diane and Tedick, 1988, p. 2-3) -
 - Explicit correction- This correction is clear and very direct on what has to be corrected. It helps the student to notice one thing in particular which needs to be corrected. To manage a class, teacher should correct errors explicitly, because if teachers involve themselves in error corrections, students may not keep quiet in the class. They just get out of their track.
 - Implicit correction- This correction is just opposite of the explicit correction. In this process teachers just say that there is something to correct rather than correct the error immediately.
 - Other corrections- There are some other correction processes, which the pre-school teachers may apply in their English classes. For example, short correction, long correction, pronunciation correction, grammar correction, vocabulary correction, substitution correction, declarative correction, interrogative correction, error repetition etc.

2.2.7 Language as a tool (TTT and STT)-

- Use of language- For the teachers, language is a tool. In every interactive class, teachers have to grasp students' attention through their language. There were two types of language used: structured and unstructured.

Structured language- Structured language is selected intentionally. This language is concise, predictable, accompanied by visual support, used repeatedly for particular situations, surrounded by songs, finger plays, movement activities etc. They use this language to maintain the class and in the time of transitions.

Unstructured language- Unstructured language is selected spontaneously. This language is unpredictable, and change continually from one situation to the next. The unstructured language is in the form of repeated, ongoing verbal directions, reminders of expectations etc which the teachers give to their students throughout the day. It is mainly used during circle time, writing time or any other working time.

- **Teacher talk and student talk-** Teacher talk time (TTT) and student talk time (STT) both are very important for better classroom management. Teachers should allocate the proper time for both in a class, so that both parties can be benefited. Both of these have advantages. According to Gower, Phillips and Walters, teachers are a valuable source for classes. Teachers can manage a preschool class by their instructions. At that point students can interrupt. So for better management of a class, teachers need to talk and help the students to get their ideas. Teachers can motivate them to engage in the class (Gower, Phillips and Walters, 1995, p. 35-36).

2.2.8 Ending a class-

Ending the class is not that easy like the starting. Because it reflects the whole class overly. So good timing of all the session is important. Ending the class with summary can be very effective. This part can be left for the announcement and homework given (Gower, Phillips and Walters, 1995, p. 53-54).

In the preschools, teachers normally engage the students in different tasks like playing with educational materials. In English classes, teachers give students word blocks, picture cards or books, puzzle games etc. In interactive classroom these items are very much available.

2.2.9 Classroom management in unusual situation-

Sometimes to manage a classroom, teacher should remember his role in the class and sometimes a teacher can face some other problems. These can be called uncertain situations. These problems may include (Gower, Phillips and Walters, 1995, p. 53-54)-

- New arrival in the class: Sometimes any new student can come only because of new admission. In this case that student cannot cope up with the class very soon. Sometimes children take long time to match-up with a new place. As a result, in this situation, teachers must act as facilitator. They need to make the new children comfortable in classroom.
- Uncertain sickness: Any student may become sick. At that point teacher should take care of the others and manage the class properly.

2.2.10 Teachers' basic roles as interactive English classroom managers in Bangladesh-

From planning to end of the class, teachers do their duties. They play vital role. They are the facilitator of the classroom. According to Jeremy Harmer, there are some key points about teachers' role in a classroom. Those are (Harmer, 2007, p. 108-110, 113)-

- Teachers as controllers of the class- Teachers are in charge of the class and they arrange the activities of the class. As controllers they tell the students things, organize drills, read aloud and in various other ways exemplify the qualities of teachers-fronted classroom. Teachers feel very comfortable if they take their job as exchanging of their knowledge to the students. As a controller, they must know that they have to take care of learners' freedom.
- Teachers as prompters of the class- Sometimes teachers have to play their role as prompter. Sometimes students lose their attentiveness and they may forget what they are doing at that moment. In this situation, teachers must prompt those particular students. Teachers can tell them as a summery what they have discussed just few minutes back.
- Teachers as participants of the class- In some cases, teachers act as participants in the classroom. To manage a class, sometimes they need to act as friends of the students. In few cases, it may happen that students do not want to cooperate in the classroom. In this situation, teachers have to make the students feel free with them.
- Teachers as resources of the class- Although students have so many books, internet etc, but teachers are the main resources for them. Students ask so many questions and teachers must know all of those questions' answers. But, teachers do not know each and everything about a topic. In this case, if teachers do not give right answer to the students, then the students may loss their faith in them. So teachers must have courage to say that

they will give the right answer on next class. When they are acting as resources, they need to be helpful.

- Teachers as tutors of the class- When students are working on longer projects, such as process writing in English, teachers have to work with individual students or small groups to keep them in right track. In this situation teachers act a combining role of prompters and resources. In one word it is the role of tutors.
- Teachers as performers in the class- Teaching makes teachers into classroom actors. They are the performers or actors in their classroom. Most of the teachers are constantly involved performing during the class time. In time of team games activities, they perform energetically, encouragingly, clearly and fairly. In time of role play, they perform retiringly and supportively. In time of listening activities, they perform as efficiently and supportively. In time of reading activities, they perform commandingly, dramatically and interestingly.

Some basic teachers' role in the class for classroom management are-

- Provide frequent positive praise and reinforcement
- Ignore minor misbehaviors
- Reward positive behaviors
- Avoid power struggles with students
- Provide clear expectations
- Provide clear behavioral expectations
- Teacher expectations should be high for all students

Classroom management is a very important part of teaching and learning process. So a teacher should be very careful about this process.

Chapter 3: Methodology

In this section of my research, I am going to describe the method. It is a qualitative research. I am going to do multiple case studies. Here I am going to mention the participants, data collection process and analysis procedures.

3.1 Qualitative Methodology:

Everything is examined by their naturally occurring contexts in qualitative method. It's an inductive process. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. This type of researches uses semi-structured methods such as in-depth interviews, focus groups, and participant observation. Qualitative methods are typically more flexible – that is, they allow greater spontaneity and adaptation of the interaction between the researcher and the study participant. For example, qualitative methods ask mostly “open-ended” questions that are not necessarily worded in exactly the same way with each participant. With open-ended questions, participants are free to respond in their own words, and these responses tend to be more complex than simply “yes” or “no.” The advantages of open-ended questions have the ability to remind responses that are meaningful and culturally most important to the participant, unexpected by the researcher and very rich. In qualitative methods, the relationship between the researcher and the participant is often less formal. Participants have the opportunity to respond more elaborately. Researchers have the opportunity to respond immediately (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005, p.195-207). This is a contrast of quantitative research. My research on preschool teachers' better management practices related to classroom management is a qualitative research.

3.2 Data collection:

3.2.1 Instruments: Data collection had done by using questionnaire and interview. I also observed few classes of selected schools. All great answers come from talking with people whether it is through formal interviews or casual conversations. It is essential for the researcher to develop understanding with interviewees and win their confidence is the process of collecting exact data. Sometimes few participants feel comfortable to take part in questionnaires than interviews. On the other hand, observations give the detail information about a topic.

3.2.2 Participated schools: Four schools participated in my observation. Those schools were- Australian International School (Elementary section), Little Jewels School, Park International School and Nature's Boon Pre- school. I chose the elementary campus of Australian International School in Gulshan-1as first school. Here, I found students from age-3 to age-8. It was the pre-school section of this school. The second one was also a pre-school. The name of that school was Little Jewels School. That school was situated in Purana Polton. Age of the students of that school was from 3 to 10. Another school, named Park International School was also a pre-school. That school was situated in Khilgaon, Dhaka. It had students from age-3 to 9. The last one was early childhood section. The name of that school was Nature's Boon Pre-school which was situated in Purana Polton. The students of that school were from age-2 to age 5. All the schools were preschools.

3.2.3 Participants: The teachers of above mentioned schools participated in my questionnaire and interview session. The teachers, included those who had taught preschool for minimum of two years, who had students aged 3 to 5, who worked in groups etc. The demographic table of participants is here-

Name	Gender	Position	Name of institution	Years of teaching experience	Degree/ Certification
Ms. Farhana Islam	Female	Class teacher	AUSIS	6	M.A. in English
Ms. Jahanara Hoq	Female	Class teacher	AUSIS	7	M.A. in English
Mr. Tarvir Ahmed	Male	Asstt. Teacher	AUSIS	2	B.A. in English
Ms. Rose Rozario	Female	Asstt. Teacher	AUSIS	3	B.A. in English
Mr. Raisul Islam	Male	Class teacher	LJS	5	M.A. in English
Ms. Fareen Abid	Female	Class teacher	LJS	4	M.A. in English
Ms. Shammi Zaman	Female	Class teacher	LJS	8	M.Ed.
Ms. Fouzia Begum	Female	Class teacher	LJS	3	M.A. in English
Mr. Kamruzzaman	Male	Class teacher	PIS	6	B.A. in English
Mr. M. Mazumder	Male	Class teacher	PIS	8	M.Ed.
Ms. Kathi Ahmed	Female	Class teacher	PIS	5	B.Ed.
Ms. Sheela	Female	Assistant teacher	PIS	3	B.A. in English

Ms. Shahina Sultana	Female	Class teacher	NBPs	11	M.Ed.
Ms. Mouri Islam	Female	Class teacher	NBPs	4	B.A. in English
Ms. Zeenat Arzu	Female	Class teacher	NBPs	6	B.A. in English
Ms. Rabeya Sultana	Female	Assistant teacher	NBPs	5	B.A. in English

Table 1: The demographic table of participants

I also observed some classes. The classes were-

Class	School	Teachers	No of students
Grade-2	AusIS	Ms. Farhana Islam	16
Pre-play	AusIS	Ms. Jahanara Hoq	10
Class-3	PIS	Ms. Kathi Ahmed	14
Class-1	PIS	Mr. Kamruzzaman	18
Class-2	LJS	Ms. Fouzia Begum	16
Class-1	LJS	Ms. Shammi Zaman	15
Grade-2	NBPs	Ms. Shahina Sultana	14
Grade-1	NBPs	Ms. Zeenat Arzu	12

Table 2: The demographic table of observed classes

3.2.4 Procedure – I chose all four schools from my well-known areas. As a result, I fixed the date before going there. After going there I took permission slip from the principal from each school. I selected some teachers and talked to the teachers and also asked for help. I gave the questionnaire forms to the selected teachers. They cooperated with me. They spent some times with me to fill up the questionnaire form and also took part in interview with patience. After giving thanks I left the school. All the members were very cooperative with me while I was collecting data.

3.3 Data Analysis

In qualitative research, data collection and interpretation occur simultaneously. I observed four schools. By following some steps I analyzed my data. First of all, I prepared collected information for analysis. Then, I went through the filled questioner forms and interview notes. Then I studied my observation of selected classes. Then I tried to relate collected information with my literature review. I summarized the whole work at last.

3.3.1 Analysis of class-room observations and interviews:

i) Planning lessons-

The participants said that all of them previously made the lesson plan. According to them lesson plans were the most important factor for a class. I observed few classes and found that teachers of those classes also had lesson plans. I included all the lesson plans of the observed classes in the appendix. I found that those lesson plans meet the students need and very short and to the point.

ii) Starting a class-

Most of the teachers started their class in same way. They started it with greetings. By saying 'good morning' the teachers actually involved students in their class. As warm-up activity, most of the teachers played word games with students. In English classes, teachers shared their ideas about the particular lesson with students. They thought it helped them to draw attention of the students properly. For example, Ms. Shahina's class, the class started with by saying 'good morning'. After exchanging greetings, she showed some pictures from the book and asked students some questions regarding those pictures. This was a warm-up activity (S. Sultana, personal observation, October 1, 2012).

iii) Teachers' general management

- Eye contact: According to my data, all the teachers tried to maintain eye contact properly. Students were very few in those classes. So the teachers were looking all over the classroom. In this case, all the participants believed the eye contact as one of the most important aspects of teachers' general management.
- Reciprocity: In all the classrooms teaching was a course of psychological exchanges between teachers and students. Teachers were looking repeatedly to the students. So the students were careful and did not try to disturb in their classes. The reciprocity of teacher-student communication had a direct impact on fulfilling teaching targets in all the classes.
- Gesture, facial expression, mime: Most of the teachers' facial expression were enough good. They were roaming around the whole class while the students were doing work. They represented themselves very attractively.

- Voice- Most of the teachers controlled their students by giving verbal instructions. Most of the teachers used a regular circle time and consistently gave children verbal directions and reminders. In English classes, students did some activities by making circles. In each of the participated schools, there were circle times. Teachers also told the children in advance what they could expect that morning. So all the verbal directions were very effective to maintain the class. For example- in Ms. Kathi's class there was circle time and students started doing activities after getting direction from her. She had a plan to go to library for reading a story book that day. So in the beginning of the class, she said to her students: 'Today we are going to library and then to....'. Ms. Kathi's students were very happy to know that they can read a story that day (K. Ahme, personal observation, October 2, 2012).

In Ms. Fouzia's class, there was a reading session. She was reading the story very nicely. Her tone sometimes increased and sometimes decreased. It was very much effective to keep students' attention of that class (F. Begum, personal observation, October 3, 2012).

- Using students' name: All of the preschools had very few students in one class. So teachers can easily remember all students' names. I found the teachers remembered each and every student's name, because there was very little number of students.
- Attention spread: As there were only few students in those classes, teachers were talking with all of them. They were paying attention to all of the students properly. If anyone raised hand, they responded immediately.
- Evaluation: Teachers evaluated themselves by asking questions to the students. For example, in Mr. Kamruzzaman's class, I found him to evaluate himself by asking questions to the students. They just tried to find whether the students understood or not (Kamruzzaman, personal observation, October 2, 2012).

According to my collected data, I find the following diagram. It can be shown in a chart. This graph will show the comparison among the general better management for preschool interactive English classes-

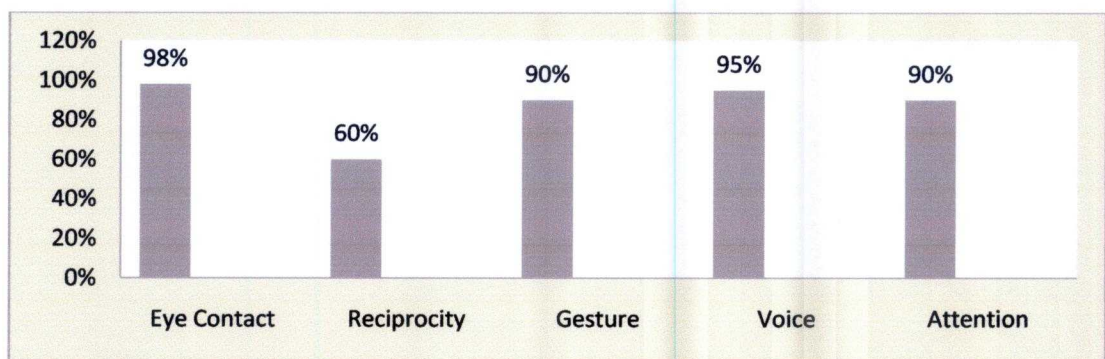


Figure 4: Percentage of teacher’s general management

Percentages show that eye contact is the most important aspect among all general management of preschools’ interactive English class. According to the participants’ answers, voices of the teachers are also very important to manage a class properly.

iv) Physical management-

Most of the classrooms had large open space divided into different areas. Teachers used different spaces for different purposes. The entrances to the rooms were in one corner and there were side walls around the edge. There were cabinets, teacher desk, file cabinets, small work table, chairs, block areas, science table, housekeeping area, cubbies and the free spaces for circle time in each and every class. In the centers of the rooms, there were rectangular tables, each with few chairs. Shelving units contained items relevant to that space such as story books and puzzles. In English classes, teachers used the centre’s free spaces, because students had to sit on the mat sometimes. A common preschool classroom is shown in the following picture-

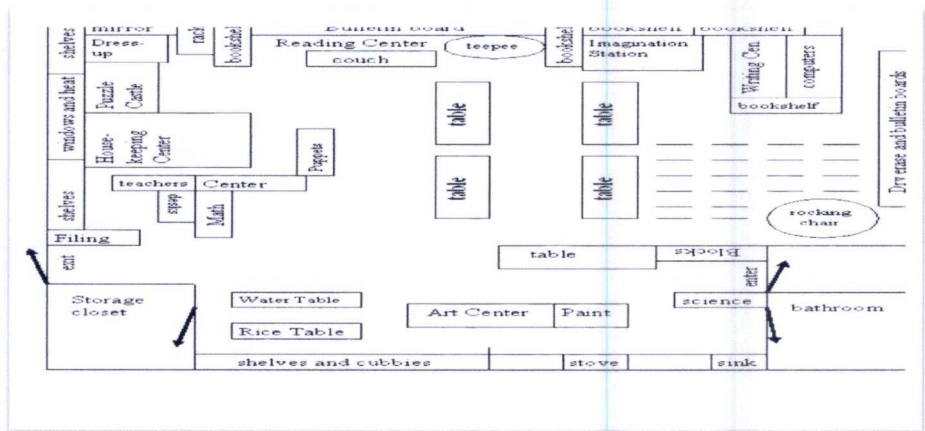


Figure 5: Physical arrangement

- Pair/group and individual works: In English classes, teachers made pair or group and asked them to discuss or write something. They made pairs or groups according to student numbers. They arranged students in different way so that everyone got same attention. Some classes arranged individual activities. But in most of the English classes, teachers arranged activities as pair. For example, in Ms. Sultana’s class, students wrote ‘Amazing holidays’ in pairs. Each pair discussed about their previous summer vacation and wrote a report on that (S. Sultana, personal observation, October 1, 2012). The following diagram can show the result-

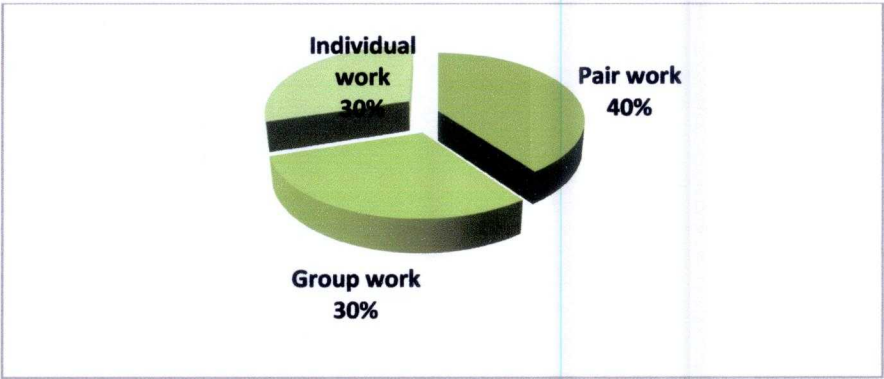


Figure 6: Working plan

- Seating arrangement: The seating arrangement was different in different classes. But most of the cases, teachers were in front of all students. As in English classes, students had to listen and share ideas with teachers, so most of the class arrangements were circular. It was most effective in English class management. All of the participated schools used pair seating arrangement mainly. In some cases I found buzz groups, where teachers made few groups and sent them in different corners of the room.

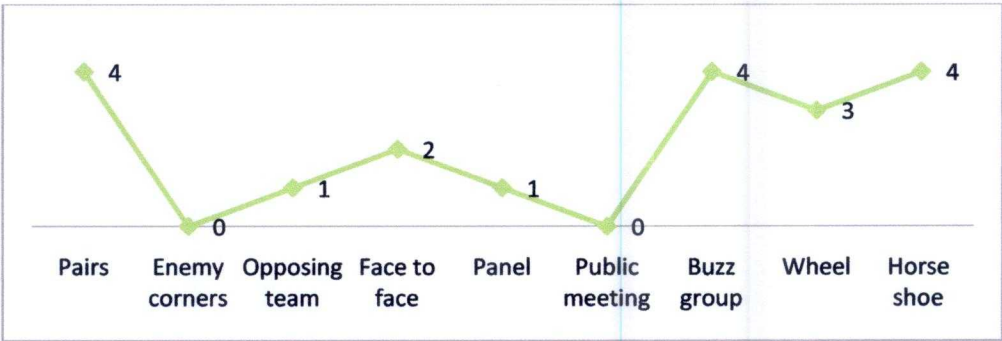


Figure 7: Seating arrangement

The most popular seating arrangements that I found in time of observation were-

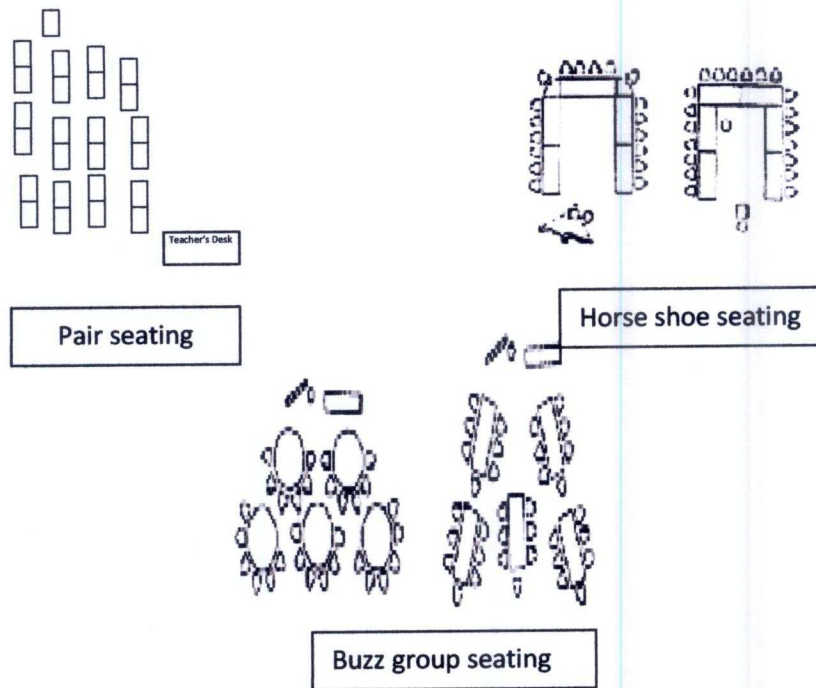


Figure 8: Most popular seating arrangement shapes

v) Class activities/ class work-

- Pre task/ warm-up activity (elicitation): Pre-task works included the icebreaking activities. In this time, children involved with free play and making circles. During free play time, the children chose activities by themselves. In all four schools, teachers sometimes set up more structured activity and would call one child at a time to participate. They actually let students explore the classroom and made a choice for the English activities. For example, in English class, Ms. Farhana, integrated social activity with the topic. To manage the class in the time of warm-up, most of the teachers gave opportunity to the students to do whatever they wanted so that they could pay more attention for the main task (F. Islam, personal observation, October 4, 2012).
- While task (monitoring, error correction, giving instruction): During this time of main task, I found that all of the teachers engaged the children in an activity related to the curriculum unit or read an excerpt from a curriculum book. Typical activities included

reading books, singing songs with props, playing games etc. As most of them used English literature, they thought about shared work so that they can manage the class and got each child's attention.

For example, Ms. Shammi told the children she had a secret recipe for 'witches brew' that they had seen in the movie named 'Harry Potter'. As each child took a turn picking a picture card, Ms. Shammi used sign language like 'yes' or 'no' to indicate if it was an ingredient. At the end, the children had got the recipe (S. Zaman, personal observation, October 3, 2012).

In Ms. Fouzia's class, I found her reading the story. After reading a paragraph, she asked one of the students to read the next paragraph. Then one after another more students read the story. In this way she involved the students in the class activities (F. Begum, personal observation, October 2, 2012).

- Post task (giving instruction, evaluation): At the end of class time, in some classes I found that, teachers called the children by name to line up for going to another classroom and that time they just reviewed the class. Sometimes teachers asked for questions whether they understand or not. In some classes students had to do some writing or verbal activities. In some classes, teachers sat at a table with few children and another teacher sat with other children. That time they commented on their work, answering questions, and repeating directions. The students finished their works and teachers asked "what comes next?" and then they went to sit on the rug. When two or more children were on the rug, teachers joined them. But as post task line up and review class was most effective. Here is an example of post task activity-

In Ms. Jahanara's class, at the end of class time, she called half of the children by name to line up. Then she asked the second group of children by name to line up. She actually gave verbal directions to line up and said 'let me see your bubbles', which meant to be quiet. Then the children closed their mouths and filled their cheeks with air. Then she started reviewing the class by discussing everything in short (Jahanara, personal observation, October 4, 2012). Here is a diagram of most effective post task activity-

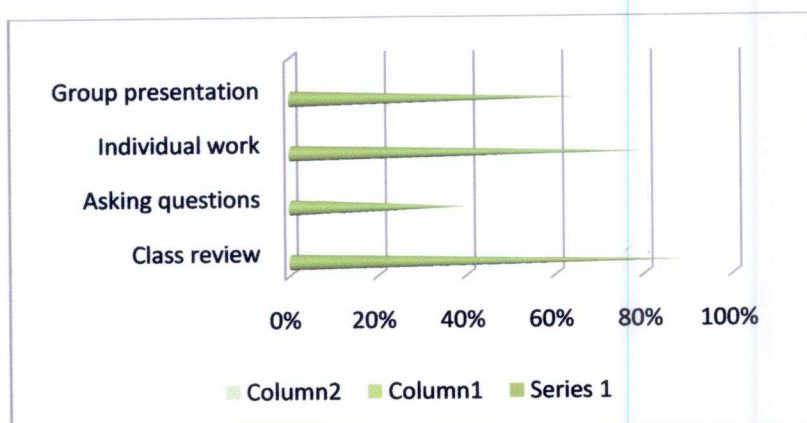


Figure 9: Post-task activity

vi) Peer- conflict-

In the time of observation I found that young children faced conflict among themselves. In this case most of the teachers followed the same rules. Here is one example- A boy came over to Ms. Zeenath and complained that a child threw a toy at him:

Ms. Zeenath: Well, what can you do?

Boy: I don't know

Ms. Zeenath: Well, I think you could ask him to say sorry.

Boy: I want her to say sorry.

Ms. Zeenath: OK, well go ask her then.

The boy said to the other boy, 'Can you say sorry to me?' and he did.

He ran back to the teacher to tell her. She asked, 'Do you feel better now?' and he responded 'yes'. (Zeenat, personal observation, October 1, 2012).

vii) Language as a tool and Talk time-

- Language as a tool- Most of the teachers tried to grip students' attention through their language. For example, Ms, Shaheena's problem solving chart, sign language, songs, finger plays, and movement activities were her main strength. I also observed some other teachers were using some regular phrases such as 'everybody freeze', 'sit crisscross', '1-2-3, eyes on me' etc to redirect the group of children who were noisy or distracted. On the other hand, she also gave instruction while she was reading a

story for the students. That instruction was in unstructured language (S. Sultana, personal observation, October 1, 2012)..

- Talk time- Teacher talk time (TTT): Most of the teachers of those preschools thought that they must speak less. I found that they tried to talk as less as they could. They just gave instructions. For managing a class, it is very important to give proper instructions. According to my questionnaire, interview and observation, I found that teachers talked less. They just increased students' interest to talk. As in preschools, there were very little kids, so teachers listened to the students.

Student talk time (STT): I found that students were trying to participate in the classroom activities. Students were talking when they were individually talking with the teacher. The students were very lively when they answered teachers' questions. In most of the classes, students tried to co-operate the teachers. But according to my data, student talk time should be more than the teachers' talk time. It can be shown in a diagram-

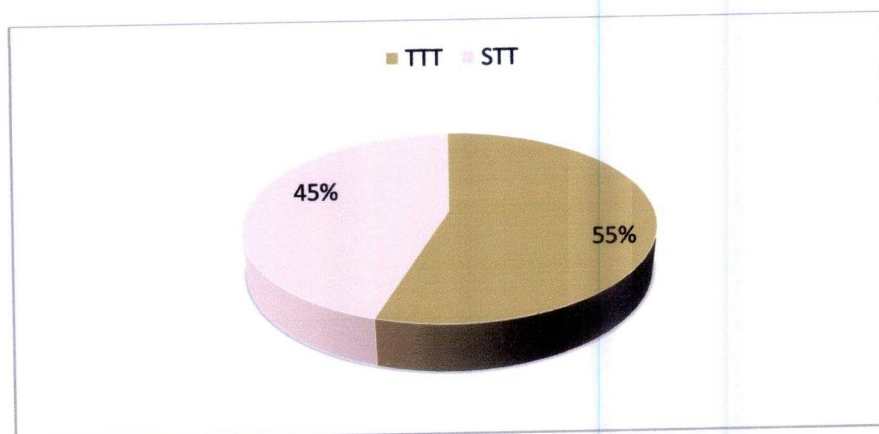


Figure 10: Percentages of teacher talk time (TTT) and student talk time (STT)

viii) Ending a class-

Normally the teachers wrap-up the class with different activities. In some classes, I found that they gave home-work for next day. Closing activities varied between circle time, show and tell, and structured play. I found that sometimes teachers gave the children a choice of activities, for example building with lego, coloring, assembling a puzzle, or reading a book.

3.3.2 Analysis of questionnaires:

In this session, I have given the same observation form to all the teachers. For this, I have chosen two teachers from each school. All of them were English teachers. There were 5 questions. All the questions were about classroom management.

1. Eye contact- Most of the participants said that eye contact is very important, because it can keep the audience attentive in the class. All of them replied that it is the key factor to keep the classroom under control.
2. Students' participation- Most of the participants said that students' involvement in the class is an important factor to manage the class. They said that students' participation in the class helped them to maintain the class properly.
3. Sequences maintain- All the teachers agreed that maintaining the sequences of all activities helped them to arrange the class flawlessly.
4. Teachers' knowledge: Majority of the participants agreed that teachers knowledge about classroom management had effect on better classroom management practices.
5. Sources of knowledge about preschool interactive classroom management- As preschool teachers are different from the other teachers, so their knowledge is most important while they are managing classes. The participants gave their different opinions. Some of them said that they learnt so many things from their colleagues. Some of them learnt from their personal and informal sources, such as, families. Some of them also found their own strategies through their teaching process as their source of knowledge. They said that own experience helped them to increase their knowledge about interactive classroom management. In a diagram it can be shown-

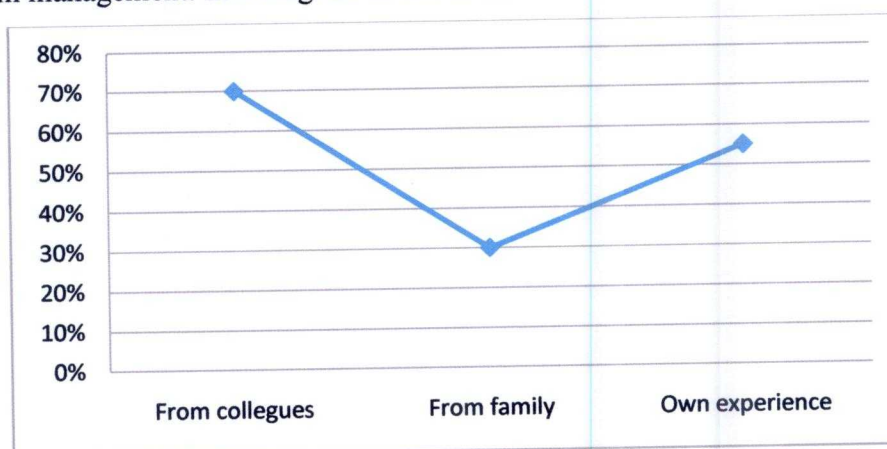


Figure 11: Sources of knowledge

6. Use of materials: All of the participants said that they used different kinds of materials. Different materials helped them to keep students attention.
7. Error correction- Error correction is a very sensitive factor according to all the participants. It is said that if the students feel insulted in the classroom, they cannot cooperate with the teacher for learning. As a result, it is important to take proper care of it. But error should be corrected very softly for proper classroom management. The opinion of the participants are shown in a diagram-



Figure 12: Error correction

8. Teacher talk and student talk time- Interactive classroom management mostly depended on talk time. Most of the teachers said that talk time should be equal in case of teachers and students. Students must know so many things from teachers, but if they do not speak they cannot learn anything. So according to participants' answer, here is a diagram of talk time period-

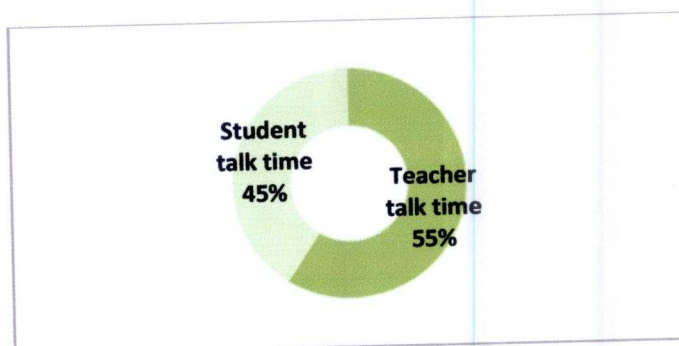


Figure 13: TTT and STT in classroom management

9. Seating arrangement- In case of seating arrangement, most of the schools use the circler way of seating. But all the participants were not the followers of it. Sometimes they changed their arrangement to avoid monotony.
10. Methods- As we know, there are several methods of teaching English. The participants of this questionnaire said that CLT is the best way of teaching. For managing a classroom, it is more effective. Through CLT method, teachers can manage the class properly. It can be showed in a diagram-

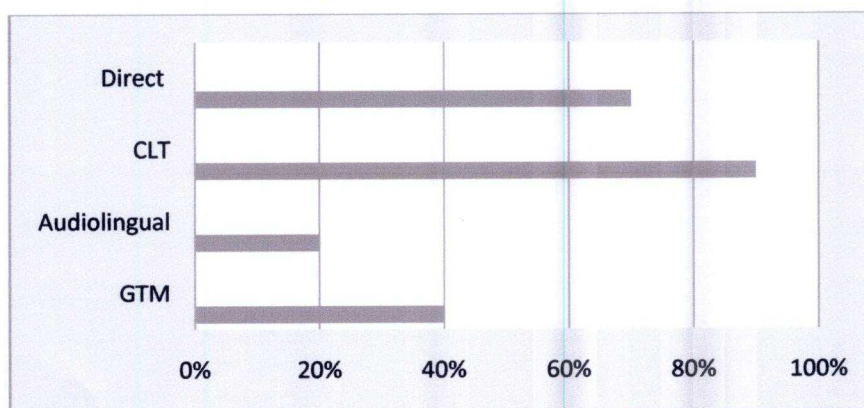


Figure 14: Methods that can manage the class properly.

11. Types of management- According to the participants of this study, all types of management were important to manage an interactive class properly. Only few participants said that general management was effective in their classes.
12. Components of classroom management- Most of the participants' views were almost same in this case. According to their opinion, the main components were to teach children about social and behavioral knowledge, to generate a nice educational environment, to give proper instructions, to follow lesson plan, to motivate children properly etc. They said that all the components were very helpful in their classes.
13. Lesson planning- Participants of this study said that lesson planning was not associated directly with classroom management, but it had a vital role in managing a class. Almost all of the participants said that if the teachers did not know what they were going to do, then they could not able to manage the children properly. So the lesson plan had a indirect relation with the interactive classroom.
14. Self-evaluation- All of them said that self evaluation means self correction. Teacher should know what the mistake in the class is. It helps to improve own skills.

15. Time management- Time was limited for all the classes. Participants of the study said that they had to maintain the time properly. They had to utilize the total time because in interactive English classes, they had to do so many activities.
16. Verbal instruction- All the participants said that verbal communication helped very much if the teachers effectively used it. Verbal directions managed the class properly. According to the participants, verbal instruction could give the children direction to work correctly. Preschool students were very little, so sometimes they could not understand teachers' instruction. So all the participants thought that to make children understand, teachers should use simple and easy language.
17. Role of preschool teachers- All the participants took part of this question very cheerily, because they were good teachers and they knew their works. They said that teachers facilitated to increase children's independence. They also said that only they can make the students proper human being by building up their social behavior and they could establish the structural education and able to support children's emotional developments. According to them, teachers are the controllers, prompters, recourses, tutors and performers in the class.
18. Classroom management- After all, there was an open ended question about classroom management. All the participants willingly took part in this session. All of them said that in classroom management some important things were included. Those things were teachers' behavior, gesture, voice, capacity to control over the class. All these things are showed in a diagram-

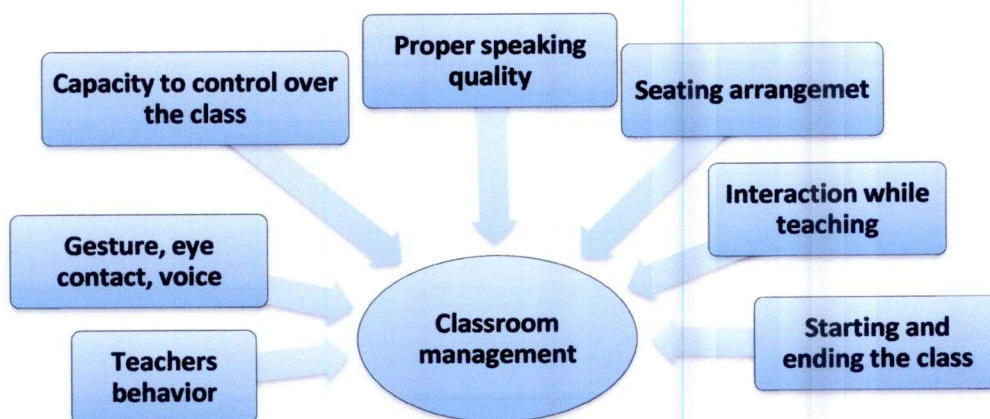


Figure 15: Classroom management

Chapter 4: Findings

In this chapter, I am going to show my findings from the analysis of the questionnaire, interview and observation. I analyzed my data in previous chapter. Then I organized those data. Here, I am going to find my answers of research questions. Those are given below-

Research Question 1: What are the components of classroom management in preschool interactive English classes in Bangladesh?

Answer- According to my research, there are so many components of classroom management in preschool interactive English classes. Some of vital components among those components are given below:

- To teach children the social and behavioral expectations of school is the prime component of classroom management in preschool.
- To create a best educational environment for children and effective activities for each topic are also vital components.
- To maintain good instructional strategy is another component of interactive English class management.
- To follow the lesson plan and rules of the class are also needed.
- Proper communication with children and make them independent are important.
- Children motivation helps to keep control over the class is another vital component of the preschool interactive English class management.

Research Question 2: What are the roles of the preschool teachers in classroom management in interactive English classes in Bangladesh?

Answer- This question is related with the previous question. Teachers' roles are same as classroom management components, because teachers have to execute those works. According to my research, teachers' roles are measureless. Few of those roles are given below:

- The teachers repeatedly express their perspective that preschool is a separate and distinct setting from home.
- The teachers facilitate to increase independence of the children.
- The teachers build appropriate social behavior.
- The teachers establish structured education.

- The teachers promote emotional development of the students.
- The teachers demonstrate respect for children's feelings.
- The teachers act as controllers, prompters, participants, resources, tutors and performers in the classroom.

Research Question 3: What are the sources of preschool teachers' knowledge about interactive classroom management in Bangladesh?

Answer- Teachers' knowledge about interactive classroom is also boundless. According to my research, there are three main and vital sources of preschool teachers' knowledge about classroom management in interactive English classes. Those are given below:

- Other teachers mainly the colleagues.
- Personal and informal sources like family.
- Own experience.

Research Question 4: How preschool teachers' knowledge about classroom management turns into better classroom practices in interactive English classes?

Answer- Preschool teachers have to implement their knowledge about classroom management into their classroom properly, because they deal with very little children. If their practice is not a better one, then it can ruin children's life. So to make their classroom practice better teachers need to be careful. According to my research, better classroom management practice can come through some simple steps. Those are given below:

- Language as the tool of children management.
- Structured and unstructured language.
- Warm-up, development and closing activities.
- Maintain proper general and physical management.

Chapter 5: Discussion and Recommendation

In this chapter I am going to summarize the findings and then I relate them to the literature review.

5.1 Research questions and answers

5.1.1 The components of classroom management in preschool interactive English classes

in Bangladesh: According to the whole discussion, it can be said that preschool interactive English classes are little bit different from the other classes and schools. The participants of this research want to say that preschool teaching means children's social and behavioral learning at a time in their school and it is the key component of classroom management. To create a best educational environment for children and effective activities for each topic are also vital components. Another component is to maintain good instructional strategy. To follow the lesson plan and rules of the class are also needed in classroom management practice. So it is also one of the vital components. Communicate properly with children and make them independent are important. Children motivation helps to keep control over the class is another vital component of the preschool interactive English class management. The teachers repeatedly say that preschool is a separate part from home. So it is very different to manage these types of classes from other classes. To manage these classes, teachers' role is the most important factor.

5.1.2 The role of the preschool teacher in classroom management in interactive English classes in Bangladesh:

According to findings and literature review, teachers' roles are to facilitate independence of the students, manage the routine, try to build appropriate social behavior, demonstrate learning activities and patience for the learning process. Teachers try to build morality among students. Teachers promote students to be independent in several areas like self-care, participation in classroom activities, conflict resolution between peers etc. Teachers play an important role in classroom management by supporting students and keeping them involve in a classroom.

The participants also say that providing emotional security and demonstrating respect for children's feelings as an additional aspect of their role in classroom management. So it is also one of the important roles of the teachers.

5.1.3 The sources of preschool teachers' knowledge about interactive classroom management in Bangladesh:

Most of the participants want to give credit to the other teachers as a source of knowledge about their classroom management. These teachers are the participants' colleague. Some of the participants' knowledge about classroom management comes from their personal and informal sources, such as, families. Throughout their career they identify particular classroom practices as needing improvement. They also explore different strategies through their teaching process. It means that they find the greatest influence on their knowledge about classroom management comes from the experience of spending time in the classroom interacting with children. Finally it is said that, among these sources, the participants prefer their colleagues as the source of their knowledge about preschool interactive English class management.

5.1.4 Preschool teachers' knowledge about classroom management turns into better classroom practices in interactive English classes:

According to all participants, better management starts from the beginning of a class. So when teachers greet the students, it is very important to gain their attention. The participants explain that their most important tasks in the whole class are to maintain proper eye contact, retain reciprocity, keep exact gesture, facial expression and mimes, maintaining the voice, hold attention throughout the class, evaluate all of the students properly etc. They also mention that sitting arrangement of the students should be effective for class works. According to them, classroom activities by interacting with children and teacher-student talk times are the components of better classroom management. At last, ending the class with great interest can be helpful for them to manage a class. The whole session should be interactive. Preschool teachers' main quality is their language that works as a tool and keeps the students attention in the lesson time. In the English classes, they use structured and unstructured language. Participants also include that their talk time must be appropriate. Finally, ending the class with post task and a nice greeting can make the class perfect.

5.2 Benefits of the research

This research is benefited in some cases. I want to do a future study on this topic and that time it will help me. This research will be a beneficial basic for my further research.

I am a preschool teacher. So as a preschool teacher, all the information of this study is very helpful. Now I can implement all these skills and strategies in my professional life. It is just like training in my life.

This study creates a step for me where I can work practically. I have learnt so many things in my M.A. in ELT and Applied Linguistics. Now I am implying my learning in my profession. This study adds a new dimension in my professional actions. It will help me in future also.

5.3 Limitations of the research

This thesis has also some limitations. Now, I am going to talk about some limitations. As it is an M.A. thesis, I did not get long time for doing a vast research. As a result, there are some limitations. Those limitations are given below-

- **Methodology:** My thesis topic is vast and it has descriptive findings. We know that a qualitative research needs rich and detailed analysis of the participants and situation, but in my research this cannot be applied too broadly. I could not go for more data collection to more schools for time limitation.
- **Participants:** In Bangladesh, there are not so many experienced preschool teachers. I was researching for a long time which took the most of my times. The data collection process was lengthy. In Bangladesh, most of the preschool teachers have a tendency to follow the traditional rules of class. As a result sometimes they could not take proper class. On the other hand, the participants again and again cited other teachers as sources of knowledge about classroom management including their colleagues. But in most cases, I could not find those teachers as they left the school or were retired. So for finding my thesis- related teachers and schools, I had lost my most of my times.
- **Observation:** I observed eight classes of four separate schools. Before observation, I collected permission slip from the principals of those schools. I took too many times. I wanted to observe more classes but it did not happen for time limitation. I could not observe more than two classes for time limitations. Even I could not able to observe more than one class of a teacher because I got permission only for one class.

Chapter 6: Conclusion

I have done my work on better classroom management practices in preschool English classes. As I have already told that it is not a single task. I have tried to observe several factors. Preschool classroom management is totally controlled by a teacher. Sometimes environment pushes the management process, but the schools I have visited are English medium schools, which have interactive classrooms in Bangladesh. So these schools can provide environmental facilities properly. Now the other factors of interactive English class management depend on the teachers. If a teacher is well prepared from the beginning of the class, then it is profitable for the students. To be a good teacher he must know the rules and must follow the steps of taking a class. I have already discussed the classroom facilities and its management. So I must not talk too much about those points. In the discussion part, I have told what my collected data says and it is also my opinion. I just want to say that classroom management can be an easy process if the teacher is well prepared, because the management process comes willingly and without pushing. Everyone can speak with near and dear ones. For a teacher students are very close and dear, so a teacher can speak with them without any hesitation and classroom management is mainly speaking with proper gesture. So every teacher should follow the rules of classroom management to take an effective class. By keeping children engaged in classroom activities, a teacher can manage the class properly.

As a preschool teacher, I am very happy to do this research. I want to do more work on it in future. I think I will triumph over the limitations that I have faced to do this research.

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Appendix 1: Questionnaire

This questionnaire is a part of a thesis project of the M.A. in ELT and Applied Linguistics program (BRAC University) to determine what the requirements of preschool teachers' proper interactive classroom management are. It would be appreciated if you could complete this questionnaire, which should take approximately 10 minutes. Your help is needed to complete my project. So please complete this questionnaire with regard.

PART-A

Male/female: _____

Age: _____

Designation: _____

Responsibility in work place: _____

PART-B

1. Eye contact helps a teacher to keep students under his/her control.

Strongly disagree	Disagree	No comment	Agree	Strongly agree
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2. Students' participation in class-activities is very important.

Strongly disagree	Disagree	No comment	Agree	Strongly agree
----------------------	----------	---------------	-------	-------------------

3. Maintaining sequences in classroom activity helps both teachers and students to learn properly.

Strongly disagree	Disagree	No comment	Agree	Strongly agree
----------------------	----------	---------------	-------	-------------------

4. Teacher's knowledge about management has an effect on better classroom management practice.

Strongly disagree	Disagree	No comment	Agree	Strongly agree
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PART-C

5. What are the sources of preschool teachers' knowledge about classroom management?

- | | |
|----------------|--------------------|
| i) Education | iii) Personal life |
| ii) Experience | iv) Other _____ |

6. What kind of materials should teachers use in the class?

- | | |
|------------------------------------|------------------------|
| i) Technology-based | iii) Colorful pictures |
| ii) Pen, pencil, paper, books etc. | iv) All |

7. Error correction should take place-

- | | |
|-----------------------------|--|
| i) Immediately in the class | |
| ii) After-class | |

8. What should be the percentage of teacher talk time and student talk time?

- | | |
|---------------|----------------|
| i) 60% - 40% | iii) 50% - 50% |
| ii) 40% - 60% | iv) 80% - 20% |

9. Does seating arrangement help teachers to manage the class?

- | | |
|---------------|---------|
| i) Yes | iii) No |
| ii) Sometimes | |

10. What method should follow in the classroom?

- | | |
|------------------|--------------------------|
| i) Direct method | iii) CLT |
| ii) GTM | iv) Audio-lingual method |

11. In which management, a teacher should pay more attention?

- | | |
|--------------|-----------------|
| i) General | iii) Activities |
| ii) Physical | iv) All |

PART-D

12. What are the components of classroom management in preschool in Bangladesh?

Ans:

13. How does the lesson plan help the teacher to manage an interactive class?

Ans:

14. Is self evaluation needed for a teacher after taking a class?

Ans:

15. Does seating arrangement facilitate learning process? How?

Ans:

16. Is time important for classroom management?

Ans:

17. What are the sources of preschools teachers knowledge about classroom management?

Ans:

18. How is preschool teachers' knowledge about classroom management related to their classroom practices in Bangladesh?

Ans:

19. How does giving instruction during class-activities play an important role in a classroom?

Ans:

PART- E

20. What do you think about the following activities? Indicate which is useful or unnecessary for a class?

	Very useful	Useful	Not useful
1. Change in grouping and seating arrangement	☐	☐	☐
2. Elicitation in the beginning of the class	☐	☐	☐
3. Instruction giving in the activity-time	☐	☐	☐
4. Monitoring in the classwork time	☐	☐	☐
5. Error correction after class time	☐	☐	☐
6. Ending the class with a list of topic covered	☐	☐	☐
7. Modification of teacher's voice	☐	☐	☐
8. Integration of skills	☐	☐	☐
9. Visual cue for the topic	☐	☐	☐
10. Teacher's experience	☐	☐	☐

PART- F

21. What is the role of the preschool teacher in classroom management in Bangladesh? If you ever faced any difficulties in managing a class please mention it here.

Appendix 2: Interview

Personal questions regarding preschool teaching:

- Name: _____
- Name of school: _____
- Address: _____
- Phone number: _____
- Email: _____
- What is your ethnicity?
 - i. Asian
 - ii. Other _____
- How many years have you been teaching preschool? _____
- How long have you been teaching at you current school? _____
- Have you taught in other schools? _____
If yes, please specify _____
- Please list any education/training that you have completed.

Other questions regarding preschool teaching:

- What do you think about an interactive classroom management in Bangladesh?

- Describe your perspective on classroom management in preschool in Bangladesh.

- What are the components of classroom management in preschool interactive English classes in Bangladesh?

- How have preschool teachers developed as classroom managers over their careers in Bangladesh?

- What are the sources of your knowledge about interactive classroom management in Bangladesh?

- How is preschool teachers' knowledge about classroom management focus in their classroom practices in Bangladesh?

- How have your ideas about classroom management developed over your years of teaching?

- What are the roles of preschool teachers to manage an interactive English class in Bangladesh?

Appendix 3: Classroom observation

Name of the school: _____

Name of the teacher: _____

Class: _____

Date: _____

Topic of the lesson: _____

Management of interactive English class in preschool

	Can be improved	Satisfactory	Good	Very good	Excellent
Lesson planning					
Starting of the class					
Eye contact					
Reciprocity					
Gesture					
Facial expression					
Communication with students					
Voice (intonation and volume)					
Spread of attention					
Motivation of students					
Monitoring					
Classroom activities					
Clarity of instructions					
Transitions between activities					
Question-answer techniques					
Use of proper language					
Ending of the class					
Error correction					
Self evaluation					

Signature of: _____ Observed teacher: _____

Observer: _____