Teachers' Role in Classroom Interactions

Ochin Ayar

Student ID: 12303012

Department of English and Humanities

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Ochin Ayar

Student ID: 12303012

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Declaration

I hereby declare that this internship report is the preparation of my original research work. The contribution of all sources and information have been acknowledged with proper due references. This report has not been presented anywhere, either in a part or a whole, for a degree or an award, in this or any other university.

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Ochin Ayar

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Chapter 1

Introduction

Education system and discipline of students in classrooms were not up to the mark in previous decades compared to modern education system. It can be said that today's generation is more concerned about effective teaching techniques which were not the main concern of previous generation**.** The reasons behind this is the diverse numbers of students, changes in the materials and also students social and cultural pressure makes the classroom environment more chaotic and disorderly and within this kind of environment, proper teaching cannot be organized by the teacher. Teacher needs some effective plan that will help them to make an organized and productive learning system back into the classrooms. From various researches it has been found that teachers' actions in their classrooms make twice impact on the students' achievement. But in our traditional classroom setting students do not get much opportunity to talk in the class. That is why it becomes difficult to identify whether the students understand the lessons or not. However, classroom interaction can be one valuable process through which a teacher can overcome students ' obstacles in their study process. Some factors like teacher talking time, Student talking time, elicitation, scaffolding, giving proper feedback can be utilized in such a way that can enhance language acquisition through classroom interaction. All these factors equally help the teacher and students' to think creatively, work cooperatively, share their ideas and knowledge among them, correct their mistakes through discussion and participate moreactively in classroom activities. In an effective classroom it is very important to maintain a balance between teacher and students activity through which the interaction between teacher and students increase and it helps the students in their learning process effectively.

I have done my internship in National Ideal School. It has three branches which are Malibagh branch, Banosree Branch and Mirpur branch and I was appointed in the Banosree branch as an English teacher of secondary level students. This school is not fully English medium. It has both the Bangla version and English version. I have done my internship in the Bangla version. For my internship I observed some classes in this school and I found that teachers use their native language (Bangla) to teach or to explain something to the students. Additionally, teachers followed Grammar Translation Method inside the class and the class time was mostly dominated by the teachers where the teacher was the main authority to run every activity and students just had to complete those activities. However, my main focus was on the classroom interaction and I tried to apply Communicative Language Teaching (CLT) method in my classes.

The purpose of my internship report was to find out the different factors that can beuseful for classroom interaction. Interaction in the classroom is mainly divided into two major types, one is student-student interaction and another one can be teacher-student interaction. My goal was to create the atmosphere where I can increase student talk time, for that reason I had to teach in a way where student can get maximum opportunity to share their knowledge and ideas through classroom interaction.

Chapter 2

Literature Review

Mainly this chapter describes the literatures which are related to this study. At the same time from this literature review part we can measure the importance and impact of teacher-student interaction in ESL classroom. This literature review part is divided into two parts. The first part deals with the literature about the individual role of teacher inside the classroom and the second part deals with those literatures that depict the importance of teacher student interaction inside the ESL classroom.

Most of the people think that a teacher is the dominating part of the classroom on the other hand some believe that teacher is playing the role of a helpful hand for the students but Jeremy Harmer (2007) in his book *The practice of English language teaching* describe this teaching profession is like "acting in front of the students" (p.107) because he feels that teachers are always on a stage. The teacher performs in front of the students and the students try to observe their teacher through the performance. On the other hand he feels that teacher as gardeners because they plant the seeds and then watch them to grow. But as Rose Senior (2006) mentioned that "Students can pick up much from the way their teacher walks into the classroom at the starting of their first lesson" (p.93). So the range of images about the teaching profession varies from person to person but the profession is a kind of creativity for the teachers.

A teacher's most important job is to organize the environment of the classroom in such a way that students can easily cope up with the environment and engage them with the learning process. As Jim Scrivener (1994) mentioned that "The skills of creating and managing a successful class may be the key to the whole success of a course" (p. 54). However, a teacher also needs to

follow some organizational skills and techniques and this entire skills and techniques group together under the headline of teacher's role or activity inside the classroom.

2.1 - Teachers' role:

According to Jeremy Harmer (2007) "Many people use the term facilitator to describe a group of teachers who are democratic rather than autocratic"(p.108). They foster learner autonomy through the use of group work and pair works so that students can enhance their knowledge by the supportive helps it can be their teacher or can be their friends but the main purpose behind these kind of group or pair activity is to encourage them towards their learning.

Whitaker (2004) retorted that "The main variable in the classroom is not the student but the teacher" (p.85). A great teacher has high expectation from their students but even higher expectation for themselves. So they recognize the importance of connecting with their students because if they are not able to connect with them then it will be an imperfect task for them. There are some key tasks that every teacher needs to perform inside the classroom:

Controller: Teacher needs to play the role of a controller because as a controller s/he takes the power to tell students what to do and at the same time how to complete them, organizing those tasks properly and by various other ways exemplify the task among the students so without proper controlling it is not possible. As Jeremy Harmer (2007) mentioned this controlling part as "Leading from the front" (p. 108).

Prompter: Every teacher needs to play the role of prompter because it encourage students to participate and giving them suggestions when they face difficulties increase their motivation level towards the activity. Harmer (2007) advised that "When a teacher prompt a student, s/he needs to do it sensitively and encouragingly"(p.109).

Resource: Teacher can play the role of a resource center for every student. Most of the time students face difficulties whenever they are doing any task in that cases teacher can help them using his/her resource knowledge. Suppose that the students are involved in a piece of group writing and on the basis of that writing they have to give a presentation so writing is a familiar things for every student but giving presentation is not familiar towards them so in that case teacher can share his/her experience that how to prepare a presentation.

Participant: Normally inside the classroom teacher "stand back" from the activity letting the learners get on with the activity and by giving feedback they complete their part but in some cases if the teacher gets involved with the students with their activity then it will develop the teacher students relation which is very important because as Hamre and Pianta (2006) recommended that "talking with a teacher and conducting observations in the classroom will provide important and unique information for designing interventions" (p.55). Forming strong and supportive relationship with teachers allows students to feel free and making more positive connection.

Tutor: Whenever students are involved in their self study a teacher can play the role of a tutor. Teachers can help learners by pointing out their mistakes and let them think about them. As well, let them know where and how to find the correct answers.

The Interaction between teacher and student is playing a very important role in the classroom. As Mclemore (1978) mentioned that "Interaction between the teacher and learners can be mutually stimulating and satisfying" (p.460).

So, Interaction is a process through which we communicate with each other and classroom interaction refers to a situation where communication takes place among teachers and students, students with another students and all this communication are closely related with some activity

that makes those interaction an in avoidable term for the classroom. According to Paiva (2011)"Interaction is a mutual activity which requires at least the involvement of two persons and which causes mutual effects" (p.59).

Moreover, Good communication between teacher and students, respect between them and also showing similar interest in teaching materials from the point of view of the teacher and learning from the students will establish a positive relationship in the classroom. But most of the schools follow traditional methods for their teaching process. The traditional classrooms were mainly teacher dominated where students just need to concrete on the teacher instruction as a result they get less opportunity to involve them in the class activity. Delamont (1976) mentioned that in traditional classroom, "teacher taught and children learned"(p.8). In addition he mentioned that "Increasingly we realize that the interaction of the classroom can have many more interpretations that the behavior of the students and the teachers carries important meaning"(p.8).

According to Jones (1981) "Because of the poor organization and management inside the class in most of the cases it disrupts the concentration of the students to do their instructional tasks" (p.101). So to get rid of this problem teacher need to interact with the students as much as possible because through interaction teacher can find out the problems. Understanding those problems gives the teacher actual idea about students difficulties. So whenever the teacher becomes aware of the problems they have more patience with the student which helps the students to reduce their fear and get interest about their lessons.

2.2 - Different parts of Interaction:

Mainly this interaction can be divided into various parts such as teacher talk, student talk, giving feedback to the students, elicitation, scaffolding are the key parts of interaction. According to

Kumpulainen (2002)"Typical classroom interaction follows a sequence of interaction among the teacher and student like if teacher asks something to the students they try to give their response and if the students make mistake then the teacher giving them the feedback" (p.9). In most of the traditional classroom teacher asks question and expects the answer from the students and if they fail to answer them then the teacher finish the interaction cycle by giving the feedback by his/her own way but this feedback process is not making any mark inside the students mind. Because without knowing the problems of the students giving them feedback is like without knowing the proper address move for a target destination. So, interaction is the way through which teacher can identify the exact problems. Through classroom interaction the teacher and students share the expertise and responsibility of leading the discussion on the contents of the sections of text they jointly attempt to understand. Kumpulainen mentioned (2002)that "In communicative activities for example in group work or in pair work or in whole class discussion, the teacher gives guidance and provides feedback according to the varying needs of the participants" (p.10).

2.3 - Different types of interactions:

However Brown (1987) divided this interaction part into three particular parts:

- **Pseudo - interaction**:

  ➢ Between teacher and students aimed at an observer.

- **Teacher - student interaction**:

  ➢ Concerned with the individual students work.

- **Student - student interaction**:

  ➢ Pair work, group work, seating arrangements, presentation.

Pseudo - interaction:

Pseudo interaction is a process through which teacher prepares a lesson plan for the students and his lesson plan involves an intention to influence the actions of the children. Whenever the students involve themselves with the lesson plan teacher play the role of an observer of the classroom here the teacher can play the observer role discretely so that students feel calm and relax inside the classroom and can solve the lesson activity. Whenever the students involve themselves in the activity naturally they face difficulties and to solve them they obviously take help from their friends but if in that situation teacher interacts with the students then the students can take their help directly from their teacher in that case students may face difficulties to ask question to their teachers so in that case teacher can include the elicitation factor though which teacher can draw out input information from the students and can give them new information. As a result students get their confidence back and can easily interact with their teacher. Scaffolding is another way through which this interaction can continue. As Stone mentioned (1998) scaffolding as "Guided by others"(p.351). Scaffolding is typically associated with the socio cultural theory of Vygotsky. Through scaffolding the role that teacher can play in joint problem-solving activities with children who help both teacher and students in their lesson activities.

Teacher - student interaction:

Inside the class the teacher is the main authoritative power to control the class and for controlling students teacher gives command and the students follow the teachers command. In earlier days classroom interaction was mostly focused on whole class interaction where the teacher gives instruction for the whole class. Similarly in traditional classroom management the focus is mainly on teacher talks and a little on students talk as a result the environment of traditional classroom is more teacher dominated as a result learners are not getting involved in the lesson.

However, teacher talk is important for giving information properly but for communicative classrooms there needs to be a balance between the teacher talking time and the student talking time. As Gower (1995) mentioned that, "is a very valuable source of language in an authentic situation" (p.33). Students can use their teacher's language in the classroom while interacting with them. Through the teacher-student interaction a teacher can explain something about the language that is helpful for the students and at the same time teacher can also identify students' problem from them. However without interacting in the class it is not possible for the teacher to accomplish these factors.

Student- student interaction:

Inside the classroom teacher has the power to control students and they will have to follow their teacher. As Kumpulainen (2002) mentioned that "classroom interaction mostly focused on whole class interaction between the teacher and the students" (p.9). But for the improvement of classroom interaction between teacher and students there needs to a balance the teacher talking time and students talking time. However, teacher talk is important as Gower (1995) mentioned that "For giving clear instruction to the student's teacher commands is necessary" (p.99). But at the same time if the students remain quiet then this will hamper their learning process. Researches show that language learners interact with a competent user of the language that is far more useful than talking to a poor use. So students not only need to listen to the teacher's instruction and interact with the teacher but also they need to use the language in the classroom with their classmates. As Swain (1993) mentioned that "Language is both process and product" (p. 320). That is why students need to interact with their teacher as well as with their classmates. Menegale (2007) mentioned that "usually teacher spoke most of the lesson time and the students did not appear to find any reason to intervene" (p.105).That is why a teacher can maximize the

student interaction by giving them purposeful reasons as Scrivener (1994) mentioned that "by putting them into pairs or small groups and giving them the chance to talk to each other" (p.85).

2.4 - Techniques of enhancing student-student interaction:

Moreover, to involve students in classroom interaction a teacher needs to give some activity like pair work, group work change their seating arrangements for the purpose of their activity through the way teacher can involve the students interact among them.

- **Pair work:** When all the students are involved in a closed group activity outside the restriction of their teacher then they need to be able to communicate with each other.Most of the students feel shy to speak in the classroom because they are not used to take part in classroom activity or discussion. But in this kind of situation pair work can be useful attempt by the teacher. As Scrivener(1994) pointed out that "The tasks are based around getting the students to speak and exchange information and ideas using language to communicate"(p.45). So by the way a teacher can create a comfortable atmosphere where students are not afraid to speak and enjoy communication with their pair because Philips (2003) mentioned that "students have to given an atmosphere where they can speak without any pressure and stress" (p.55).

- **Group work:** This kind of activity is designed to involve the learner to speak and listen to one another. As Scrivener (1994) mentioned that "Group activities involve the learners interacting with each other for exchange their information and opinion" (p. 152). There are some ways through which teacher can divide the group properly.

➢ Grouping by age.

➢ Keeping groups together.

➢ Level based grouping.

- **Seating arrangements:** How the seats are arranged depends on the size of the class. As Gower (1995) mentioned that "Classroom furniture always affects the learning atmosphere" (p.22). So proper seating arrangements can improve the atmosphere of the classroom. Reorganize the seating position takes time but if it increases the interaction among the students then teacher can take the help of this technique. Because Scrivener (1994) mentioned that "seating arrangement can help students interact with different people" (p.87). There are some popular seating arrangements followed by the teacher:

➢ Pairs seating system.

➢ Face to face seating system.

➢ Buzz group seating system.

➢ Opposing teams seating system.

➢ Horseshoe seating system.

According to Scrivener (1994)"The horseshoe arrangements particularly proved very suitable for English classes" (p.62).

2.5 - IRF model:

An ESL teachers' vital role will be to prepare the learners in such a way that they can use English outside the classroom fluently. Nunan (1987) argues the fact that "The style of using the language inside the classroom environment may seriously cause damage a student's ability to

cope with the real world"(p.59). So to overcome this situation teachers need to analyze the language of the classroom and assess its effectiveness.

Inside the classroom one of the most important communication patterns followed by the teacher is known as (IRF) model. The theory has been used by Sinclair and Coulthard to create a model for spoken discourse analysis. Basically, this (IRF) model is a pattern of discussion between the teacher and the learners. At first teacher initiates, then the learners respond and on the basis of the response the teacher gives his feedback. This (IRF) model has become popular because of its acceptance by many writers and practitioners to reflect the fact that in most of the cases teacher's feedback is an evaluation of a student's contribution.

This communication pattern has been a foundational element of education. When language teacher combines this (IRF) model with another popular model which is known as Response to intervention (RTI) model it creates a powerful model to evaluate student's oral practices inside the class and improve their self confidence in creating language communication in the class.
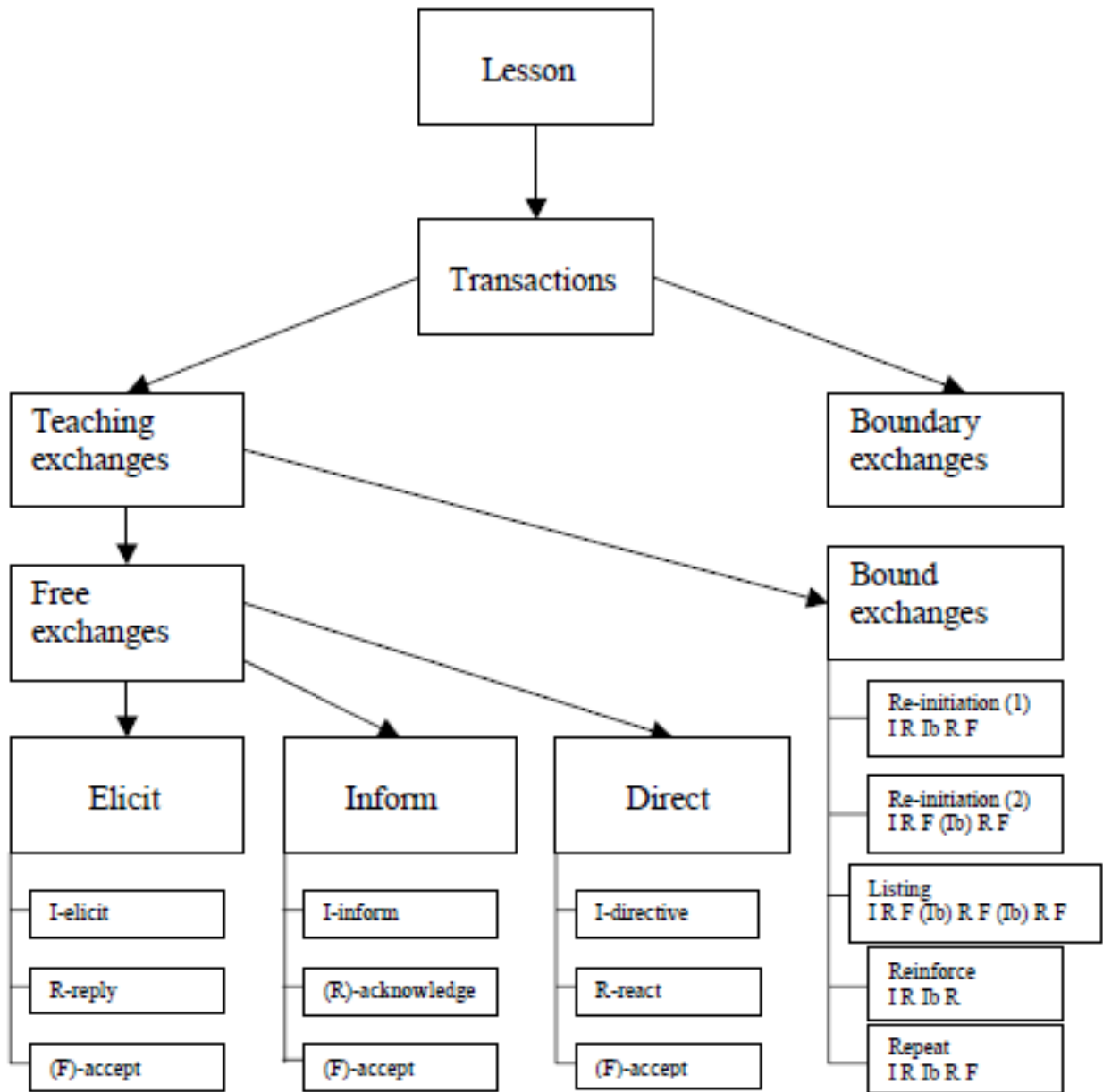
Mainly, this (RTI) model is known as Response to Intervention approach. (RTI) is originally a special education term that has broadened into general education framework that involves research based activities to improve the communication pattern among the students by regular monitoring the student's progress at the same time subsequent use of these data to make a variety in educational process. From many educational researches it has been proved that combining the (IRF) and (RTI) can have positive effects on instructional delivery and increased student discourse.

 This approach to the exchange of information in the classroom has been criticized by many writers because inside the class the learner response or saying what the teacher wants to hear from them in a sense this is not creating any communicative atmosphere inside the class through

which they can improve their English. As McCarthy (1991) pointed out that "It is very important for analyzing pattern of interaction where talk is relatively tightly structured"(p. 22). In (1961) Halliday developed this communication pattern on the basis of grammar based rank scale. Later Halliday's theory was modified by Sinclair and Coulthard in (1992). Malouf (1995) mentioned that "The strongest effort to actually implement Halliday's ideas in a well grounded and descriptively adequate theory of discourse has been made by Sinclair and Coulthard" (p.13).

Halliday divided his rank scale into five parts. These are Lesson, Transaction, Exchange, Move, and Act. All these ranks are related with each other as like Sinclair and Coulthard relate their (IRF)model with each others as a sequence of Initiation, Response and Feedback. As Willis (1992)stated that "These are all related to one another in a consists of relationship"(p.112). All these ranks are followed hierarchical pattern like the first rank of Halliday's is lesson which covers the largest unit and the last rank which is act covers the smallest part of the rank. Mainly Halliday these five ranks are equally covered by Sinclair and Coulthard (IRF) models.

Farooq (1996) provides a useful diagram representing Halliday's five ranks with the Initiation-Response-Feedback model of Sinclair and Coulthard. From the diagram it can be measured that how Sinclair and Coulthard modified the theory of Halliday's five rank theory in their (IRF)model.

Lesson

Transactions

Teaching exchanges

Boundary exchanges

Free exchanges

Bound exchanges

Elicit

Inform

Direct

Re-initiation (1)
I R Ib R F

Re-initiation (2)
I R F (Ib) R F

I-elicit

I-inform

I-directive

Listing
I R F (Ib) R F (Ib) R F

R-reply

(R)-acknowledge

R-react

Reinforce
I R Ib R

(F)-accept

(F)-accept

(F)-accept

Repeat
I R Ib R F

(Adapted from Farooq, 1999)

Mainly this (IRF) model enables us to understand the special nature of the classroom. At the same time it also shows us inside the class why all the time teacher talk is dominated by students talk. It allows us to see how classroom interaction becomes very mechanical, even monotonous.

So from this (IRF) model teacher can improve the condition of the classroom and make it more communicative for the students so that they interact outside the class properly.

2.6 – Different methods of teaching English:

2.6.1 - Grammar Translation Method (GTM):A widely used method for language learning in most of the Bangladeshi schools use Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). Grammar Translation Method is a very traditional method and communicative approach is a kind of conventional process in which teacher and students sort out their problems through communication. Mainly this grammar translation method was introduced when the western people wanted to know about the foreign language like Greek and Latin the grammar translation method appeared and later day by day it modify itself and become a popular method for the education sectors. Mainly in (GTM) grammatical rules, memorization of vocabulary, translation of the text is the focal point. The (GTM) method is also known as the native method since it was used in the teaching of native languages. As Lareson-Freeman (1993) mentioned that "There was a believe that through the grammatical rule of the target language the students would know more about the grammatical rules of their native language" (p.11). So thinking about the objective of the language the method came to be known a native method.

There are some main features of Grammar translation method that particularly followed by the teacher.

> ➢ Very little concern about the content of the text.
> ➢ There is a little use of target language. Mother tongue is used more in the class. Vocabulary is taught deductively.

➢ Details of grammar are given in along elaborate explanation. At the very beginning of learning, difficult reading text are given. Pronunciation is not at all important.

➢ Instruction mainly focuses on the form.

A very typical feature of (GTM) makes this method more teachers oriented as Broughton claimed that as "Teacher dominated interaction" (p.22). The teaching is deeply teacher-centered. The reasons for this approach explained by Prof. Dr. Kuzu who claimed that "It is based on the traditional view of education where teacher serve as the source of knowledge while the learner serve as passive learner" (p.36). This conception of Prof. Dr. Kuzu is quite similarly explained by Jim Scrivener he described this (GTM) method with "Jug and mug" through this (GTM) process the knowledge being transferred from one receptacle into an empty one. Jack Richard in his book *"Communicative Language Teaching Today"* highlights that in (GTM) "Learning was very much seen as under the control of the teacher" (p.4). So this Grammar translation method puts more responsibility for teaching and learning mainly on the teacher and it is believed that if the students listen the lecture of the teacher carefully then they will be able to achieve that knowledge properly.

(GTM) is more teacher oriented at the same time this is also making difficulties for the students as the (GTM) put too much emphasis on reading and writing knowing a large amount of rules cannot ensure that students can use them properly whenever they are in a communicative situation. At the same time memorizing grammatical rules not motivate students to actively communicate in the target language. So the bad effect of this method that it destroys students' motivation. So, that feels him/her like boredom inside the class.

2.6.2 - Communicative language teaching (CLT): "Experience is the best of all schools," having this notion as base, Communicative Language Teaching or (CLT) was introduced. Emphasizing on the functional and communicative prospective of language it was applicable in the language teaching process. This (CLT) put a revolutionary turn in the process of learning process of the students. As Howatt (1954) mentioned that "The Communicative Language Teaching stresses the importance of providing learners with opportunities to use languages for communicative purposes and attempts to integrate such activities into a wider program of language teaching" (P.57).

During 1971 group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into small units as like Alexander (1980) mentioned that "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (p.81). Mainly, this (CLT) is a combination of grammatical and functional teaching. Towards the goal of enabling the students communicatively competent, the method aims to develop procedures for the teaching and learning of all the four language skills. Krashen (2001) pointed out that "Language learning occurs through communicative use of language rather than through practicing language skills" (p. 162). Communicative language teaching that focused on practical language usage rather than only practicing language skills. This method is therefore learning by doing or the experience approach and thus can also be referred to as learner-centered and experience-based vi of second language teaching.

CLT has a few basic principles in connection with grammar teaching in a classroom. They are the key objectives of CLT for enabling the students to communicate properly in the target language. As Larsen-Freeman (2004) described that "It is CLT that says Language is for

communication and thus believes that students ought to know the knowledge of the linguistic forms, meanings and also functions" (p.128). As in CLT, learning occurs within a situational framework engaging students in real life communication process through role plays, picture strip story, language games etc and as a result it motivates the student very much which helps them in the learning process. It is regarded that the role of a teacher is very significant in this method. It is him or her whose major responsibility is to create appropriate situations where students can participate in such situations.

So the primary goal of (CLT) is to have students become communicatively competent. Communicative competent involves them to be able with the social context and use the language appropriately in various situations.

Chapter 3

My experience

3.1 - Observing a class:

I have taken several classes at National Ideal School. The students were from secondary level (standard 7) and their proficiency level is Intermediate level. The school is situated at Banasree, Dhaka. It is known as one of the famous Bangla medium schools of our country. Nowadays, because of its consistent good result in P.S.C , J.S.C , S.S.C & H.S.C level this school has become a target destination for most of the parents. So I was very eager to know their tactics that they follow and why they get this kind of success in a very short period of time.

To become famous every school needs to follow particular rules and regulation as like as this school follows. I am very happy to observe their starting process I mean how they started their schedule class everyday by doing some common activities as their rules and regulation. Before they start their class they play our National Anthem and every student needs to attend the song and then they need to read a oath which reminds the student their responsibility as a student and also as a Bangladeshi people what they can do for the welfare of the country. So this kind of activity really helps the student to start up their class with a new concept.

It was 31st January, 2016 and I started my observation in class 7 at National Ideal School under the supervision of Mohammed Hanif sir. The class met three times a week on Sunday, Tuesday, and Thursday. In my first week of taking classes I mainly point out some particular things. The particular things that grabbed my attention are the little time allocation for each class. Actually, the class I was observing English 2nd paper of class 7. In the class teacher tried to teach different rules of English in various sector like tense, voice change, narration but after my first week's observation I think the time allocated for this English 2nd paper class was very small. They were

given only 40 minutes for each class. In my first observed class I noticed that the teacher taught different types of voice change rules like double object, cognate, reflexive and their voice changing rules. During the class the teacher mentioned what is double object means what are the meaning of cognate and reflexive but most of the students did not write down this definition in their copy because their sir did not write the definition in the black board they just write down the example that their teacher wrote down on the board for the understanding of the students.

So, because of lack of time this was not possible for the teacher to write down definition of those particular terms but without knowing them properly students cannot remember the rules for a long time as a result after a few days later they forget the rules totally. So in my personal opinion I think that for the betterment of the students class time of English 2nd paper needed to be increased so that teacher can explain the rules properly.

3.2 - Warm up activities and allotting appropriate time:

Warm up activity plays a crucial role for the ESL classrooms. Whenever the warm up activity is done then comes the main class tasks. If the teacher introduces the class task after warm up activities, the interaction between the teacher and students increase. In most of the Bangla medium schools class time is mostly controlled by the teacher but to make the class communicative a teacher needs to involve the students equally.

It was 2nd February, 2016 and this was my second week in the school as an observer of the classroom. I found that the time limitation factor of the Bangla medium school is problematic. The students do not get enough time to complete a task in the Bangla medium schools. It is also very hard for teachers to give feedback to so many students in class.

2nd week

Mohammed Hanif sir came into the class and asked the students what they had learned in their previous class some of the students got confused because they totally forgot what they learned in their previous class. I think the reason behind this issue is the long break between the two classes. They follow Sunday, Monday and Tuesday for English 2nd paper class and the other three days of the week for English first paper as a result from one Tuesday to another Tuesday it's a big gap to continue the second paper practice by the students as a result they forget most of their previous class lesson.

So when sir noticed that most of the students forgot the previous class lesson then he described some of the key factor of the previous class so that the student can regain some idea about their previous lesson.

When some of the students started making some responses on their previous class lesson then sir introduced his new topic which he wants to teach them. The topic was changing voice of interrogative part of a sentence.

At first sir wrote down two examples of interrogative sentences in to the blackboard

1. Have you done the work?
2. Will you do the work?

Between these two examples he put some space and I think that he was using this space for writing the rules that how to change the voice but later I see that sir did not write down the rules between the sentences instead of that he write down the correct answer of that two sentences. After that sir described the rules verbally that how to change the voice but when he described the rules most of the students not wrote them in their copies so here comes a question in my mind that later how they are going to understand the rules if they do not write them as their sir described.

I think this is not possible for any students to understand the grammatical rules without knowing its structural pattern but here without monitoring the students existing knowledge their sir introduce them a new lesson.

After describing the rules verbally now the sir wrote down one more example which is

1. Do you know him?

And the sir introduced this example as an exceptional rule now he asked the student how many of them can solve the sentence and some of the students try to solve them following the previous example rules but most of their answer is wrong. Then sir asked some of the students their answer and all of them wrote the wrong answer.

Now again sir wrote down the correct answer into the black board and that is

- Is he known to you?

After writing the correct answer he put a circle on the word "to" and described that "by" is not used for all purpose in some places u need to use "to" in the place of "by".

After completing this sir asked all the students how many rules they covered in the class and student give their responses but sir did not ask any students about any example that they cover in that class so if sir took some verbal answer from the students then it will be a recap of the class for the students which will help them to understand it properly.

3.3 - Classroom Environment:

First of all the seating arrangements of the students can be a preliminary activity. As a teacher one has to remember that most of the students always think about how they can create disturbance in the class but as a teacher you need to handle those entire situation in such a way that makes no bad impression on the students about you. So in that case properly arranging the seats is crucial. At the same time eye contact with the students is also crucial for the class. The

teacher needs to look at the students to notice their reaction and to be in touch with the mood of the class.

The classroom was relatively small and in that small classroom there are 32 students which I think not suitable for this kind of small classroom. The classroom was set up with modern classroom style, there were one black board which is mostly used by the teacher but for different purposes it is also used by the students there are also a bulletin boards and some other supporting stuffs in that bulletin board by which the learners could demonstrate their knowledge about any subject matter by answering the questions posted on the boards. The setting arrangement also plays a vital role in proper classroom management. The setting arrangements of the classroom that I observe is well organized, where the students can seats properly and can openly discuss any topic viewing their classmates and the teacher. The classroom also had a speaker and teacher can use the speaker for communicative purpose.

3.4 - Learning attitudes:

Now I want to depict something about the learning attitude of the students. Mainly the learning attitude can be described into two parts one is the positive leaning attitude and the other one is the negative learning attitude of the students. Usually, positive learning attitude creates such kind of surroundings that allows the students to feel comfortable and relaxed that make their affective filter low. When the affective filter is low then the students will be confident enough and this will help the students grab the lesson properly. On the other hand negative learning attitude adversely affected students learning in many ways such as low students achievements, poor behavior, student anxiety or depression. For positive learning attitude the environment surrounding the students also plays a vital role here. If the environment is calm and quite then it

makes a positive environment for the students where the students can give their full attention into the teacher's lecture and can also relate their thoughts with the current lesson. But the class that I observed could not accomplish this part which is very crucial for the students. The reason behind this is that the school is situated beside the main road of Banani. The road always remain busy as a result during the class time a lot of noise occurs from the vehicles like the engines' noise and horns and it destroyed the attention level of the students from their lesson. So for the improvement of the students this schools needs to improve their learning environment.

3.5 - The role of Grammar translation method in ESL classroom:

There are two popular methods for language learning one is the grammar translation method and the other one is the communicative language teaching method but in our Bangladeshi context the grammar translation method is more popular then the communicative language teaching method. Grammar Translation Method is a very traditional method and I think most of the Bangla medium schools follow this method. When I visited the classroom, teachers mostly use Grammar Translation Method.

Mainly the class I observed was an English 2nd paper grammar class. Use the right form of verbs was the particular topic for that day. They usually followed the "Advanced Learner" English 2nd paper book for their course book and in the book there are thirty two rules for the right form of verbs so they divided all the rules into three parts. Three parts were covered in three days so for each day one part is allocated by the teacher. During my observation day the first part of the lesson was allocate for that day.

Class duration was 40 minutes. At first the teacher asked the students whether they are familiar with the lesson that they are going to learn for that day mainly by the way teacher try to makes

positive classroom situation which is very important for each and every class**.** After taking the verbal response from the students teacher started rule number one and within thirty minutes he completed first ten rules from the book**.** After completing the rules to measure the understanding of the student teacher write down some example in the black board and asked some students to give oral responses. When they were describing the rules, if they made any mistakes then teacher verbally corrected them. This can discourage students from speaking and experimenting with new language. So I think this technique is not useful for the student to measure their understanding capacity on that particular lesson instead of that the teacher can give them some group task so that through communicate with other students they give the correct answer and also can help each other. This kind of group activity also keeps their affective filter low which improve their positive attitude towards their lesson.

3.6 (Taking classes):

It was 8th March, 2016 and this was my fourth week into that particular classroom as an observer. Because of my course purpose I needed to take classes as a teacher of that particular classroom. As I was not a professional teacher, it was too difficult for me to run a class without any preparation. So to overcome that problematic situation inside the class I took help from Mr. Hanif sir. Before I was taking the class I met Mr. Hanif sir and talked with him about the syllabus and which topic I needed to cover that day. Sir told me that he was following the syllabus and according to the syllabus "Narration" was the topic of my class. So, when I got the topic I started taking preparation so that I could take the class without any interruption.

Before that class Mr. Hanif sir introduced me with the students as a teacher and most of the students got confused so at first I solved the confusion of the students and I told them why I was

taking their class and I also ensured them that it would be a memorable class for the them and also for me.

As we know that in most of our Bangla medium schools most of the class time is controlled by the teacher as a result students cannot involve them in the class activities. So as a teacher I put more emphasis on that issue and I planned my lesson in such a way that the classroom became a communicative classroom which will give the teacher and the students equal amount of chance to participate in the class activity.

3.6.1 - (Narration) Class 1:

"Narration" was a difficult topic for the students so I planned my lesson such a way so that it makes the students interested for that class. Before I started the class I asked all the students how many of them were familiar with the topic "Narration". Very few students raised their hands but I knew that most of the students were afraid to raise their hands because if they thought that I would ask them a question and if they would not be able to answer them properly. I described my own experience of my student days and told them that I was also afraid about this topic "Narration". But later through practice I learned the rules of narration. After that description I saw that most of the students felt relaxed and as a result it decreased their level of affective filter which will help them in their learning process.

At the beginning of the class I wrote two parts of the narration in the black board.

1. Direct Narration.
2. Indirect Narration.

Then I asked all the students whether they familiar with this two important part of narration and this time a lot of students raise their hands because now they were more confident so I asked

some of them the answer and most of them gave the correct answers but for all the students I wrote down the correct definition in the blackboard so that every students got the ideas about direct narration and indirect narration.

Direct narration:	In direct narration the original words of person are narrated (no change is made) and are enclosed in quotation mark.
Indirect narration:	In indirect narration some changes are made in original words of the person because these words have been uttered in past so the tense will change.

Then I wrote two examples so that if there was any confusion then it would be clear by comparing the definition with these examples:

Direct narration: Rahim said, "I will give you a pen".

Indirect narration: Rahim said that he would give me a pen.

After writing down those examples, I asked them if there was any confusion and all of them replied that there was no confusion about direct and indirect narration so to measure out their understanding I wrote few more examples on the blackboard and told them to write which one is the direct and which one is indirect narration example.

1. He **said**, "I work in a garments factory"
2. He said that he worked in a factory.
3. They said, "we are going to play football"
4. They said that they were going to cinema.

Most of the students gave the correct answers and that made me happy. As they easily understood the direct and indirect narration I introduced them one new topic which was:

1. Reporting verb.

2. Reported speech.

What is reporting verb and what is reported speech there was a little confusion among the students'. That is why I drew a box on the black board and in the top of the box I wrote the definition of reporting verb and reported speech:

Reporting verb: The first part of the sentence the statement of a person in a sentence is called reporting verb.

Reporting Verb
he said
she said
he says
they said

Reported speech: The second part of indirect speech in which something has been told by a person.

Reported speech
"we are going to work"
"he worked in a factory"

After that I wrote some fundamental rules for indirect speech:

- Reported speech is not enclosed in quotation marks.

- Use of word "that": The word "that" is used as a conjunction between the reporting verb and reported speech.

- Change in pronoun: The pronoun of the reported speech which is known as the subject is changed according to the pronoun of reporting verb or object which is known as person.

And then I checked whether all the students wrote all the rules in their hand notes so that if they faced any problem then they took help from their notes. Then I told them to revise them properly for better understanding.

In the end of the class I told all the students to discuss all the rules among them and I would pick one or two from them to describe the rules in front of the class so they take it very seriously and start to discuss the rules among them and when they get confuse they asked me and I solved their confusion.

In this way I completed my first class in that school and I hope I could take the class in a proper way as I planned before.

3.6.2 - (Narration) Class 2:

It was 13th March, 2016 and this was my sixth week in the school as an assistant teacher of the classroom. As I had already taken their previous class as a teacher so students were not confused when I entered into the class as a teacher. Instead of that they looked very happy because in their last class they made a good perceptive with me so it had become very easy for me to continue the class with a new inspiration.

Before I started the class I wrote some examples from the book and told the students to solve them after a while I collected all the copies and I checked out all the copies. Most of the students did their class work correctly but some of them did not complete their work so when I asked them why they did not complete their class work they replied that they got confused. So this

made me worried why they did not understand the rules properly. In that situation Mr. Hanif sir gave me an advice that if I divided the rules in a serial way then may be the students will be able to understand them properly. So I tried to make the rules easier for the students so that they could easily understand the change.

So I wrote an example in the blackboard:

- He said to me, "I shall meet with you tomorrow".

And then I asked the students the indirect narrative part of that line and they replied that

- He told me that he would meet with me the next day.

Now I asked the students what kind of changes they need to do to make it indirect and they started to mention them and with the marker I put an underline between each change and I put numbers on them like

- He told (1) me that (2)he(3)would meet (4) with me the next day.

After that I wrote down the rules in a numeric pattern.

> **For number 1**

If the reported speech is in assertive form then you need to change the "Said to" part by "Told"

> **For number 2**

In the place of comma (,) you need to put "that"

> **For number 3**

You need to change the reported verb then you need to follow the chart:

If it is in	Changed it by the
1st person	Subject
2nd person	Object
3rd person	No change

> ➤ **For number 4**

For this part you also need to follow the chart:

If it is in	Changed it by the
Present indefinite	Past indefinite
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous

After that I asked all the students if they wrote down the rules properly and they replied that they wrote down all of them and all their confusion was clear so next time they will not make any mistake.

3.6.3 - Right form of verbs:

It was 15th March, 2016 and for that day my topic was "Right form of verbs". Basically Mr. Hanif sir planned to complete this chapter in different way so he shared his planning with me and followed his planning. Mr. Hanif sir told me to start that topic with an easy exercise so I planned it in such a way. At the starting of the class I wrote few words in the blackboard:

Verb
Write
Come
Play

I asked my students to write down different forms of those words on their paper.

Past	Past participle	Present participle

As I know this is an easy task and most of them can do correctly, I didn't waste time by checking their script. I called a student to come front and asked him to write down the forms. Then I told them how the same words are used in different forms in different sentences which are the key part for using the right form of verbs.

To increase the interaction among the students I told them to get the information of their friends' favorite things and all the students started their task. After a while I asked one of them:

- What is your friend's favorite thing?

He replied that – playing racket.

Then I wrote two sentences-

1. I __ racket every day.

2. I __ racket yesterday.

Then I told him to fill up the gaps using the verb play in the blanks. Then I clarified all the answers by linking up them with "Right form of verbs". I showed them in which situation the forms are used differently. I gave them homework to make sentences with other words given in class.

Chapter 4

Finding and Discussion

4.1 Findings: I was appointed as an intern in National Ideal School. During my internship I observed that the teacher used to stand in front of the blackboard and gave his lectures spontaneously without measuring whether the students understood the topic or not. At the same time I also found that they taught the students by continuously speaking in their native language. Students were also used native language whenever they need to ask any question towards their teacher. I also noticed that they were very much dependent on the teacher because they were not given any kind of group activity or pair activity. Teacher described all the rules verbally in some cases use the board but without proper example along with the rules made confusion among the students. Sometime teacher gave the students some exercise from their course book and after doing that teacher checked their copies and gave feedback in their copies but if the teacher gave his feedback instantly then the students can clarify their confusion at a time. Most of the time teacher asked direct question from their text book and students gave the answer correctly because they got the answer from the solved paper. So without knowing the proper rules they gave correct answer which did not fulfill their learning. In the class I found some introvert students who did not like to participate in classroom discussion and also in classroom activities and the teacher did not do anything to encourage them to participate in the classroom activities. As a result those introvert students always remain quit and performed bad in their later exams. Behind this issue I wanted to add the seating arrangement system of the class. In the class the seating arrangement was fixed and students used to sit in fixed seat everyday with their friends and whenever they were sitting with their friends they engaged with other unnecessary activities during the class time. I think the main reason behind all these problems was the monotonous

classes because there were no classroom interaction between teacher and student or student and student to explore the problems they faced during the class time.

4.2 - Discussion:

I worked as an intern under Mr. Hanif sir. He was the permanent English teacher of that class. He told me about the syllabus system. They have their own syllabus and routine which they followed. Their school followed term system and each year they had three terms and I worked there in the first term period.

Time management and seating arrangements:

While I started observing classes I had pointed out some problem regarding classroom management. The seating arrangement was very traditional in the classroom. In a bench three students could sit and in the front there was black board and in front of the board teacher usually stands and teach the students. As the class size was small but in that small classroom there were about 35 students in the class and the class time was only 40 minutes within this short period of time teacher needs to concern about their lesson plan and to manage within the time which was not an easy task for them. They faced some problems like controlling the class and dealing with every student individually which was not possible for them within this short period of class time. Walters (1995) mentioned in his book that "Your (T) position and the way you organize the position of the students in your class is of great importance" (p. 21). So to overcome this problem teacher should have a clear idea about the teaching techniques so that they can successfully handle any type of class. As Jim Scrivener (1994) mentioned that "Your most important job as teacher is perhaps to create the condition in which learning can take place"(p.11).

Encourage students' interactions:

It is very important for the teacher to encourage students to speak in the classroom. If the students do not get encouraged by their teacher for the interaction then their ability of learning and speaking will never improve. So to improve this situation a teacher needs to improve the learning style of the students. As Reid (1995) mentioned that "The term 'leaning style' has been used to describe an individual's natural, habitual and preferred way of absorbing, processing, and retaining new information and skills" (p. 59). So improving the learning style for all level of students through academic activity is an appropriate way that makes a positive note in the learner's mind.

For communicative classroom make pair and group activities:

To make a classroom communicative teacher needs to organize the activities in a very interesting way. If the activities are not interesting enough and the teacher does not provide opportunity for students to speak then there is no use of giving speaking activities. The main reasons of communication activities are to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or a purpose for speaking". Jim scrivener (1994) stated that "Make use of pairs and small groups to maximize opportunities for students to speak (p.60)".

Grammar item taught in a deductive manner:

Most of the time I noticed that teacher taught the students grammatical rules verbally from their course book but I think that a better way to teach grammar is to write sample sentences on the blackboard and discuss those sentences, which will eventually make the structure clear to the students. So whenever the students get the clear ideas about the structures then they can easily understand the rules.

Chapter 5

Suggestions

Based on my observation and my internship experience I tried to come out with some suggestions that can improve the condition of classroom interaction:

> - Start a class by being cooperative with the students.
>
> - Prepare the lesson in a structural ways.
>
> - Always prepare supporting materials to cope up with critical situations.
>
> - While taking class use the boards as much as possible.
>
> - Choose topics and task that will motive students to actively participate.
>
> - Give different pair or group work to make the class more communicative.
>
> - Walk around the class and always try to make eye contact with the students.
>
> - Praise the students for their try rather than punish them for their mistakes.
>
> - For the students improvements play the role of a supporter and helper.
>
> - Give them feedback properly with examples.

Chapter 6

Conclusion

In the concluding part of my paper I want to say that for maintaining a proper classroom interaction the relationship between the teacher and students needs to be cooperative. Whenever the classroom is properly managed by the teacher, it will also be helpful for the students high achievement. It is very important to increase student talk time because if the students get the chance to interact in class it becomes easier for a teacher to solve students' problems in a easier way. On the other hand, helpful feedback and error correction also gave them more confidence to make an interaction successful and meaningful. During my internship I also tried to make the atmosphere of the class more friendly to make them feel free to share their problems with me. As a result, mostof the students were very motivated and actively participating in the class activities and that helped me a lot to fulfill my internship's goal. So, to make the class more influential and using different strategies which are supported by various teachers can improve the energy of their classroom environment and also can improve teacher student interaction that will play an influential role for appropriate learning of students.

In conclusion, I would like to say that I really enjoyed working at National Ideal School and it was really a nice opportunity for me to work in such a supportive environment. The students and also the teachers were really cooperative .I had a very good relation with all the students; they were very loving and very obedient students. I hope this experience will contribute in my future career.

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Chapter 7

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