

Teacher's Perspective in Interactive and Non-interactive e-Classrooms:

An Observation from Secondary Level ESL Class



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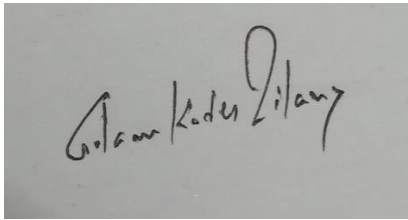
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A photograph of a handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "Golam Kader Zilany".

(Golam Kader Zilany)

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.



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Abstract

The introduction of e-classrooms is not a novel concept in the academic world, but the manner in which the Covid-19 pandemic has broken out, it is unprecedented. It has brought e-classrooms and online learning to the forefront of academia, and has forced most teachers to perform on a completely unfamiliar platform; thus, effecting their ability to teach and for students to grasp the information being taught.

The e-classrooms in use today can be classified into two kinds: the Interactive e-Classroom, and the Non-interactive e-Classroom. Self-explanatory in its nature, the interactive e-Classroom allows the teachers to be able to speak and interact with their students in real time during class, giving them the option of answering questions immediately and clearing many of the confusions the students may have during class time.

On the other hand, the non-interactive e-Classroom allows the teachers to take lessons without disruptions that may occur in an interactive classroom, such as unruly pranks played by the students. It also allows students, especially who are learning ESL, the time to fully comprehend and process the information without most of it getting lost in translation and an array of different questions from other students.

In the following paper, an interview and a survey is conducted to depict the data in both qualitative and quantitative terms across a wide arrangement of English teachers from multiple English Medium schools for an unbiased deduction as to how teachers perceive about interactive and non-Interactive e-Classrooms, the advantages and disadvantages of each, and finally, the conclusion that a mixture of both yields the most efficient results in terms of output from both teachers and students.

Chapter One: Introduction

In distance learning, the educational institutes provide an opportunity to join classes by using different technological tools. This kind of e-learning platforms can be either interactive or non-interactive. Students from various countries are joining classes over both types of e-platforms through the aid of internet. These e-classrooms have unique and diverse technological features and characteristics. The performance of the teachers also sometimes varies from one platform to the other because of the diversity in their delivery methods.

Background

Due to the Covid-19 pandemic, most of the educational institutions are not being able to conduct physical classes to ensure social distancing and health safety of the children. There are also students who are not in a situation to attend physical classes due to unavoidable circumstances caused by the pandemic. As a result, a variation is brought to the distance learning processes so that all the students can connect to their respective classes. The distance learning processes are using diverse technological tools.

The shift of the educational paradigm had already begun in the late 20th century. Zirkin & Sumler (1995) had stated in one of their works that many universities in the USA and Canada had already transferred their traditional lecture delivery system to web-based online lectures. This e-learning process was doing well as the technological development was enhancing.

As technology is improving day by day and people are also adapting to the updated technology, it has been getting easier to deliver web-based lectures and reach out to learners from around the globe. Initially, most of the teachers, who used to deliver their lessons online, used e-mail to communicate with their students. E-mails could help the students to get answers to their queries and confusions, but sometimes it was also demotivating as e-mails could not

create an interactive communication with the teacher or other students. So, in such classes, the students were getting facilitated by the technology but they were not being able to interact with each other properly. In the distance learning process, even today, e-mail plays a vital role and, in the future, this will help to connect everyone from the global village (Hertz-Lazarowitz, Fuchs, Sharabany, & Eisenberg, 1989).

The teachers state that the online education system is developing day by day and many students are becoming a part of such of teaching systems. The students are now able to improve their communication skills and they can have good social skills, too. As the distance learning process is developing, both interactive and non-interactive educational processes have an important impact on the educational sectors and the people associated to it.

In the interactive education system, the students can connect with the teachers and they can do face-to-face communication with each other (Hertz-Lazarowitz, Fuchs, Sharabany, & Eisenberg, 1989). The students and the teachers use various kinds of software and hardware tools to get connected to the interactive e-classroom. The students can spontaneously ask questions and the teachers can make them understand every lesson very effectively. So, in an interactive education system, the students are getting instant solutions. That is why it is regarded as a proactive learning system for the students.

On the other hand, the non-interactive education system is providing service without any face-to-face communication. As a result, the students cannot ask any questions and are not able to clear their queries. But if a student is interested in personal learning, then a non-interactive educational system will be much effective. The students can research on the subject matter to gather further knowledge and clear any confusions.

When English is a second or foreign language for the students, it is difficult for them to understand the topic clearly without any constructive discussion. The teachers also face

difficulties in making the students understand their lessons. In this case, both interactive and non-interactive e-classrooms can be beneficial for the learners. Through the non-interactive process, the students can get enough time to understand every topic completely, as they get the chance to watch the class videos over and over again. So, it can be said that in an English as a Second Language learning course, the non-interactive educational system is very effective (Rasch, & Schnotz, 2009).

Because of the Covid-19 outbreak, most of the countries declared a lockdown to reduce the infection rate. Due to this, the educational institutions are adversely affected. The students are not being able to get their lessons in physical classrooms, the way they are adapted to. Simultaneously, the institutions are trying to provide their services and fulfill their responsibilities as much as possible, for which they have decided to start off with online education process. In the online education system, the students are now being able to attend their lessons to keep up with their expected educational progress.

Online classes are the alternative quality process of providing service to the students. The teachers deliver their lessons by using various technological tools and there are other tools to carry out diverse activities to drag the students' attention, for example, translating words that help in the English language learning process. But if the students need to discuss their problems or any idea with the class, then the non-interactive process may not be very suitable for them, as this process does not create adequate platform for spontaneous group discussion. Another major problem of non-interactive online education is that the students do not get the chance to attend any co-curricular or recreational activities. On the other hand, in interactive learning, the students can communicate with each other and do spontaneous group discussions. The students can get instant answers from the teacher when they have confusions about a certain

topic. Moreover, they can also carry out recreational activities as they can conduct face-to-face sessions over the e-platforms.

In the non-interactive process, the lecturer and the learners do not have the chance to communicate with each other and it is not possible to get instant feedback in this process. The students only get lessons according to their desire and demand. In the English language learning process if the class is interactive then the teachers get a chance to perform better (Silverthorn, 2006).

Because the teachers can add more information and practical examples over interactive classrooms, so the students can learn the topic easily. In the interactive classroom, the teacher can make the lesson lively and interesting. As a result, the students do not get bored and can give more attention to their classes.

To continue the educational activities, technology is playing a vital role. Students are now getting to attend their classes from home, and they do not need to move from one place to another to be present in their respective classes physically. Online education has various facilities which are enjoyed by the teachers as well as the students. On the other hand, some students feel shy to participate in the physical class discussions. Such students may get a chance to participate in the discussions sparked in the interactive classes. The students who get admitted to different universities abroad, can participate in their classes from their home countries as the educational institutions around the globe are providing distance learning during the pandemic.

Over e-platforms, sometimes the learners feel less confident if they are not enough technologically advanced and fail to match the technological knowledge of the rest of the class. In a language learning classroom, such matters are very vital as lack in motivation and confidence will not allow the learner to concentrate on the lesson, rather, during the lesson,

will try to ponder upon how he can improve himself technologically instead of linguistically. But a positive aspect of online learning is that the students get a chance to improve their communication and social skills through activities like group discussions, etc.

The teachers' performance varies in interactive and non-interactive e-classes. In interactive e-classes, the teachers try to add real-life examples so that the students can relate to the topic (Guerra, Melo, & Lopes, 2021). The class is designed differently so that the students can participate in more activities besides learning, such as the students can give presentations, can solve a case together, arrange debate sessions, etc. The teacher can also get instant feedback from the students, which is why he can understand better where exactly are the students facing the problems. In an interactive class, the teacher gets more scope to perform better and make the lesson interesting.

On the other hand, non-interactive learning is also effective in terms of English language learning. Non-interactive learning is mainly technology-based and there is no chance to have face-to-face communication. The communication is mainly based on comments and messages.

Motivation is a great factor in learning so in the non-interaction learning process it is challenging for the teachers to motivate the students to utilize their ability and improve their skills. The teachers need to understand the expectation of the students so that they can add information that is more appropriate for the learners' level. By understanding the demand of the students, the teacher can design the course in a way that gives joy to the students while the students feel interested in their lesson, too.

At present, most of the business industries are facing a huge financial loss. But the educational institutes can provide services by using the internet. As the students are not able to join physical classes so they are now joining online classes by using the internet. It is very

challenging for the teachers and the students to adapt to the new technological tools (Eckert, 2021). The teachers need to know about the uses of different softwares and online tools so that they can easily deliver their lectures to the students in an adaptive way. The students also need to know how they can cope up with the teacher. But in the third world countries, like Bangladesh, the students are still facing problems adjusting to the technology and arranging laptops or smartphones at their homes.

The interactive learning process is very effective for the students as they get the chance to communicate with everyone in the classroom. The non-interactive learning process is also effective for the students as they get time to understand the topic and they also get confident as they improve their skills by themselves. So, it can be said that, more or less, both of the learning processes are effective and in both of the processes the teacher needs to perform well to ensure that the students are maximum learning outcome, at the same time enjoying the lesson.

Research Gap

The research gap deduced from other scholarly works to develop this hypothesis is that most of the research works carried out during the Covid-19 pandemic situation focused more on the interactive teaching experience of both the students and the teachers. Non-interactive classroom practices have not been researched enough, which is one of the vital segments of the new normal education system. Therefore, this issue is developed to find the positive and negative effects of both interactive and non-interactive classrooms, and a comparison is produced to study their impact on the performance of ESL teachers in the English medium schools of Bangladesh.

Overall Aims & Objectives

The aim of this paper is to establish the significant differences between interactive and non-interactive ESL e-classrooms, and their advantages and disadvantages. It also aims to find which one is more preferable and suitable for the teachers and the students. The objective of this research is to deduce whether the interactive classes bring out better output from the learners, or the non-interactive classrooms, and why this is so. Also, the comparison of the two methods will aid to find if a combination of both of these methods can improve the teaching skills and learning skills of both the teachers and the students.

Research Questions

1. Among interactive and non-interactive classrooms, which one is better for EFL teaching?
2. Which one is more suitable and motivating in the teachers' perspective?
3. Which one is more impactful for the students' learning in an online classroom?

Scopes and Limitations

This study focused on finding various ways in which teachers perceive about e-classrooms, more specifically, interactive and non-interactive ones. The data analyzed were gathered from Bangladeshi teachers teaching in the field of ESL for secondary level education, in English medium schools, based on British Curriculum. All of these teachers are teaching and residing in Dhaka, Bangladesh. The age group of the interviewees were above 20 years. All the data obtained from this paper were limited to the analysis of perception of the teachers about interactive and non-interactive e-classrooms.

Chapter Two: Literature Review

The concept of distance learning is a correspondence course where the students have corresponded with the educational institutions via different technological tools. Distance education can be in interactive and non-interactive e-classrooms where the teachers and students are involved in the process. The Covid-19 pandemic has brought more importance and effectiveness to the e-education system. Students of different countries and regions can be brought into interactive and non-interactive education systems through the availability of internet. The systems have distinct features and characteristics for the students and the teachers based on the ESL method.

The changes in the fundamental learning process had started from the late 21st century when 75% of some 26,000 distance education courses were delivered to over 753,000 students in the 1994–1995 session (Paul, 2013). Hundreds of traditional lectures and laboratory-based universities of the USA and Canada were being transferred to web-based delivery. The distance learning system has been developed with the progress of modern technology. So, the interactive education process has been introduced globally to provide distance learning to the students. Besides, a non-interactive learning system also plays a vital role in delivering education by the teachers to the students of several stages. E-mail is being used by many online ESL teachers in their teaching system. E-mail is a first-choice communication system in this age. The students and the teacher also use this internet-based communication system in distance learning, particularly for ESL learners and educators. E- mail can be a great source of learning any queries but, if the students try to connect and develop an interactive relationship with other students, they must be frustrated. So, the future of e-mail is not certain as Bruce Cohen, General Manager of M-Web Interactive, utters about e-mail that “email will be a killer application on the Net, and the concept will continue to be so because it is the unifying force

of the global village in the future globe. Without e-mail, the wired world can be untangled and wither in future.”

The teachers or professors have argued that as the process of the online educations system is being developed and expanded, whether the students get proper development of the interpersonal relationship and social skills in the education process (Solórzano, 2020). But the Covid-19 pandemic has made the arguments flexible as the students and teachers have less option to continue the educations process due to discontinues academic education countries to countries.

In the process of distance education, both the interactive and non-interactive education systems have a significant impact (Ricke, 2019). In interactive education classrooms, the learners and educators use software and hardware tools to interact with face-to-face presence. On the other hand, in non-interactive education, there is no chance of face-to-face appearances between the students and teachers. So, the Interactive process is more proactive for the learners as they raise the questions and get instant solutions with emotional skills and social interactions. Research has shown that the strategies of interactive teaching process increase the students learning of the different subject matter.

On the other hand, non-interactive education is effective for the personal learning process. There is no option to participate in a group discussion with a vast number of students. When the students are in the learning process in EFL, it is pretty challenging to understand without any interruptions (Solórzano, 2020). The teachers also sometimes face a hesitant situation to make the students understand the students. So, in this process, the non-interactive classrooms system can release both the learners and educators, and the persons can take time to understand the written speech and topic. In this context, the non-interactive learning process and classroom can be more effective in the EFL learning process.

Globally, Covid-19 outbreak has been declared an epidemic from March 2020. Since then, most parts of the world have also been reported to lockdown (Velasco, 2020). The education sector has faced a devastating loss since the educational institution of different stages has been called off. The pandemic has changed the traditional education system, and the private and public educational organizations authority brought a distance learning system. Statistics show that until now, from the beginning of the Covid-19 pandemic, 1.38 billion students worldwide have taken distance education using different technological tools. UNESCO says that nationwide closures of educational institutions impact over 90% of the world's student population. The situation has created a chance to quality alternatives to face-to-face interactions. The teachers can use different tools for the EFL learning process like G Suite for Education, including Google Slides and Docs (Ricke, 2019). Besides, there are also translation features that can help the students to learn the new words as a part EFL learning method. But the process also has some weaknesses as the students need a group-based education system that is absent in the distance learning and non-interactive classrooms. The students are also out from different co-curricular activities. Interactive classrooms provide a massive presence of students and teachers. Where there are the discussion and group work among the learners. The lecturers also have substantial control over all the participants and can get instant feedback about the learning process from the attendants. Again, in non-interactive classrooms, the lecturer and learners have no physical connection of attendance in the learning process. It happens just to deliver lessons to the students according to the demand and expectations. The students can throw personal questions where the other students do have not a chance to participate (Ricke, 2019). From the teacher's point of view in the EFL learning process, interactive classrooms can be effective as the persons get the students response that can help to make the process lively and compelling.

Corona Virus disease has brought more effectiveness in using different technology in continuing the education process. The students can get lessons from the teachers staying at home or other places just by the internet connections and using other technological tools. Many researchers have investigated the use of technology in education, and they got a positive impact of the online-based education system (Fiialka, 2020). They also found that there are more interactions and participation of both the teachers and the learners. And in the process of EFL, the system is more effective. In different countries, Google classroom has increased the participation of the students, and it has been working to stop dropping out the students from education. However, the sudden pandemic has created challenges for both teachers and students to adapt to the online-based learning system breaking out the conventional educational system with interactivity. Though the process is brought occasionally to face the pandemic situation in the education sector, it gets the license to continue it for long instated of interactive classrooms in most courses. The teachers can show their technological skills to educate the students in the EFL system, and the students also feel comfortable understanding the lessons if English is their foreign language (Ricke, 2019). In the process of higher education, many students get the chance to be admitted into different universities and colleges. Distance education allows them to interact and introduce themselves to the authority and participate in the classes.

The Online classroom system has a lot of popularity, and most of the educational institutions provide a hundred percent online-based education service to the students. In this process, the interactive e-classrooms system is very much effective and impactful for the learners. In this process, the students can participate in online classes using the Google classroom app where there is a large crowd of students from the same institutes and courses. The students can raise their questions on a particular topic and get the answer from the teachers. It is also impactful for the learners if they are in the process of the EFL method. The teachers

can also communicate with the students to develop soft skills and learn lessons on a particular topic. For ESL learners and teachers, online classrooms play a vital role learn fluently. However, interactive classrooms have more impact (Ricke, 2019). The non – interactive classrooms also have a contribution to advance the online classroom system around the world. It is playing an effective role continue the learning and teaching process for both the teachers and the students of the educational institutions.

The Covid-19 has disrupted most of the business industries globally. Still, education is the only sector that has been completely transferred into the online system in many countries of the world. The impact of the Covid-19 situation has forced to stay people at home and continue the educational process using different technological tools. However, it was a great challenge for the teachers and learners to be adapted to the usage of the academic, technological tools. But now the situation has changed, most of the students from Europe to America, Asia to Africa fully depend on an online-based education system. UNESCO has also suggested adapting virtual classes to keep social distance to be safe from the present pandemic problem (Wolhuter, & Jacobs, 2021). So, the educational organizations are using the method to serve the educational process to the students. But a lot of students of the third world are still out of the service due to lack of smartphones or computers as well as strong internet connections. The government of the countries are trying to help the students to make the process effective and inspire the students to online classrooms service in the pandemic time till the completion of the vaccination process. Though there are many advantages in online based education process as it saves money and time, it also has some disadvantages (Ricke, 2019). The students must need strong internet connections, technological tools and electric devices. The teachers should be well trained to use the technology.

In the classroom of interactivity, there is the presence of the students who are from different areas like remote or hilly areas. So, there is a difference between the urban and those people as they have a lack of confidence and motivation. If the classes are EFL methods, language plays a big factor to educate the learners. In this case, non- interactive classrooms that are mainly technology-based and out of face-to-face process can be more effective for learning and understanding the lessons in English (Fisher, Frey, Almarode, & Hattie, 2020). Motivation is a great factor for both the teachers and students that produces inclination, willingness and enthusiasm among the students of EFL to achieve the ultimate success in the education process.

A recent survey of 23 Chinese teachers and 24 students has shown that the frequency of similar or higher in some cases of teacher-student interaction in the online teaching process compared with face-to-face instruction in interactive classrooms (Paul, 2013). But again, the survey shows that in the non-interactive learning process, there is more chance to get instant feedback that is impossible if there are a huge number of students at a time. A survey of the students of 35 schools of China has shown that they are satisfied with the progress of online-based courses.

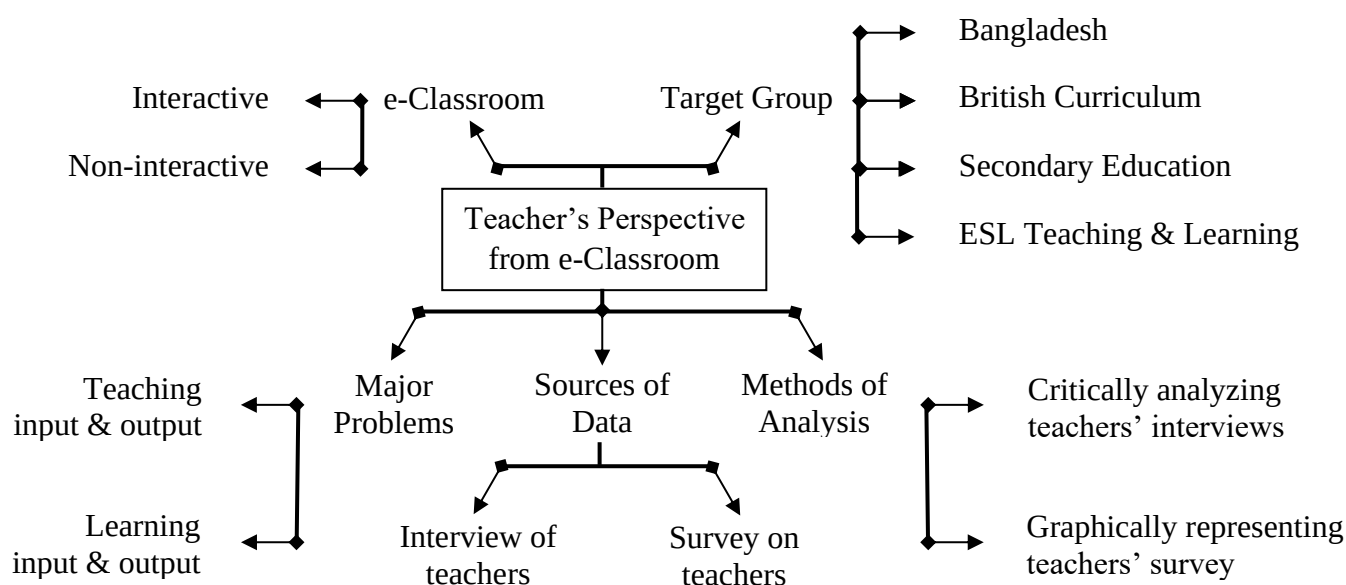
Reading skill is one of the four learning skills in the L2 process where the learners should have the skill to learn the language by reading texts. In this case, email and message systems can be impactful for the learning process, and the learners and teachers can develop language skills. This can help to develop the EFL learning process for the students to understand the lessons in the English language. Different technological tools cab helps the learners develop reading skills (Ricke, 2019). Reading skill is also needed for participating in both interactive and non-interactive classrooms. It is also important for learning lessons in the online classroom system for the students to who English is a foreign language.

Though interactive and non-interactive classrooms education contribute to running the education process in the Covid-19 pandemic situation, the interactive classrooms are effective for face-to-face education which is more impactful. But the non-interactive education is also very much effective in this pandemic situation for the students and teachers, particularly for the EFL followers. The online classroom learning process has been accepted by teachers and students globally.

Chapter Three: Methodology

Conceptual Framework

The following conceptual framework is designed to portray the concepts, contexts and data that have been obtained and explored to reach the conclusion of this paper. This also includes the sources of data that has been used to carry out this research.



Research Method

The research design has been integrated with a number of research tools to establish the validity of the findings. This research will have both qualitative and quantitative approach for the analysis of the data obtained.

For the qualitative data, it has been obtained from a group of English language instructors. ESL teachers from the secondary level e-classroom were chosen as participants for an open-ended interview based on a semi-structured open-ended questionnaire. They were mainly questioned about what medium they use for delivering their lessons and how it has been

teaching their performance, as well as the students' performance. Finally, they are asked to give any suggestion that can improve the teaching platform further.

For the quantitative data, a questionnaire was prepared with 19 close-ended questions and 1 open-ended question. To deliver the questionnaire online and get responses, Google Form was used. The data obtained has been used to create a statistical analysis of the teachers' perception on their comfort, motivation, and other criteria. The questionnaire, was provided to thirty ESL teachers to record their responses.

All the data obtained from primary sources has been analyzed thoroughly to determine answers to the research questions of this paper.

Data Collection

One of the primary sources of data collection includes a semi-structured open-ended interview with 12 base questions, and the skeletal questionnaire of the question-answer sessions have been given in Appendix B, on page 36. The interview has been carried out on three focused groups – teachers who are conducting classes over interactive medium only, teachers who are conducting classes over non-interactive medium only, and teachers who are conducting classes over both interactive and non-interactive mediums, taking 5 participants from each group, and 15 participants in total. All of the participants selected are teachers who are working in various English medium schools under British curriculum, located in Dhaka, Bangladesh. Their age group is diverse as well as their tenure of experience in teaching English as a second or foreign language. Also, all of the teachers teach students from the secondary level, that is, within the class range of six to ten, and aged approximately within 13 to 18 years.

The other primary source of data collection was the survey carried out among the secondary level ESL teachers, and the questions prepared for them has been given in Appendix

C, on page 37. Here, the first 19 questions were close-ended and had options following the questions, whereas the last question was open-ended and opinion-based. This survey was completed by 30 teachers, randomly picked from various English medium schools in Dhaka, Bangladesh. But it was ensured that all of these teachers belong to the secondary level of school education and provide English language education to the learners. Also, their age group and years of teaching experience varied to a great extent to make the data more legible. Moreover, all the questions were prepared in comparison to the 'old normal' physical classrooms, and they were asked to express how they currently feel in their respective e-platforms so that they do not get biased for or against on the platforms among the interactive and non-interactive ones and make extreme choices. Therefore, the survey has also been ensured to be unbiased.

Data Analysis

The intention of this study has been to find how the teachers from secondary English language classrooms perceive about the interactive and non-interactive classrooms. So, in the qualitative analysis of the data, while looking for answers to the research questions of this paper, it has been divided into seven different parts: advantages and disadvantages of both platforms, suitable and motivating for teachers, better learning outcome for students, delivery of praises and inputs for improvement, impact on learners' psychological approach towards language learning, ways to bring improvements to the platform, and implementation of a combination. These subsections in overall will allow to create a picture of whether there is a major difference among the two e-classrooms, and if so, which one is more preferred by the teachers.

On the other hand, the quantitative analysis of the survey data aided in producing a statistical data on how the teachers perceive about the two e-platforms. The final results are

pictorially presented in the eighth section of the chapter on Data Analysis, followed by an overall discussion of all the data obtained.

Challenges and Ethical Consideration

As a researcher, the major challenge faced was while looking for teachers during the pandemic. Due to the 'new normal' situation, where the teachers need to work from home, and therefore has to adapt to and shift all their lessons from pen-and-paper medium to the diverse technological mediums, they are working most of the time in a day. Therefore, at times, it became quite difficult for few of them to free up some time for the interview. Moreover, due to social distancing, all the interviews were carried out over phone calls, so it was another challenge to comprehend the entire meaning of the interviewees' deliveries without seeing their facial expressions, gestures and postures.

During the entire research, the confidentiality of every individual has been given utmost preference. The respondents have been made well aware of all terms and conditions of the interview before the interviews began and has signed a consent form to clarify the usage of the information provided by them as well as their identity. The consent form has been given in Appendix A on page 35. None of the data have been changed or distorted to ensure a clear picture of the actual scenario. The ethical aspects of the data obtained have been considered and validated throughout the research.

Chapter Four: Data Analysis

The account produced by the interviewees, who are teaching English to the secondary level students, have been analyzed through qualitative approach to study the distinct ways of presenting their experience of teaching over diverse e-classrooms. The major elements of the interviews were limited to the exposure over interactive and non-interactive e-classrooms. The respondents were asked to share their experience as well as their perception of teaching over the above-mentioned platforms. The analysis was divided in seven sections to outline the major findings that has been obtained through the interviews.

As this paper also aimed to study the subject matter from a quantitative point of view, so the eighth section in this chapter has depicted the statistical data obtained from a survey carried out on English teachers from the secondary level teaching over e-classrooms. It has portrayed an overall unbiased perception of the teachers' comfort, motivation and workability over e-classrooms.

Advantages and Disadvantages of e-Classrooms

As the teachers, who are teaching over both types of platforms simultaneously were asked about the pros and cons of each of the e-platforms, they came up with more or less similar issues.

Interactive Platform

Advantage. Interactive platforms have been supported by most of the teachers because of its advantages and interactivity. The major advantage everyone mentioned is that they can see their students and talk to them directly to exchange ideas and perceptions. One of the teachers said,

“Over interactive classes, I can ask a student to turn on their video if required, or turn on their microphone to answer a question. And as I can see them and speak to them, I can understand their personality better. So, I can act accordingly with them to make them understand a topic.”

So, the teacher claimed that if they get to see their students, they can understand which teaching method or use of materials and resources would be more appropriate. Therefore, they can have better learning outcomes from the students this way.

Also, their spontaneity ensures a better learning platform as it aids in raising a constructive discussion as well as debate. A teacher said in this context that,

“As the students can just turn on the mic and answer a question or raise a question, so it sparks a discussion which eventually clears out many of their confusions. This is not possible in non-interactive platforms as it takes a while for them to write. Also, the comments require a couple of minutes to reach my end of the portal, so most of the time I just skip the question as I have moved on to some other topic by that time.”

Therefore, as the students can directly interact with the teacher, as well as among themselves, the discussions become easier to conduct, and the problems and the confusions of the students can be sorted at the same time.

Disadvantage. Few of the teachers, conducting classes over interactive e-platform, raised another issue where they claimed that there are students who log into the e-classroom from unknown accounts and play pranks on teachers, which sometimes also destroys the e-classroom environment. There are certain e-platforms where the users can change their usernames from time to time, hence, they keep on putting up disguised usernames to play dirty pranks. A teacher added to this context saying,

“I have heard some teachers saying that they got jeered during online classes, either verbally or in written form through comments. Though I haven't faced it myself, but I have heard of it when the online classes first started at the beginning of the pandemic. This bothered the teacher psychologically and demotivated her greatly.”

Moreover, when there is a large e-classroom, it becomes difficult to communicate with all of them and control their class activities simultaneously. Sometimes, the teachers miss out on certain students, as a result, the student may begin to lag behind. In support to this issue, a teacher mentioned,

“Let's say, there are 40 or 50 students in a class, and if they begin to discuss something, you cannot always stop them, and it is not great. They can talk about many things, but you still have to carry on no matter what.”

On top of these, if the classes are made too long, it becomes a challenge for the teacher to get back their attention at definite intervals and stop them from getting distracted from the subject matter. As learners have a definite period for their attention span, and they easily get diverted towards other more interesting matters, or maybe something that is occurring in their surrounding environment at the moment, so the teacher needs to constantly keep on jumping from one activity to another to hold them back in the e-class both physically and mentally.

“But then, I have a feeling that, you know students, they can't take more than that. Because you are over online, so you cannot. I don't think it's right to have a really lengthy class. You know, when it's online, not more than 30 minutes, because also students tend to get bored, isn't it?” A teacher added in support.

Non-interactive Platform

Advantage. One major advantage that all the teachers conducting classes over both types of e-platforms claimed is that they can complete their lessons faster, as the flow of their lectures are not obstructed by the questions and comments coming from the students. A teacher added in this context,

“If you ask me about the advantage then I would say the advantage lies in the fact that I can finish delivering the content very fast without any interruption. [...] I can finish my content and my syllabus and curriculum very fast, and the distraction is less.”

Another advantage that implied from the discussion is that the students do not get to play pranks during non-interactive e-classes, because over such platforms, the usernames or identifying elements are usually fixed or cannot be changed easily. Therefore, the students cannot enter the e-classroom disguised and unidentifiable.

Disadvantage. While discussing the disadvantages of non-interactive e-classroom, one lacking that all of the teachers mentioned is that as they cannot see the faces of the students, so it gets difficult for them to understand their target learners' perspective or psyche. It is also hard to determine their schemata. One of the teachers said,

“[...] it (non-interactive e-classroom) sort of not only creates learning disparity or learning distance within the learner and the teacher, it also creates a sort of distance within the students and the teachers, because I feel that the bonding of the teacher and the student is lacking in this because I do not know their faces, I do not know their personalities, because when we have a face-to-face class or an interactive class, at least video is on, I can see what they look like, or they can see what I look like and we can have more verbal communication which would help me to understand better, and as

you know, teaching is not only about delivering a topic or a content, it is also like I can do a PowerPoint presentation or video presentation or anything of that kind. But then that's not the only role that a teacher plays in a learning environment, the teacher plays a sort of a connectivity for the student to understand and enhance the students' overall growth, the holistic growth, which does not take place in this case."

Therefore, according to her, if a visual and verbal two-way communication is not established among the students themselves as well as with the teacher, the learning outcome cannot reach its adequate level. There always remains some lackings in the deliveries made by the teacher, either due to lack of the scope to communicate directly, or because they cannot get enough response.

Also, even if a student logs into the class and they are shown as present in the e-classroom, but the student might not be attending the class in reality actually. Sometimes, there are cases, where the students just move away from the screen and does something else, but the teacher is unable to monitor that in any possible way. A teacher said in this context that,

"Students can play the hooky because they can switch off and move away from the class because they know I cannot connect to them and they do not need to sit there, as I cannot monitor them, or the monitoring portion isn't there."

Furthermore, the students cannot raise a matter or make a comment even if they want to, until and unless the teachers open a platform for that. That is, the spontaneity is missing in non-interactive e-classrooms. In this context, a teacher added,

"When I put in a question I need to ask, I have to tell them that I want to see their answers in the chat and then they do it. But this is completely up to me, I am getting the full show to myself, without, you know, any way to make them talk."

Hence, the teacher implies that, if she does not create a chance for the students to communicate, then they do not get enough encouragement or motivation to raise a discussion by making a comment or answering a question.

Suitable and Motivating for Teachers

Most of the teachers who were interviewed claimed that none of the online platforms are as motivating as a physical classroom. On the other hand, all of the websites or softwares they use lack in certain qualities, that is, if one of the platforms has a certain quality the others will not have it, whereas the other softwares will have their own unique qualities too. They have claimed it to be a marketing strategy of the software developers. So, this phenomenon demotivates the teachers to some extent, as most of the time they need to use a combination of e-platforms to have better outcome.

In comparison of both of the interactive and non-interactive e-classrooms, one of the teachers said,

“I’m not very sure, because this is very difficult to answer. In certain topics I guess yes, my performance is better than I expected to do if I had an interactive class, because I would not have been able to deliver the whole thing in one go, but at the same time I also feel restrained, because I cannot do a lot of analytical work which I should have been doing for the students.”

So, even though the teachers can deliver the lessons faster over non-interactive sessions, as they are not interrupted with questions or comments, but they still feel they fail in explaining the concepts clearly or carry out a critical analysis of the subject matter within the classroom through a discussion sparked by the students.

On the other hand, another teacher added,

“Since I do PowerPoints and show them videos, I am being able to hold their attention. And whenever they face problems, they post a comment and I try to reply as soon as possible. It all depends on how well you can adapt.”

Therefore, due to the long closure of the Covid-19 pandemic, as the teachers are adapting to the diversity of these platforms and as some of the teachers have already started to use combinations of these softwares simultaneously, so they can now successfully hold back the students' attention. Though the conversations are sparked through comments in the non-interactive platforms, but they can still have a constructive discussion lead by the teacher in the e-classroom.

Better Learning Outcome for Students

Bangladesh is a country where, despite of technological advancement in many fields, general people are not yet accustomed to the use of the technological tools. Therefore, the children of this country are not very knowledgeable about the use of e-platforms for the sake of gaining education. In this regard, a teacher said,

“Since I have worked for some time with the non-interactive and interactive platform, and I have found that virtual learning is something which in our country, especially younger students are not very accustomed to. And that is the reason why we have the problem, because in a classroom situation, when we realize the students' attention span is draining, we do a lot of other activities which fits the situation. And over a virtual platform, I really cannot interpret, even if I am on an interactive one, I really cannot engage the students to the same extent. So, engaging the student's attention and engagement of the student's interest in a subject is a great challenge and I don't think

that either of them, whether it's an interactive or a non-interactive is very effective, in the context of young learners, especially ones who are not accustomed to a digitized classroom and do not understand how they can manage the different tools or skills required to cope with the work or assignment or the lessons that are delivered through these virtual platforms.”

This teacher, who has exposure from both types of platforms, claimed that the children in our country are not enough aware of the technological aspects of the e-classrooms. It becomes difficult for them to write an assignment using a computer, or scanning their hand written papers, or even dealing with the submitting options. The problem she points out here is the lack of technological skills within the young learners in our country. Also, it is quite difficult to hold on to their attention for the entire class period. There are students who are not yet acquainted to adapt to the virtual learning and communication systems. They cannot gather the information from an e-classroom and store it in their memory, or they cannot find the interest to stick to the class lectures and receive inputs of knowledge.

Another teacher said,

“Both have different advantages. I worked with students who have been on interactive platforms and also non-interactive platforms. I would say that they are very close to each other. It's very difficult to differentiate because it depends on the students and their skills, soft skills.”

This means, no matter whether it is an interactive or non-interactive e-classroom, the learning outcome of the students are similar. If they have the soft skills of communication and comprehension integrated within them, then they can perform well over both of the e-platforms, whereas, if they lack such soft skills, they will not have an ‘up to the mark’ performance in the e-classroom.

But the students and the parents prefer to attend an interactive class more than a non-interactive class as they feel the option to spontaneously communicate over an interactive e-classroom will allow the students to learn better. A teacher added to this saying,

“But well, we have students saying, ‘we want interactive classes, we want to see the teacher, we want to talk to her.’ Parents are asking for it, which means that they are having problems, so they want kind of interaction.”

Therefore, as the parents feel that the students cannot learn enough through non-interactive e-classrooms, and as the students are eager to see the teacher and classmates to be able to understand the concepts and deliveries from diverse dimensions, so the learners prefer to have an interactive e-platform over the non-interactive ones.

Based on all the data collected in this regard, it can be deduced that even though the teachers deduced that the learners perform more or less in a similar way over both types of platforms, but the students and their parents perceive that they can have a better learning outcome through interactive platforms.

Delivery of Praises and Inputs for Improvement

In the ‘old normal’ times, prior to the Covid-19 pandemic, the teachers could deliver inputs to the learners in multiple ways. The teacher could praise for a good work to motivate the student further, and in case of mistakes, he could point it out and show how to correct it instead of just demotivating the students with red ink.

Now, in the e-classrooms, teachers are unable to carry out these processes well. Especially, in the non-interactive e-classrooms, they face the issues more than that of the non-interactive classrooms. A teacher from the non-interactive e-classroom stated,

“We don’t have a scope currently on the system that I am following in my school in the learning management system that we are following. We don’t have a scope to praise the students except for writing a comment to them. The only way I can praise a student is when they sit for an assessment or exam, and I can write a comment in the content of the answer that they have put in and I can say whether that is appropriate, inappropriate, satisfactory, unsatisfactory, that’s the only feedback I can give. Otherwise, there is no scope of a feedback unless and until the student gives me a physical call.”

Therefore, as the teacher states that she cannot give any proper feedback unless there is a conversation over a phone call, that means to motivate the students through various inputs from the teacher, interaction is vital. She further adds,

“[...] just saying that this is an unsatisfactory work is not something that I prefer to give, because that is a very negative attitude towards my learner, and I don’t think that is very encouraging for the growth of the learner. Usually, as teachers, we are supposed to give more positive feedback, so sometime in trying to attempt to give positive feedback the student misinterprets that the work that he or she has submitted is on par with the marking scheme that I require, but that is where the misunderstanding takes place, the student thinks that I don’t need to improve any more. [...] So, the student really isn’t realizing at which point or which part I am requesting them to focus on to particularly grow their skills.”

Hence, over non-interactive e-classrooms, without any constructive discussion, the students cannot comprehend the complete meaning from an input or comment provided, unless the teacher explains it verbally. This means, verbal communication is very important to establish a connection between the student and the teacher so that the learner receives adequate inputs for the sake of improvement.

Impact on Learners' Psychological Approach Towards Language Learning

Language teaching is a challenging task, as it is something that requires constant diversity to drag the students' attention and keep them attentive. With the rise of the Covid-19 pandemic, over the online platforms, it has become more challenging. A teacher who teaches over both types of e-platforms said,

“Language learning has always been something that students find challenging because of the skill that is required. [...] It is also about analysis and about the ability to communicate through spoken forms. [...] language learning would only be interesting if, we could shift the content towards their engagement rather than just following a pedagogical approach to teaching that I have to teach this many things [...] as such I believe, my pedagogy comes second, and my class and the priority and the learning needs of my learners come first.”

She claims that due its broadness, the students cannot acquire every aspect of a language class at a time if the delivery is not made in the right way keeping it interesting and holding on to their attention. The lessons need to allow them to critically analyze the subject matters for integrating the skills within them properly. Also, if the content in an ESL e-classroom is only based on the contents of the book or the subject matter, then the students will not find the interest to study the specific subject, so it is also important to add some data or depiction of the topic through some other means that will interest the students to know further about the topic and attend the class more diligently.

To make the classes more interesting, a teacher from non-interactive e-classroom added,

“In a language learning class, it varies from teacher to teacher. For instance, I have seen teachers teaching in the same old method, and you know, goes ‘all of you, bring out your books, I’m also bringing out my book, okay?’ And as I go on reading, we really don’t know if they are even listening to it. So, that way, psychologically, I don’t think, even they are going to get that interested.”

Another teacher added to the same context saying,

“I adopted a different mean through exploration. Like, why don’t I use presentation for all my classes. I transfer an entire chapter from the book to Google slides. Now, what I do is, as the texts are usually bland, I put in pictures and videos. Suppose the topic is on glaciers melting, so I bring in what’s happening in Antarctica. So, you can make a simple story more interesting through different means. So that way, more students attend my class, too.”

So, sticking to the teaching methods of the physical classroom in the e-classrooms also demotivates the students from learning the language. If the teacher only follows the book without the use of any visual means, the learners cannot connect to the lesson well. As a result, their learning outcome is affected greatly. Hence, it is important to add some visual aspects to the lesson, such as pictures and videos, to motivate the learners towards language learning and learn English better.

Ways to Bring Improvements to the Platform

To bring improvement to the online platforms, especially the non-interactive e-classrooms, the teachers suggested the use of multiple technological tools simultaneously so that the learners can perform better, as well as, the teachers being able to evaluate the learners’ progress constantly.

One of the teachers, conducting e-classes over both interactive and non-interactive platforms, said,

“[...] the enhancement of this would be incorporating other softwares into the system to include different kinds of other features [...] which would help me to use tools like Kuhoot or Pablet or something like that where I could instantly use those tools to get some feedback or engage my students into the thing. Whenever I am feeling that the students are lagging behind or they are bored or they are not really sure about it and I need to exemplify situation so maybe the tool would be there that I could give them stimulus to engage them or put them in a quiz with Kuhoot or to incorporate a Pablet or maybe I could work with them on Google Docs and try to see how they can do a team work or so.”

So, from a teacher's perspective, integrating more interactive or evaluative tools in the e-platforms to aid understanding their needs and wants as well as depicting their current standing in regard to the language learning course, will improve the e-classroom to a great extent. There are specialized applications to carry out instant quizzes and group activities, which will also make the learners more interested in the lesson.

Implementation of a Combination

When asked about whether a combination of an interactive and a non-interactive classroom would be more fruitful for a better output from the teacher as well as the students, most of the teachers from ESL e-classroom agreed to it. A teacher, who is conducting e-classes over both types of platforms, added,

“At the end of the day, I won't say no. because we are very adaptive creatures so we adapt to things that come in our way. And I believe that the students who are now

already into 16-17 months of e-learning has sort of adapted to this way of learning. So, I am sure if we could improve the tools and the skills, and also the devices that they have at their disposal, [...] then this could be a very very highly efficient system.”

Another teacher added,

“Yes, we can do that. On the days of explanation or so, we can have a non-interactive class to get done with the lesson without interruption. But then, in the next class, we can have an interactive session to discuss the problems of the learners. This way, the lesson can be completed faster, but the learners will not miss out on anything, too.”

Therefore, as the teachers have experienced the pros and cons of both types of e-platforms, they believe that the benefits from the two different teaching platforms can have better output from the teachers as well as the learners. It will also help the teachers cover more subject matters or leave them with more time for discussion. And as the learners have already adapted to the digitized learning methods in the past more than one and a half years, it will no longer be a great challenge or cause any hindrance for the learners to adapt to the combination and learn better.

Graphical representation of the Teachers' Approach towards the two types of e-classrooms

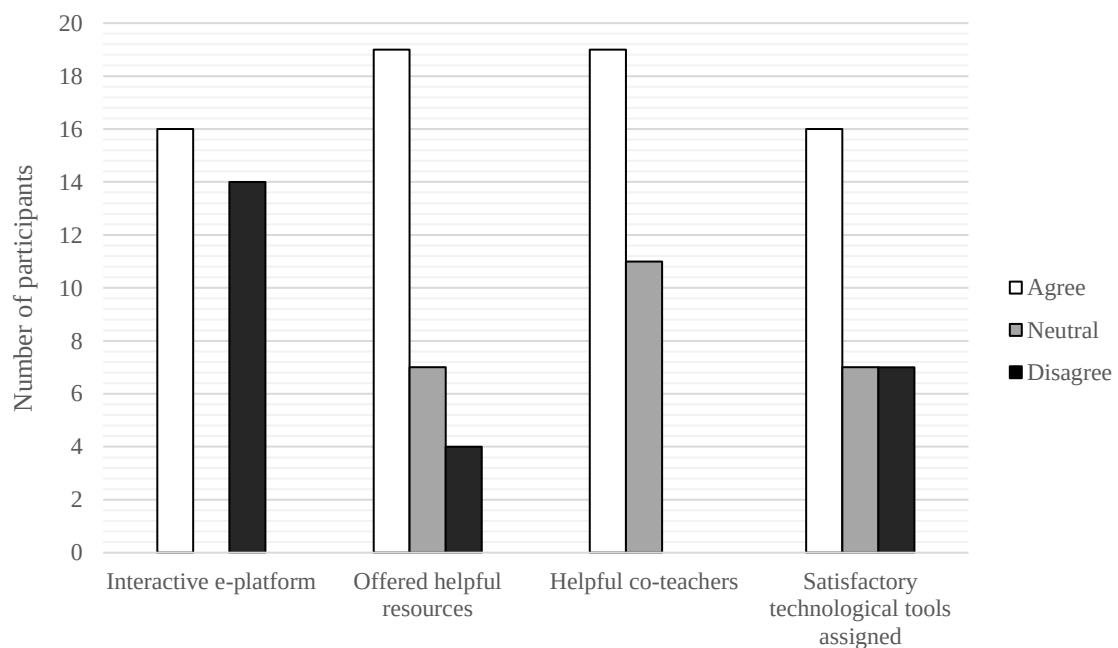
From the data collected during the survey, a graphical representation has been produced over leaf to portray how teachers perceive about the major aspects of teaching ESL over e-classrooms at a glance. The comparison includes the teachers' perception from both interactive and non-interactive ESL e-classroom, and the experience they have from the physical classroom, which has been the traditional platform for teaching prior to the Covid-19 pandemic. As we have deduced from the previous sections, that both of the e-platforms have a similar

view from the teachers' perspective, so the following exploration will produce a new picture for this research.

Assistance Provided from School

Figure 1

Number of teachers expressing their opinions on the resources provided by their institutions.



Note. Total number of teachers = 30.

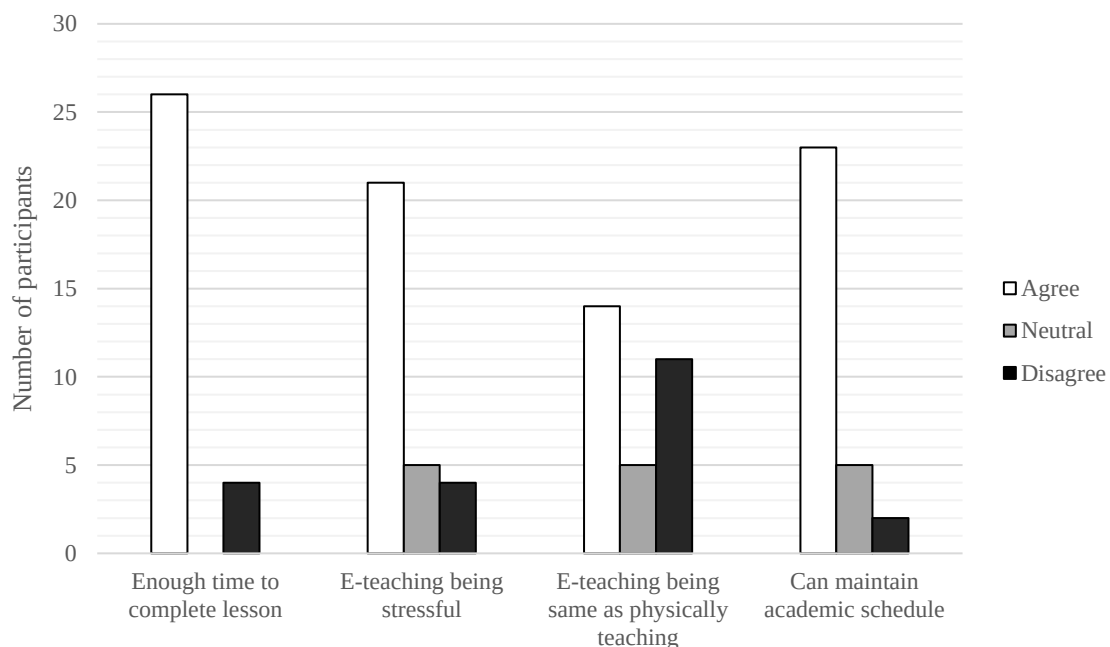
The set of bar graphs shown above shows that almost half of the teachers teach over interactive e-platforms, whereas the other half teaches over non-interactive e-platforms. And 19 teachers out of the 30 teachers surveyed believe that the school has provided them with adequate measures and resources to improve the teaching systems and motivate the teachers, while making the new concept of e-teaching easily adaptable. The colleagues of the teachers surveyed have also been said to have either positive or neutral impact, and no negative impact. Therefore, the work environment during the work-from-home period has been clean and free of negativity. Finally, the technological tools either provided or suggested by the institutions

have also been liked and appreciated by more than half of the teachers surveyed. Therefore, in overall, the teachers left a positive impression of the support provided by their respective institutions in the time of pandemic and e-teaching through the survey.

Teachers' Performance

Figure 2

Number of teachers expressing their opinions on their current performance in e-classrooms compared to their performance in physical classroom.



Note. Total number of teachers = 30.

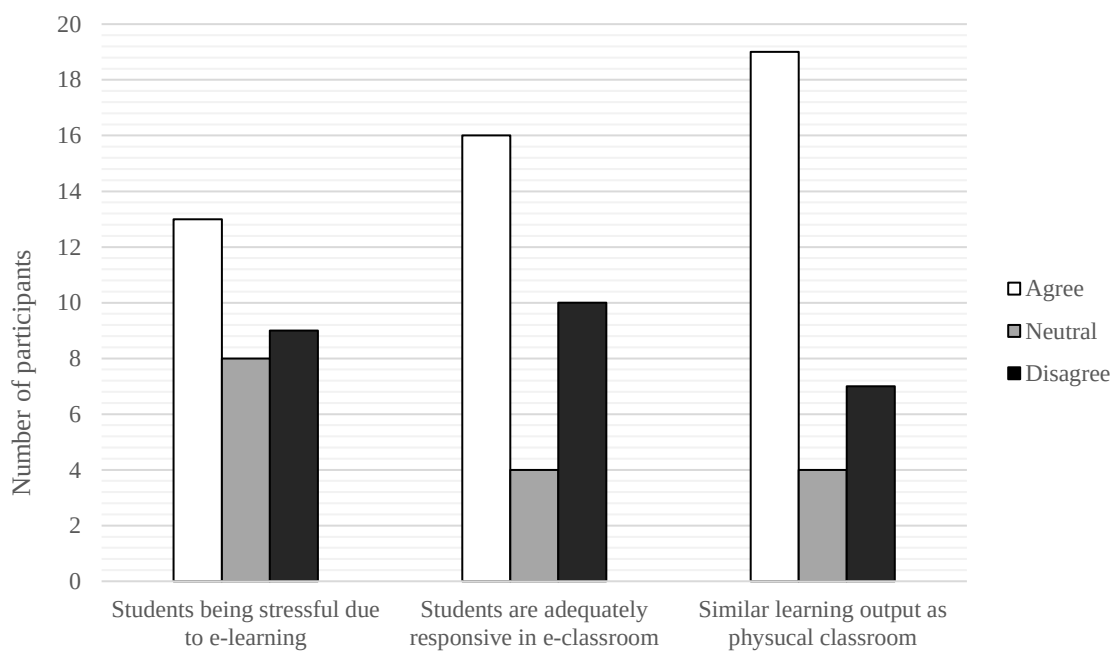
Like the previous section, even in this section, a positive picture has been produced with the aid of the teachers' responses about their performances in the e-classrooms compared to that of what they used to perform in the physical classrooms prior to the Covid-19 pandemic. Among the 30 surveyors, 26 of them agree that they get adequate to time to complete their lessons and syllabi over the e-classrooms. Therefore, the flow of the progress in the classrooms are similar here. Moreover, most of them believe that the e-classrooms are not stressful for the teachers, while 14 of the participants believe that it is similar to that of the physical classrooms.

And in reply to the query about maintaining academic schedule, 23 of them agreed that it is manageable over e-platforms as well.

Students' Output

Figure 3

Number of teachers expressing their opinions on their current performance in e-classrooms compared to their performance in physical classroom.

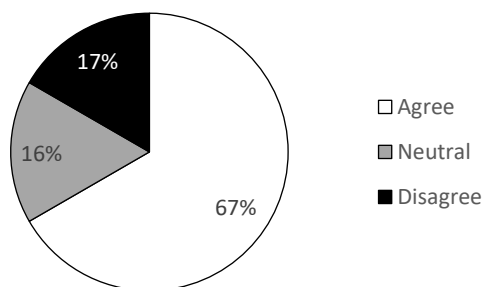


Note. Total number of teachers = 30.

When inquired about the students output over e-platforms from the surveyors, most of them again produced positive feedback agreeing that it is not stressful for the students to e-learn in the era of new-normal. Moreover, 16 teachers among the 30 participants responded positively to the factor that the learners are making enough response and therefore they are having adequate learning outcome. Also, 19 of the teachers agreed that the learning outcome of the learners is similar to that of what they had in the physical classrooms. Hence, it can be deduced that, in overall, from the teachers' perspective, learners' are performing in a similar way compared to that of the physical classrooms.

Other factors**Figure 3**

Number of teachers expressing their opinions on if they can balance their work-life with all other activities while teaching from home.

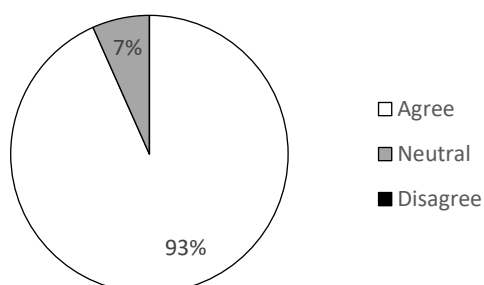


Note. Total number of teachers = 30.

20 of the teachers among the 30 surveyors stated that they can balance their teaching and other work activities assigned from their institutions with all the other activities they have, like household chores and family time. But only 5 of the teachers disagreed to the question, hence feel that it is difficult to balance work-life when they need to teach from home.

Figure 3

Number of teachers expressing their opinions on if face-to-face interaction is vital in an online classroom.



Note. Total number of teachers = 30.

At the end of the entire paper, the teachers still prefer face-to-face interaction over any other communication methods. 28 of the teachers agreed that it is vital for a healthy classroom, while none of them disagreed to it. Therefore, over all the other means, the teachers prefer face-to-face interaction the most.

Chapter Five: Conclusion

Interactive and non-interactive e-Classrooms each have their own advantages and disadvantages. The performance of teachers in these e-Classrooms depend on the benefits and downsides of the respective classes, and the results of performance vary based on those terms.

In interactive e-Classrooms, teachers have the advantage of being able to interact with the students during class time, and are able to field questions that may arise during class. It allows for the students to have greater understanding and clarity on the topic, and helps clear confusion instantly. It aids in the teachers being able to understand the students themselves and their psyche better in a time where they are unable to see their students in real life. Interactive classes permit the teachers to perform similarly as they would in a physical classroom, but there are disadvantages to this system that hinders their performance as well.

Interactive classrooms, whilst allowing teachers to interact with their students and vice versa, also allow students to disrupt class very easily from the comfort of behind their screens. From playing pranks such as changing their usernames to making inappropriate comments, disruptions to class become increasingly accessible.

But, in non-interactive e-Classrooms, there is the advantage of the classrooms not being so accessible to the students. The usernames are permanent, and due to the lessons being in vacuum, the content of the topics is covered quickly and efficiently with little interruption. This sort of learning is especially useful to ESL students, who learn for personal education, and are more comfortable with lessons that allow them time to process the information without there being an overload of questions and opinions from other students.

The disadvantages of non-interactive classes are that the teachers do not really know their students, and thus are not being able to completely tell what the students have or have not

understood from the lesson. It also does not allow the students to gain the communication skills that they would have if they had been able to interact with their classmates in discussions and co-curricular activities that interactive e-classrooms allow.

All of this research has been based off of the interview that had been carried out across a diverse array of multiple English teachers from different English Medium Schools. Opinions and answers have been taken from teachers who teach only interactive classes, only non-interactive classes, and for the final group – teachers who teach both Interactive and Non-interactive classes. It is also based on a survey carried out on a diverse population of teachers from the same background to produce graphical representation of the current standing of the teachers' psyche.

From the data, it was found that a mixture of both the e-Classrooms allow for teachers to perform best in being able to teach their students. Using a wide range of applications to make learning more exciting, utilizing tools to allow students to work on assignments as a group activity, making lessons more interesting by organizing them in presentation slides – all allow the teachers to both interact with the students and help them concentrate and focus in class. The teachers are able to understand and speak to their students, as well as present and teach a subject as challenging as ESL in a manner that permits the students to enjoy the information as well as retain it.

Therefore, considering the data that were collected, and the corresponding research based on it, it can be concluded that a combination of both interactive and non-interactive e-Classrooms allows for teachers to perform with utmost efficiency as they can cancel out each other's pros and cons.

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Appendix A

Consent Form for participation in the research of *Teacher's Perspective in Interactive and Non-Interactive e-Classrooms*

I am willingly volunteering to participate in a research project conducted by Khadija Sultana, a graduate student of Department of English and Humanities at University of Liberal Arts Bangladesh. The research has been designed to know about the teachers' perspective while discussing about e-classrooms.

- I will answer the questions asked by the interviewer. I have read the sample questions, and I am prepared to answer them.
- I acknowledge that I will not receive any remuneration for my participation in this project, and I have the right to withdraw my participation at any stage of the project, without any penalty.
- I also have the right to refuse to answer any question(s) for any reason with no penalty.
- My identity will be kept private throughout the project and also after the project is complete. If required, the researcher will use a pseudonym instead of my real name.
- The recorded data from my participation will only be used for the purpose of this research. The data will not be used for any other purpose, and if used, I have the right to take legal actions against the researcher.
- I can contact the researcher at any time during the research to ask about any query, including my rights as a participant of the research.
- A copy of this consent form will be provided to me and another copy will be saved by the researcher.
- **I understand all of the above-mentioned conditions and consent to voluntarily participate in this research.**

Participant's Information:

Name: _____

Age: _____ Gender: ☐ Male ☐ Female ☐ Other _____

Occupation: _____

Signature: _____ Date: _____

Appendix B

Questionnaire for the Interview

This questionnaire has been used to carry out a semi-structured open-ended interview with the purpose of research on Teacher's Perspective in Interactive and Non-Interactive e-Classrooms. Each interview session took about 15 minutes. There were in total 15 participants.

1. What teaching methods you used to use during the physical classes?
2. What teaching methods do you use now for interactive/non-interactive classes?
3. How do you think you would have taught if the platform was set up otherwise?
4. What are the advantages and disadvantages of interactive and non-interactive e-classrooms?
5. Do you think you have a better performance in the current platform of teaching, or you would have done better in the other platform? Why do you think so?
6. How do you praise or deliver inputs for improvement or motivation over the current platform?
Does it affect well?
7. Over which online teaching platform, interactive or non-interactive, do you think are the students more active and has a better performance?
8. Which online teaching platform is more suitable and motivating for the teachers in the teachers' perspective? Why?
9. Which one, interactive or non-interactive, is more impactful for the students' learning outcome in an online classroom? What are the factors you have considered?
10. How do you think the methods used in the current e-classrooms can be improved further?
11. Do you think a combination of interactive and non-interactive e-classrooms will be more beneficial?
12. How do you think the current teaching platform is affecting the students' psychological approach towards language learning?

Appendix C

Questionnaire for the Survey

This questionnaire has been used to carry out a survey with the purpose of research on Teacher's Perspective in Interactive and Non-Interactive e-Classrooms. There were in total 30 participants who has taken part in this survey.

1. What is your current age?
2. How long have you been teaching English?
3. To which curriculum are you teaching English?
4. Which class are you teaching English to?
5. Which platform is your institution using for e-teaching?
6. Does the chosen platform allow you to have spontaneous visual and verbal interaction?
7. Do you get enough time to complete the lesson and activities?
8. Has your institution been helpful in offering you resources during e-teaching?
9. Have your coworkers been helpful while teaching from home?
10. Does your school arrange for any team activity or recreational activity for the teachers during the period of e-learning?
11. Has teaching remotely been stressful?
12. Have the students been stressed while learning remotely?
13. Has teaching from home had the same effect on your performance as teaching in classroom?
14. Are you being able to maintain a work-life balance while teaching from home?
15. Are you being able to maintain the academic schedule while teaching from home?
16. Do you get adequate standard response from your students?
17. Are you satisfied with the technology and software that your institution has assigned you to use for e-teaching?
18. Do you think face-to-face communication is very important during remote learning?
19. Do you think your students are learning remotely as much as they had been learning in physical classroom?
20. How can your institution improve the e-learning platform and support you further?

Appendix D

Themes of the Analysis: At-a-Glance

1. Advantages and Disadvantages of e-Classrooms
 - a) Interactive
 - b) Non-interactive
2. Suitable and Motivating for Teachers
3. Better Learning Outcome for Students
4. Delivery of Praises and Inputs for Improvement
5. Impact on Learners' Psychological Approach Towards Language Learning
6. Ways to Bring Improvements to the Platform
7. Implementation of a Combination
8. Graphical representation of the Teachers' Approach towards the two types of e-classrooms