



**Role of Materials in Teacher-Student Interactional Pattern: An
Exploratory Study on the Primary Level Students in an Online
Classroom**

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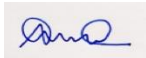
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CERTIFICATE OF APPROVAL

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.



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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.

____Rokiya Hossain Harem_____

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Dedication

To My Family

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My heartiest gratitude to Almighty Allah for blessing me with the ability to complete this paper and keeping me safe and sound from the very beginning to the end of my whole journey. I would like to thank my supervisor Hosne Al Noor sir for believing in me and supervising me with utmost patience and persistence. I will be ever grateful to my family for being my biggest support through my thick and thin. My heartiest thanks also goes to the entire Department of English and Humanities of ULAB for enlightening me in every moment I have passed here. I thank everyone cordially for being there for me.

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Institution Profile

Lakehead Grammar School is an English Medium School established in the year 2000 and all the educational activities in this school are conducted through English language. This educational institution has two branches: one at Dhanmondi (main campus), another at Gulshan. Lakehead Grammar School is governed by a 13 member managing committee. The school envisions to provide an exceptional education to their learners with an emphasis on ethical values followed by inquiry based education, high performance, creativity and an international standard academic challenges. Apart from that, Lakehead Grammar School has some dignified, sincere, hard-working, and qualified teachers to ensure a better learning for their students. This school provides the students with the educational facilities that starts from playgroup to grade 10. Lakehead Grammar School has different clubs as this institution believes that through participation in extracurricular activities, students not only learn to communicate but also learn to cooperate with the other to enrich their life experience.

Abstract

The aim of the study is to explore the significant roles of materials in teacher-student interactional pattern to ensure an effective English language learning for the primary level learners in an online classroom. This paper tries to focus on how the visually lucrative materials play important roles in an active interaction between the teachers and their students with a view to ensuring an effective learning in the language learning classroom. To have an insightful understanding on the subject, the researcher has conducted a qualitative research to explore how the teachers teach with the use of materials and interaction with their students in the online classroom. Apart from that, the study used the data that have been collected through interviewing the teachers from different renowned institutions to explore their perspective on the use of materials and an active teacher-student interaction to facilitate the students to ensure a better learning. The results show that the visually lucrative materials interest the students and are more effective in the teacher-student interaction in the classroom than the traditional black and white materials. The utilization of the materials have been pointed out as one of the major factors to facilitate the students in the classroom to ensure an effective language learning. Furthermore, the role of the teachers in the teacher-student interactional pattern is also a prominent factor that indicates the relationship of the teacher with his students and the development of a learner's learning in the language classroom.

Chapter One: Introduction

Teaching is an integral part of education that refers to a complex process of enlightening a learner through providing knowledge by the teacher. Besides teaching, learning is also an integral part of education as education requires the exchange of knowledge between a teacher and his students. Being a complex process, teaching requires some techniques that help to ensure the growth of learning of a student. Apart from that, an effective learning determines the success of an effective teaching. Due to Covid-19 expansion, the transition from offline classroom to online classroom has created a remarkable impact in the mode of teaching and learning. Hence, there have been essential changes in interaction and materials in the classroom.

According to Allo (2020), the educational activities are being conducted through a virtual medium by keeping the concept of social distancing due to the expansion of Covid-19. The classes have been transited from offline to online. Hence, Woo (2013) emphasizes on the meaningful interaction between teachers and students as a prime factor of a successful learning. Zhu (2012) has claimed that the strategic use of attractive materials can boost the students' interest in the classroom and thus the students would get more engaged in the online classroom interaction. As a result, a powerful learning can be ensured through the constructive approach of working together to build knowledge. Education is more engaging when there is a two-way communication between the teachers and their students. The simultaneously pivotal roles that materials and an active interaction between the teacher and the students play to ensure an effective language learning of a group of primary learners in the classroom are the main focus of this research. This paper will provide a proper understanding on the efficacy of materials and teacher-student interactional pattern in the classroom. The references and interviews are included in this paper to defend the focus of the study. The exploratory study will be conducted based on the research questions mentioned below.

Chapter Two: Research Questions

The researcher wants to investigate the following questions through the research:

1. How the use of materials makes a difference in the teacher-student interactional pattern and student engagement in a primary level online classroom?
2. What are the difficulties that the students face to engage themselves in the classroom?
3. Is it a case of the lack of material adaptation or the role of the teachers in the classroom that is responsible?

Chapter Three: Literature Review

This paper aims to explore the role of materials in the teacher-student interactional pattern for a better learning of the students of primary level in an online classroom. As English is taught as a secondary language in most of the schools of our country, the importance of the learning materials being lucrative is inevitable. The teacher-student interactional pattern is simultaneously important for a better learning of the students of primary level. To be more precise, the role of the materials along with the teacher- student interactional pattern is the prime focus of this paper. Since the second language acquisition is difficult for a primary level student, the online platform has made it more difficult as the teacher has to create and maintain the interactional pattern in a manner so that the students acquire the secondary language with a great competence. There are some relevant sources that have been explored through six different themes to defend the focus of the paper.

3.1 The transition from the offline classroom to the online classroom:

The teaching and learning activities have been transitioned from the offline classroom to the online classroom. Due to the concern of the expansion of Corona Virus, the educational activities are also being conducted through a virtual medium maintaining the concept of social distancing (Allo, 2020). The author briefly discusses about the transitions from the traditional classroom to the online classroom. He also mentions that there are some advantages and disadvantages of such transition and this has an immense impact on the achievement of the learning purpose. Apart from that, according to McKenna (2018) the online learning has lessened the communication of students as there has been an alteration from offline classroom to the online classroom. Kearsley (2006) argued that despite having the presence of technology, there are some inevitable hindrances in online learning. This happens because of the reluctance of accepting the new normal as the teaching and learning process are used to be taking place in the traditional classroom. Hence, the emergence of online classroom appears to be not appreciated by all teachers and students. The author also suggests that there has to be the adaptation to the online classroom as this is the new normal. Kearsley (2006) has emphasized on the responsibility of the teachers in online education. The author has stated that the teachers have to teach differently in the classroom if they want to be effective teachers. There has to be a sufficient interaction from the

teacher's side towards his students to ensure a better learning through online for them. (Kearsley, 2006)

3.2 Teacher-student interactional pattern in an online classroom:

As a result of the transition from an offline classroom to an online classroom, the teacher-student interaction pattern has been changed as Woo (2013) emphasized in his paper. The author stated that in a traditional classroom, the learning includes a face-to-face interaction that is based on the teacher, students, and the materials in the classroom. However, the online classroom does not include any face-to-face interaction. Woo (2013) also claims that a meaningful interaction between a teacher and the students is the most prominent factor in learning. Allo (2020) states that some of the styles of interaction have changed in online learning. For example, the students only get a limited explanation on the subject instead of a detailed instruction in an online classroom. Thus, there is less frequency in the teacher-student interactional pattern in an online classroom according to the author. Thi and Thuy (2021) have cited Gagarine's statement in their research paper that there is an Instructor-Learner Communication pattern in the language acquisition. This pattern is the most dominant pattern of interaction where the teacher speaks to the whole class, or to his group of students. Apart from that, the students also speak to their teacher in this pattern. He also adds that this is the most effective pattern of interaction in the class as the teacher is speaking to a student. Gagarine (cited in) Thi and Thuy (2021) also described the teacher-student interactional pattern starts with a primary form of interaction and this conversation is carried on when the teacher wants the students to actively perform the conversation in the online classroom. Bakers (2010) also suggested some approaches to understand the use of electronic communication that mitigate the physical distance between the teacher and the students including the psychological distance. In order to encourage the reluctant students to actively interact in the classroom, the teachers can initiate an active verbal interaction in the online classroom. The verbal immediacy between the teacher and students can ensure an active teacher-student interaction in an online classroom (Bakers, 2010).

3.3 The effectiveness of materials in a better engagement of the students:

Zhu (2012) has cited Nurmela et al. (2003) in her paper that the effective learning is ensured when learners are actively involved instead of being passive in the learning process. The author emphasizes that a powerful learning can be made through the constructive approach of working together to build knowledge. The use of visual aids can boost the students' interest in engaging more in the online classroom interaction (Zhu, 2012). Tomlinson (2013) claimed that the materials are sometimes assessed based on their impression that facilitates the materials with face validity and the appealing of the visual representation. Thus, the materials are gone through a valid process of revision, planning, chosen, and made suitable in a feasible manner. Apart from that, there has to be an assurance that the materials are thoroughly, systematically, and rigorously established. Such process can make the materials an effective tool to obtain the benefit of their learning process. Macwan (2015) also stated on her research article that although the impacts of using the visual aids in the online classroom have been appreciable, using a visual aid in ESL classroom is more difficult than it appears to be. She pointed out the students' demand of attention and enthusiasm as two of the challenges of using visual aids in the online ESL classroom. She also claims in her paper that despite the difficulties, the language learning can be a fun activity if the visual aids are the parts of the language learning. She used some examples such as documentaries, video clips, films, and episodes that can demand complete attention of the students. These materials can help the students ennoble their ability to imagine that can shape their ability of critical thinking. Macwan (2015) also states that listening to the language carefully is also a required part of language learning. A student's listening, speaking, and writing skills will be nourished if he watches any visual aids such as films, dramas, and so on. Thus, she emphasizes on the efficacy of visual aids as materials in the English Language Learning in an online classroom. Ercetin (2003) states that the new digital technologies such as hypermedia and many more have a great effectiveness in online teaching. Hypermedia can give innovative ways to the teachers to teach the students and to provide them the freedom to learn. According to the author, hypermedia is a combination of hypertext and multimedia that can reduce the difficulties teachers face to keep the students engaged in an online classroom suggested by Ercetin (2003).

3.4 The challenges that the teachers face to keep the students engaged in an online classroom:

Kearsley (2006) has pointed out some difficulties teachers face while teaching in an online classroom apart from evaluating the materials for an online classroom. Coping up with the transition from offline classroom to online classroom is a big challenge for the teachers. The author mentions some reformations that are required for a teacher in online teaching. In order to teach effectively in an online classroom, the teacher has to teach in a different style from that of traditional teaching. Apart from that, the teacher has to have a lot of time to invest in keeping interaction with the students about their course activities. Searching for online resources that will be a teaching tool for the teacher to keep the students engaged in the online classroom is also considered as a challenge for the teacher (Kearsley, 2006). In a recent research article written by Alam (2020), he has stated that the online teaching has been the most common phenomena in the academic field of Bangladesh. He defends his statement with the fact that there are not many substitutes that can be found to provide the students with education other than online teaching. William, Cameron & Morgan (2012) claimed that there are limitations in practices in the variety of assessments in a virtual classroom. The online environment congests the variety and modes of assessments for the teachers in teaching. Apart from the students, the teachers are facing some inevitable difficulties in online teaching. They have used an example of the online teaching being the first experience for the teachers and therefore they find difficulties to adapt with the new normal. The teachers find the online teaching difficult because they have to shift to the new normal from the conventional classroom teaching that makes a completely different teaching experience for them. Adnan and Anwar (2020) also talk about some inevitable issues in online teaching faced by the teachers. Lack of technological knowledge is pointed as one of the prime reasons that hampers the effectiveness of online teaching for the teachers. According to the authors, these issues hinder the efficacy of online teaching for the teachers as well as learning for the learners.

3.5 The difficulties that the primary students face to participate actively in the classroom:

Teaching- learning process is one of the most prominent factors in education as this helps both teachers and students reach to the learning goals. Participation can be called as one of

the vital tools to ensure an active learning of the students in the classroom. Participation provides the students with opportunities to obtain and practice new knowledge. The active participation of the students is a testimony of their learning progress (Bahmanbijari et al., 2019). However, Mcallister and Watkins (2012) argue that online learning provides some great challenges to the learners although it ensures a useful substitute to the traditional learning. Sometimes the online learning process can overwhelm the students as they have to be self-motivated to study and learn. According to the authors, the students also face some technical, psychological, and social difficulties to cope up with the distance learning. Unger and Merrier (2020) stated that due to the lack of communication in the online classroom, the students do not feel any motivation to learn. In accordance with their research, they have stated that within a short time the students are having some negative experiences from online learning as they have lost the face-to-face interaction facilities with the teacher. Apart from that, the students have lost the traditional offline learning facilities where their teachers could deliver in-person lectures. Hence, this has become a concern for the students to ensure an effective learning in an online classroom (Unger and Merrier, 2020). However, Macwan (2015) pointed out in her paper that the use of visual aids makes the learning more effective as the students can relate to their daily lives by seeing visual representation of the lessons. Without a lucrative and colorful presentation of the materials, the students find difficulties to concentrate and as a result they show their poor performances in the classroom.

3.6 Adaptation of materials in online teaching and learning practice:

Mcdonough, Shaw & Masuhara (2013) defined adaptation as a process that is in accordance with and based on adoption. Moreover, adaptation basically focuses on the parts that make the whole course book where adoption focuses only on the whole course book. Apart from that, adaptation is an extensive and important activity amongst the teachers because the smaller-scale of adapting the various parts of a course book is coherently related to the reality of managing the students in dynamic circumstances of the classroom. Evaluation can also be considered as an integral part of materials as this helps the teachers design the materials for the students based on the learning demands of the

students and their potentials. Calderon, Slavin and Sanchez (2011) state that in primary schools, English is taught as a Secondary Language to the primary learners only for thirty minutes approximately and they spend the rest of the day receiving general education on other subjects. According to the authors, the learners receive English lectures from teachers who are not well prepared to teach them. This happens because the teachers do not have much adaptation with the materials that makes them unprepared to teach. In an online platform, adapting to the materials and online teaching at the same time are getting difficult for the teachers (Calderon et al., 2011). Korur, Toker and Eryilmaz (2016) have made a clear portrayal of how the technologies in classroom teaching have changed immensely over a few decades. They have mentioned how online classroom technology has taken over the offline classroom tradition within a short span of time. According to the authors, the success of online teaching method depends on the adaptation and the use of hypermedia as classroom materials. They have also emphasized on the importance of implementing such technologies and strategies to ensure the active engagement of learners in the online classroom. Besides, in order to engage the “net generation” (as they addressed) and support their knowledge construction in an online classroom, the technologies and digital teaching strategies are necessary. Thus, the connection between digital material adaptation and online teaching strategies can help teachers to create a bridge with the learners that can ensure a better learning in the online classroom (Korur et al., 2016).

Teaching English as a secondary language to a group of primary learners is a challenge for the teachers. The challenge intensifies when they have to teach through a virtual medium. The teacher-student interactional pattern in the classroom plays a vital role along with the materials in the classroom. More specifically, the materials and the teacher-student interactional pattern complement each other to reach the goals of language teaching and learning. The researches aforementioned in this paper reflect the important roles materials play along with the active communication between the teacher and the students in a better learning of the students in an online classroom. The materials have to be visually appealing and interesting to the learners, and the teacher also has to interact with the students to ensure an active learning in the classroom. Hence, this study will be continued based on the views discussed earlier and will be conducted on the primary students in an online classroom.

Chapter Four: Methodology

In this exploratory study, the researcher has used qualitative method to collect data for this paper. This paper also consists of an analytical approach that has been followed to ensure a keen understanding of the situation. This approach helped the researcher to find out the challenges that teachers and students face in the classroom and how an active interaction between them can help as a possible solution to the challenges. As she has been appointed as an intern in the primary section consisting of students who are approximately 6 to 8 years old, she did not interview the students considering their experience and expertise on the subject. Hence, the data collection and analysis have been conducted by the researcher by interviewing the teachers who could give a better insight to the situation. The collected data represents the teachers' opinion on the role of materials and a teacher-student interactional pattern to ensure an effective language learning for the primary level students in an online classroom. The researcher has created a theme-based questionnaire for the teachers and they have been asked 8 different questions on the focused topic. She has interviewed 6 teachers who are from different teaching platforms. The teachers who participated in this interview are from different schools such as Lakehead Grammar School, Maple Leaf International School, and Mastermind School. Besides, the classroom observations and part-time teaching also helped the researcher to get relevant information on this study. Thus, she has collected qualitative data by interviewing the teachers and tried to create a comprehensive response of them through an analytical approach in this paper.

Chapter Five: Data Analysis

In this study, the difficulties that teachers face while teaching English Language to a group of primary students in an online classroom have been explored by the collected data. According to the teachers' observation on the difficulties faced by their students are also explored in this study. Lastly, the collected data has explored their understanding and opinion about the roles of materials and teacher-student interactional pattern in SLA of the primary level students in an online classroom.

The researcher has conducted a qualitative data analysis for this study and the privacy of the interviewees was promised while conducting it. The interviewees were asked questions under eight different themes.

5.1 Adaptation: How are you adapting to the transition from offline classroom to online classroom? How do you feel about taking classes online?

In the beginning, the transition was very difficult for the teachers as they are not technologically advanced and they were used to taking classes physically. Although they used technology in the offline classes, but not as much as they have to do in online classes nowadays. Two of the teachers stated that adapting to the transition from offline classroom to online classroom is challenging for the teachers and the students as none can see each other directly. Thus the communication is happening through a virtual media: either zoom or meet. Another teacher has shared that adapting to the online teaching is challenging for both teachers and students because in offline teaching, there was "hands on learning" of the students which is quite impossible in online teaching. They have stated online learning as remote learning and they emphasized on the fact that their target group of learners are aged between 6-8 years. So, grabbing the attention of the primary learners by teaching through a device is challenging. Furthermore, monitoring the students in a physical classroom was easier and more efficient than in online classroom as it is nearly impossible for the teachers to look after each student individually through distance learning. On the contrary, one teacher has stated that adapting to the transition was challenging but they could adapt to it as this has been the new normal. Despite having the disadvantages, the online learning has some technological advantages regarding materials and resources. She

also emphasized that varieties of activities can be done through online classes that were not introduced in traditional classroom. However, one of the interviewees has showed her concern of the teachers being bored in online classroom, let alone the students. She defended her statement and said that as they also have to sit in front of the screen for a long time and there is hardly any movement of the teacher, this might make the teachers bored and dependent. Apart from that, one teacher has claimed that teaching almost 30-35 students at a time through online is quite challenging than that of through offline. The physical presence in the classroom used to give her the opportunity to teach easily but the transition has taken away the ease of teaching as she has to teach by sitting in front of a computer screen. So, adapting to the transition is causing a lot of changes in their teaching.

5.2 Interaction: How much important do you think the teacher-student interactional pattern is to ensure an effective English language teaching and learning?

Along with the preparedness of materials, all the interviewees have emphasized on the importance of teacher-student interactional pattern to ensure an effective English language teaching and learning. According to them, the teacher-student interactional pattern facilitates both teachers and the students in the classroom. Two interviewees claim that the teacher will not be able to observe the progress of learning of their students if there is no active interaction in the classroom. They also mentioned that they prefer cooperative learning, and such learning gets ensured through the interaction between a teacher and the students. Through the interaction, they get an output of her teaching and this helps her shape them and prepare their lessons. For this reason, teacher-student interactional pattern is inevitably important in language learning especially for the elementary learners according to them. Another interviewee has strongly agreed to the importance of teacher-student interactional pattern in a classroom whether offline or online. She believes that if the teachers want their students to learn in both the cases: academic or learning the language, interaction plays a vital role. She adds to her claim by saying that interaction helps a student acquire a language more effectively because through interaction, a student goes through the practice of the target language. Therefore, not only the textbook helps in the language improvement of a learner but also the interaction between the teacher and the

students helps to improve the learning of the learner. The interaction is a must to ensure the development of the competence of the language learner whatever the language is according to her. Another interviewee also mentioned that if they just teach their students through one-end communication, the learning will not be effective in the long run. She thinks that if she communicates with her students whilst teaching them, the lessons will be set in their head. Another interviewee pointed communication as the key to an effective language learning. According to her, the students feel encouraged to participate if they have the floor to ask questions and share their opinion. One interviewee shared her own way of interaction by mentioning that even while watching videos, she tries to pause the video for a moment and interact with her students by sharing their understandings together and this is how the learning becomes more engaging for the students and the teaching becomes successful. By implementing this technique, she can make both weak and active students participate in the class and therefore she gets the same learning outcome from both weak students and active students.

5.3 Changes in approach of teaching: Did you need to bring any changes to your usual teaching methods and materials that you use in a classroom setting? If yes, what are they?

Every interviewee has agreed that they had some changes and modifications in their teaching methods and materials. One of them shared that she focuses on cooperative learning that she is being able to ensure in her online class but ensuring the kinesthetic learning is challenging for her through distance learning. Hence, the students cannot touch or see the objects physically and it is hampering their keen learning of a language. Therefore, they are focusing more on visual learning rather than hands on learning. They are using images, illustrations, and animations instead of boards, markers and so on. Another interviewee has stated that as they are teaching through either desktop or mobile phone, all the activities are now changed into online-based activities including the methods and materials of language teaching. The students used to do the hard-copy based activities when they were in an offline classroom. She used worksheets, group works, and pair works as examples in her statement. Due to the transition from offline classroom to online

classroom, now the teachers are showing them slides and giving them tasks based on the slides but the students used to complete the tasks in worksheet in the offline classroom. Two other teachers have answered affirmatively to the question and shared their experiences. They said that the varieties of tasks have been limited due to the distance learning and the flexibility of practices have decreased where the facilities of materials have increased. According to two of them, the task based learning and communicative learning are being overlooked in online teaching but these two approaches are quite pivotal for a better learning and teaching. Another interviewee has shared her positive opinion on such changes. She believes that in traditional classrooms of Bangladesh, it is nearly impossible to have a digital setup but in online classroom, the teaching and learning resources are just one click away. This makes the online teaching more effective according to her observation. According to another interviewee, the changes of materials due to the transition is impressive but the changes in teaching methods are challenging for them.

5.4 Challenges: What type of challenges do you face while teaching in an online classroom? In your observation, what difficulties do you think the students face?

Each interviewee has pointed out some inevitable challenges they face while teaching in an online classroom. One of them claimed that drawing the attention of the students and retaining it for a long time (approximately 40 minutes) is one of the prominent challenges in online teaching for her. In physical teaching, the teacher could see and monitor the students along with teaching them. Serving education through online is not being much easy for the teachers, perceiving it is neither helpful for the primary level students. However some parents try to help as they sit beside the children but not all parents do that. Hence, there is an absence of cooperation in online classroom. Another interviewee stated that the interaction can take more effective place in the offline classroom than the online classroom. The impact of learning by seeing an object from a distance and from a closer view are totally different. The teachers face difficulties to have a clear understanding on the progress of their students as they are communicating through devices. She also pointed out that the physical appearance of the teacher boosts the confidence of the students to learn in an offline classroom that is absent in the online classroom. Two other interviewees

stated that the prime reason of such challenges is the attention span of the primary level students is very little. No matter how many videos the teachers show them or how many game-based tasks the teachers create for them, the classroom environment plays a vital role in learning. The teachers cannot expect a student of age 6-8 learn everything in the home environment because the learning environment of school is totally different from the learning environment of home. Another interviewee shared that the problems that teachers face is that they do not know the students' potential individually as they are not seeing their students physically. Sometimes the teachers cannot observe what the students are actually doing and/or how much they are developing in the language learning process. In online classroom, it is difficult to point out the weak students who need extra attention from the teacher which we could provide to the students in offline classroom according to another interviewee. According to the interviewees, the students are facing some common problems. For example, they cannot ask questions to their teachers comfortably that they used to do in offline classroom. Besides in the physical classroom, the student and teacher can have the one-to-one interaction, but in an online classroom the students feel discouraged to ask any question. Most of the interviewees pointed that the major problem the students are facing is to be attentive throughout the whole time as they have a very little attention span; get distracted easily. One thing has been mentioned by an interviewee is that the primary learners are not independent learners, so concentrating on their own is a challenge for the students in an online classroom. They are not getting acquainted with their teacher and the subject properly as they are new to the online learning. Consequently, they are facing a lot of problems to cope up with the online classroom setting. This process is making them dependent learners instead of autonomous learners.

5.5 Preference of Materials: What types of materials do you think are more effective in an online classroom? Digital or traditional?

Following the previous question, all the interviewees have preferred digital materials over the traditional materials when it comes to online teaching for them. One of them said that it depends on the situation. In online classroom, she would prefer the digital materials and in offline classroom, she would use white board and marker. However, she mentioned that

the combination of both types would be the most effective. Another interviewee claims that digital materials are more effective as these attract the students and such attraction helps them to retain it. She uses some instances that there are so many effects of using digital materials such as the colorful representation attracts the students more when they present a topic digitally, videos and stories help the students remember more about the topic, the rhythm of music enhances the students' cognitive ability. Hence, the digital materials are more preferable to her. However, two other interviewees have preferred the traditional materials. They stated that there is no replacement of books for a better learning. In digital materials, the information or message might be misinterpreted. They find the traditional materials (i.e. books and handouts) more convenient and effective than the digital materials. They also have pointed out a possibility that the teacher might be dependent on the online resources if digital materials are given more preference. This might cause a gap in the teaching of the teacher and consequently there will be a learning gap for the students. They have mentioned books as an essential tool for learning but they agreed that the books also need to consist of colorful illustrations to make the learning more interesting for the primary students. However, two of the interviewees preferred using both at the same time for an effective learning. They believe that traditional materials are important but for the time being, digital materials are more effective. As they are teaching through online nowadays, grasping the attention of the students is the prime challenge for them. They also claimed that it is quite impossible to expect a primary learner to concentrate voluntarily in the classroom. Hence, the digital materials help the teacher interact more with their students than the traditional materials. They have admitted the vitality of books as traditional materials, and they suggested that if the contents are taken from the books and then presented attractively in front of the students, this would ensure a better learning for the primary students. Thus, such lucrative presentation of materials will help the teacher interact actively with their students and ensure an effective language teaching and learning according to them.

5.6 Preparedness: How do you prepare the lessons for the students? Do you evaluate the materials before preparing the lessons?

Each of the interviewees have shared their different ways of preparation before planning lessons for the students. One of them shared that they prepare a lesson plan for the students beforehand and take the classes accordingly. She mentioned that she plans the whole lessons for the students by evaluating the materials. She also takes help from the senior teachers and then prepares the relevant lessons for the students. Another interviewee shared her experience more elaborately as she says that she prepares the lessons beforehand and plans the lessons in an order. Whatever she presents in the class, is prepared according to a plan and a process. At first, she presents something to draw the attention of the students. Then step by step, it moves forward to explanation and discussion. At last, she assigns them with practice such as classwork and homework. So, the whole teaching process goes through a systematic manner. One interviewee shared that she studies the materials before including them in the lesson and evaluates them according to the relevance and the capability of the students. She explains that she creates the lessons by considering the perceiving capabilities of the students in her class. Hence, the lessons are ensured to be versatile and engaging for every student in the classroom. Two other interviewees share their ways of preparation before taking a class. They prepare the lessons by keeping the age, interest, and capability of the students in their mind. So, the lesson plans and preparations help them teach through interaction with their students in accordance with the materials they prepare for them.

5.7 Role of technology: Do you think visual aid (i.e. videos, images, songs) help the teachers and students to interact actively in the class and ensure an effective learning?

The interviewees shared different opinions on the efficacy of the visual aid in an active interaction in the classroom. One of them strongly emphasized on the effectiveness of the visual aids in the classroom. According to her, visual learning helps the students receive the lessons more effectively and it enhances the students' cognitive ability. The students can easily understand and adapt to the materials when the materials are colorfully presented in front of them. This helps the teachers to draw their students' attention, retain it throughout the time, and teach them more effectively than the traditional materials. Hence, visual aids help teachers more to interact with their students in the classroom. Another

interviewee also states that the visual aids attract the students. The more use of visual aids helps the students interact with their teacher as the students will enjoy the class. The sufficient use of visual aids ensures a complementary bonding between the teacher and his students. According to her observation, the students do not like black and white materials, they like materials that consist of colorful images and so on. The students like to do the learning through different types of activities. The mainstream reading and writing makes the learning monotonous for the students because they are primary learners and their age is a fact in this context, so the learning becomes more interesting and engaging for the students if the teachers include visual aids as well. On the contrary, two of the interviewees state their belief that if a teacher uses too much visual aids in the classroom to teach, the students will be dependent on them by avoiding the books. However, another interviewee believes visual aids as one of the blessings of online teaching. She mentions that the use of visual aids make teaching and learning more communicative. It ensures a two-end communication between the teacher and the students and as per her observation the students are participating more in online classroom. This is happening because she presents videos and many other visual aids in front of her students on the target topic. The use of visual aids is making the students in her class to participate more actively in the classroom. Another interviewee suggested that the use of visual aids facilitates the four integral skills of a language learner: listening, speaking, reading, and writing. Apart from that, she claims that the use of visual aids develops a student's linguistic excellence and competence. It also helps a teacher interact more spontaneously with the students.

5.8 Opinion: What do you think about the importance and the connection between materials and active teacher-student interaction in a language learning classroom?

All the interviewees have strongly agreed on the equal important roles materials and interaction play in an effective language learning. Two of the interviewees have emphasized the most on the efficacy of materials and active interaction between the teacher and the students to ensure a better learning for primary language learners. One of them shared her point of view as she said both of them are equally important for a better learning as she cannot think of one without another. The materials and the interaction complement

each other in terms of a better teaching and learning of a language. She also says that without a lucrative material, she will not be able to get the attention of the students, and without interaction, she will not be able to hold the attention of the students throughout the whole time. So, both of them are equally important for her to ensure a better learning of the students. Another interviewee mentioned that she thinks both materials and interaction are equivalently important for an effective language learning of the primary students. If a teacher has lucrative materials but does not interact with her students, the learning goals will not be fulfilled. On the other hand, the lack of interesting materials will resist the teacher from actively interacting with the students in the classroom. This is how interaction and materials play an equally effective role in the language learning of primary learners according to her. Along with that, two other interviewees have agreed on the equal importance of teacher-student interactional pattern and materials to ensure an effective language teaching and learning. Although they had different opinions on the efficacy of the use of visual aids as materials, they agreed on the equal prominence of materials and active interaction to ensure an effective English language teaching and learning. One interviewee mentioned that both interaction and materials are important because it activates the teachers' and students' roles in the classroom. Using both as the teaching tools will definitely succeed the goals of English language learning from both sides: teacher and student. Another interviewee also said that both teacher-student interactional pattern and lucrative materials play an equally important role. She also mentions that combination of these two will facilitate the students more in language learning and make the language teaching easier for the teacher.

After analyzing the collected data, it can be said that the teachers and the students are facing some challenges to adapt to the transition from offline classroom to online classroom. From the teachers' side, the drawing attention of the primary students and retaining it is a challenge where the students are facing challenges to concentrate in the classroom and participate actively. Thus, the efficacy of the use of lucrative materials along with a teacher-student interactional pattern is inevitable to ensure an effective language teaching and learning.

Chapter Six: Findings

The findings of this exploratory study indicate the challenges that the teachers face while teaching their students through an online platform. Besides, the problems that the students face according to the teachers' observation have also been found out through this research. The efficacy of materials and teacher-student interactional pattern to ensure an effective learning has also been found out through the research in this paper.

1. The role of the teachers is a vital factor in the teacher-student interactional pattern in a classroom. The activities that the teacher is performing and engaging his students to perform play a prominent role in the language learning classroom.
2. Utilization of the materials is another vital factor of the teacher-student interaction in the classroom. Due to the transition, the teachers had to bring some changes in their materials and methods of teaching. They are now teaching the students through PowerPoint slides instead of books, and the task-based activities had been reduced due to the online teaching and learning.
3. The teachers are facing challenges to draw and retain the attention of the students for the entire time because the students are learning through devices. As a result, the students are getting easily distracted and they are being unable to concentrate on their own as they are primary level learners.
4. The visual aids are important teaching tools because these facilitate a student's four integral language skills: listening, reading, writing, and speaking. Apart from that, the colorful representation of a topic makes a learner's learning everlasting and effective.
5. The teachers agreed on the note that the teacher-student interaction in the classroom is also important because interaction creates a two-way communication between the teacher and the students. An interaction encourages a student to share his problems in understanding, and a teacher to observe the progress in his student's learning.
6. Most teachers prefer digital materials over traditional materials to ensure a more effective language learning of the primary level students. Digital material makes the teachers teach more interestingly as well as the learners learn more enthusiastically.

7. The roles of materials and teacher-student interactional pattern equally robust a student's language learning because without attractive materials, the teacher will not be able to draw and retain the students' attention.
8. The materials that facilitate the students with interest, are more effective in the interaction between the teachers and their students. The learning process of the students gets accelerated with the help of interesting materials.

Chapter Seven: Limitations

There are few limitations that has been raised while conducting this research. These are as follows:

- 1. Small Sample Size:** As I have conducted a qualitative research by interviewing only 6 participants, the sample size has been small. This sample should be consisting of more teachers who teach through online. Hence, further research should be conducted through including a larger group to examine the effective roles of materials and teacher-student interactional pattern in an online classroom.
- 2. Concern of Privacy:** The interviewees were teachers and they were concerned about proving themselves inefficient and revealing their weakness if they provide the researcher with the actual response. However, they have been assured by the researcher about their privacy and the research has been continued accordingly.
- 3. Asymmetric Information:** The participants of the study belong to the selective English medium schools of Dhaka. Therefore, their opinion cannot be generalized and claimed as the true picture of the country.
- 4. Time Constrain:** Conducting this research within three months was challenging. As I have been provided with only three months to conduct this study, sometimes it got difficult to manage the workload keeping the time limit in mind.
- 5. Specific Target Group:** Keeping the concern of the age limit of the students (6-8 years), the researcher had to interview only the teachers of the primary level. The response of the students had to be overlooked because of their lack of experience and expertise on the subject as well as the authenticity of information as a factor in the research.

Chapter Eight: Conclusion

Teaching and learning are two integral parts of education that are incomplete without each other. A successful teaching can never be ensured without an effective learning, and vice versa. Hence, the materials and teacher-student interactional pattern play equal essential roles to ensure an effective teaching as well as learning. The attractive materials will help the students concentrate in the classroom with more interest, thus they can interact actively in the classroom with their teacher. Such interaction will ensure an active and effective learning in the classroom for the students. This will also help the teachers observe the progress in their students' English language learning. Kourgiantakis et al. (2019) stated that, students get encouraged to perform actively in classroom if they find the materials interesting and their teacher interacts with them actively. They will also learn to adapt to self-assessments and self-learning if they are helped with immediate feedbacks through interaction with their teacher in the classroom. This paper has tried to portray the point of view of the teachers in terms of ensuring a better teaching from their sides towards their students. The interaction between teachers and their students will provide a clear knowledge to the students on the language. Besides, an interaction ensures a linguistic practice between the teacher and their students. Moreover, visual aid will work as effective materials to keep the students interested in learning and eager to communicate with their teacher in the online classroom. More exploration on this topic will help to bring more information on the challenges faced by the teachers and students, and the effective roles of materials and teacher-student interaction in the online classroom as solutions.

Part: 02**Chapter Nine: My Teaching Philosophy**

Teaching philosophy can be defined as one's point of view that expresses their principles and beliefs about teaching. To me, teaching has always been a noble profession since ages as this is a method of enlightening one by passing the acquired knowledge. It makes the learning process smooth and structured through which a learner can learn a particular topic under the guidance of an expert. Teaching philosophy reflects the beliefs and ideologies of a teacher about teaching and learning to ensure a progress in the learning of the learners. The progress of the learners reflects the ultimate success of the teacher's teaching. To be more precise, teaching philosophy is one's personal understanding about teaching and learning that introduces a teacher to their learners.

I have always been enthusiastic about being a teacher since I was a student of the primary level. I used to play with my stuffed toys at home by making those my students while I played the role of a teacher. My mother used to buy me white chalks and I made our bedroom doors the board and write on them as if I was the teacher and my toys were my students. This is how my passion to become a teacher has begun. Since those days till now, I have always pictured myself as a teacher. Apart from that, I am always self-assured in giving presentations and giving an impromptu speech has never been daunting for me. I have earned a lot of admirations from my respected teachers about my presentations and they have always complimented me of having the potential to be a teacher. Hence, such compliments have always inspired me and pushed me a step ahead to pursue teaching as a career to make my dream come true.

As a teacher, I would have some preferences regarding the classroom set-up and atmosphere. For instance, I would prefer a classroom that consists of 30-35 students. I would prefer using a white board, powerpoint slides, and videos as my teaching materials for the students. Along with these, I would use books as an essential material for the class. As this generation has been profoundly known to the meme culture, I would try to make memes and use them in the class that can be relatable to the students about their learning topic (I will be aware that such memes will not be offensive towards anyone). I would arrange a circular sitting arrangement in the classroom so that there can be an active discussion among the students and I will also participate in the discussion with them.

I believe in being a facilitator besides being a teacher so that my students will not be intimidated by me. I want my students to learn through their own enthusiasm and this learning will be everlasting for them according to my belief. I want to be friendly with my students so that they can come to me and share their problems and flaws in learning. However, I know that being too much friendly may make the students forget about the basic boundaries that are much needed between a teacher and the students. Keeping that in mind, I will maintain a healthy teacher-student interactive relationship with my students so that they get motivated to learn from me as effectively as possible. The performance of my students in the class will not impact my behavior towards them. I will maintain transparency and lenience towards them in my classroom.

I always prefer a lenient yet effective way of teaching in the classroom. First of all, I would like to get the students acquainted with the topic by keeping in my mind that not all the students have the same cognitive ability. Apart from that, it is normal that everyone will not understand a topic uniformly. So, I will keep the doors open for the students to ask questions and I would repeat the topic again and again until they understand it. I will keep consultation hours for my students so that they can come to me even after or before the class. Along with that, I will keep the inactive students in my supervision and provide them extra tuition to improvise their learning. I would also ask the students for their suggestion so that I can teach them according to their ease and make sure my teaching could help them learn.

As a teacher, one of my duties is to make my students autonomous learners. I should have some positive motivation for their learning improvement and making sure they are self-motivated to learn. To ensure this, I have to take some initiatives that will not be too much pressurizing for my students but will ensure the goals of my teaching. For example, I would inform the students about an opportunity that I would recognize the most active and participative student(s) of the term and reward them. I would announce this in the beginning of the term and observe every student throughout the whole term. After identifying the deserving students, I would reward them with books in front of the whole class at the end of the term. This will encourage them to be eager to learn as well as to be participative in the class. On the other hand, I would try to encourage the less active students to participate and appreciate their participation so that they find the motivation to participate and learn by themselves.

In my class, I would prefer some fun activities that will keep the students interested to engage themselves in the assessments prominently. For example, I would assign the students in group tasks more than individual tasks. I would divide the students in certain groups and give them open book assignments, quizzes, and classwork as their in-class activities. This will enable the students to nurture their creative writing skills and the discussion among them will enhance their communication skills. I would try to arrange a debate competition by assigning two groups to do presentations on a single argumentative topic and this will make the learning more fun than the mainstream learning and reduce their fright of speaking spontaneously. Besides, I would take mid-term and final exams that will be the testimony of their learning progress in my classroom.

Chapter Ten: Classroom Observations

There are three classroom observations presented in this paper under three different criteria. The observations have been created according to the questions mentioned below.

Questions for classroom observation:

1. What were the learning objectives?
2. What was the goal of the lesson?
3. Who were the target group of learners?
4. What language skills were emphasized?
5. How was the teacher student interactional pattern?
6. What was the role of the teacher?
7. What was the role of the first language (L1)?
8. How was the time management?

Classroom Observation 1

(Lesson on English Spelling)

The classroom observation is based on the students of class 1 of Lakehead Grammar School. The students are divided into two different sections. One is the boys section that consists of 16 students and another is the girls section that consists of 26 students. So, they have 42 students in total in class 1. The students of class 1 are approximately 6-8 years old. The classes have 40 minutes duration and the students are learning English as their second language. However they do not use any kind of native language that is Bengali in the classes.

The learning process aims at familiarizing the students with the old words. To be more precise, the students will be introduced with the words that have the sound “old” in it such as gold, sold, told, and many more. Apart from that, the students will be taught to add “er” at the end of each old words. First, the teacher told the students to bring out their spelling books and asked them to open the required pages of the book. As this is an online classroom setting, the whole teaching and learning process will be conducted through online. Hence, the teacher used a Powerpoint slide with the students and explained the meanings of each words as well as taught them how to spell the words. The students were encouraged by the teacher to bring up with some other words that

rhyme with the given key words. This was the teacher's activity in the class. After that, the students' activity started as the teacher asked the students to guess the pictures from the slides and to spell them. Apart from that, the students were assigned to write the spelling of the words on their exercise copies. For example, there was an image of gold in one slide and the students had to guess the word, spell it, and write it down in their exercise copies. This was the students' activity and then the teacher discussed the answers with the students at the end of the class and gave them a homework on the same topic. As spelling is the main focus of the class, the teacher helped the students to learn spellings of certain words, bring up with new words, and understand the meanings of the words. The language skills that were given importance were listening, reading, speaking, and writing. The words were spoken by the teacher first, and then the students repeated the words after their teacher. The student-teacher interaction was prominently taken over by the teacher as the teacher spoke mostly in the class and asked the students to participate by mentioning their names. The students received enough appreciation from the teacher after their participation and were corrected instantly if they were wrong. The only language used in the classroom was English and both teacher and students used this single language to interact with each other. The class duration was exactly 40 minutes as there were two other class teachers who kept reminding the course teacher about the time. Hence, the time management was efficiently maintained and there were various activities in the class within this period of time.

Classroom Observation 2

(Lesson on English Grammar)

The classroom observation is based on the students of class 1 of Lakehead Grammar School. There are two different sections of boys and girls of class 1. The boys' section consists of 16 students and the girls' section consists of 26 students. Hence there are total 42 students in total and the students are approximately 6-8 years old. The class duration was 40 minutes. The students were taught English as a secondary language. There were no use of native language during the whole time and both the teacher and students used only English as their mode of communication.

The goal of the lesson was to introduce students with proper noun and common noun. To be more precise, the lesson's main objective is to get the students acquainted with noun and two of its

classifications: proper noun and common noun. Apart from that, the goal of the lesson was to enable the students to identify proper noun and common noun. In the first 5 minutes of the class, the teacher asked the students to say some names of anything. When the students told names of a few things, the teacher told them that noun is basically names of anything. After telling the students the definition of noun, the teacher showed the students a video on proper noun and common noun from youtube. After the video had ended, the teacher started to explain to the students that there are two types of nouns and their differences from each other. The teacher mentioned that proper nouns are the names of specific things and always start with capital letters even if they are in the middle of a sentence. Then the teacher showed the students the definition of proper noun on the screen. The students activity started when the teacher said some names, asked the students which noun they thought this was, and the students participated by answering to the questions. Then the teacher assigned the students with some written works by asking them to do the exercises mentioned in the book. Before getting the students engaged with the tasks, the teacher instructed the students very vividly on how to answer the questions and repeated the instructions twice. The teacher-student interaction was apparently active in the classroom as the students responded every time the teacher asked them any questions. The teacher immediately corrected the students' mistakes if they answered to her questions wrong. Apart from that, the students also asked few questions to the teacher and the teacher responded politely to their questions. However, the teacher was more active in the interaction as she had to teach and make the topic understandable to her students. The language skills that have been emphasized in the lesson were reading and writing as the students had to practice the exercises on their classwork copies. Besides, their speaking and listening skills were also given importance some times in during the lesson. The class duration was maintained properly as there were two class teachers present to observe the classroom management.

Classroom Observation 3

(Class Test)

This classroom observation is based on the students of class 1 of Lakehead Grammar School and the students are mostly 6-8 years old. There are total 42 students divided into two different sections

of boys and girls. The boys' section has 16 students and the girls' section has 26 students. There are two class teachers to monitor the entire classroom management and the students. The classes are taken through online and the class duration was 40 minutes. English is taught as a secondary language in the classroom and there were no use of native language during the whole time of the class. Hence, the only language of communication between the teacher and the students was English.

The aim of the course teacher was to take a class test of the students to examine the learning progress of the students. To be more precise, the teacher wanted to evaluate how much her students have learned about the topic she taught, and the topic was verb. Therefore, the teacher arranged a class test on verb for the students. The teacher instructed the students about the rules of the test twice in the beginning of the class. This was the role of the teacher in the class. However, the teacher student interactional pattern totally failed as the questions were prepared with Google form. Apart from that, the students were apparently not known to the name and use of Google form as they are only in class 1. As a result, the students were completely unable to understand how to open the Google form link and they could not find the questions. Hence, the students started panicking and the whole classroom management got messed up. The teacher repeated the instructions again but the students could not understand because it is too difficult for a student of class 1 to understand the use of Google form. The class teachers also tried to help the course teacher instruct the students but only 2-3 students could open the form finally and answer the questions. As this was a class test, the language skills that were emphasized were reading and writing. The role of the teacher was more prominent in the class as she was instructing the students about the exam. The students were trying to follow the instructions although only a few of them could open the Google form and the majority failed to do so. The class teachers had to instruct the students in Bengali with a view to make the students understand how to open the form but it also could not help the students. So, there was a partial role of the First Language in the classroom. The learning objective of that class did not match because the teacher had to reschedule the class test. Besides, the teacher had to prepare the exam questions in slides because the students find it easier and more convenient for them. The time management was well maintained by the class teachers because the class did not take more or less than 40 minutes.

Chapter Eleven: Sample Lesson Plan

Number of Students: 26

Age: 6-8 years

Duration of Class: 40 minutes

Language Background: Homogeneous

Learners' Level: Primary

Lesson Focus: Grammar (Preposition)

Aims:

- To get the students introduced with preposition.
- To teach the students how to implement preposition in a sentence.

Objectives:

- By the end of the lesson, the learners will understand the definition and use of preposition.
- Learners will watch videos on preposition projected by the teacher in the class.
- Teacher will interact with the learners by showing them pictures and asking them questions to retain the learners' attention in the class.
- Learners will be able to use preposition as the "position words" in a sentence.
- Learners will practice some exercises on preposition that will ensure an effective development in their learning.

Apart from that, during the whole class the teacher will communicate with her students that will ensure a development in their listening and speaking skills.

Time	Stage	Aim	Teacher's Activity	Students' Activity	Interaction	Materials
8:30-8:35	Greetings	To have an introduction with the students and make them comfortable in the class through a conversation.	The teacher will greet with the students, introduce herself to the students, and ask the students about themselves to break the tension in the classroom.	The students will listen to their teacher while she introduces herself. Then they will answer to their teacher's questions and introduce themselves accordingly.	Teacher-Student	N/A
8:35-8:40	Warm-up	To get the students prepared to be introduced with the topic they are being taught.	The teacher will randomly ask the students if they can guess what they are going to learn about today. Then the teacher will ask the students if	The students will answer the questions asked by their teacher. Some students will give some	Teacher-Student	PowerPoint Slides.

			they know what preposition is. For example, “Can anyone tell me what a preposition is?”, “Who can give me an example of a preposition?” The teacher may also call the students by names and ask them to give examples of preposition.	examples of prepositions whom the teacher asked, some may deny if they do not know of any example.		
8:40-8:55	Listening and Speaking	To introduce the students with preposition, and its appropriate use in a sentence	(1)The teacher will present a lesson on preposition in front of the students and teach them the definition and use of preposition in a sentence.	(1)The students will listen to their teacher carefully and watch the slides presented by the teacher.	(1)Teacher	PowerPoint slides, Youtube videos, Grammar Book, live props.

			(2)The teacher will also show the scanned pictures from the grammar book and use live props to make the topic understandable to the students. The teacher will tell the students the page number to help them find the topic.	(2)The students will find the pages in their grammar book and listen to their teacher.	(2)Teacher	
			(3) The teacher will play a video on preposition and discuss it with the students.	(3)The students will watch the video attentively and participate in the discussion	(3)Teacher-Student	

				with their teacher.		
8:55-9:05	Writing and practice	To practice the exercises given in the book to develop the understanding of preposition and its use in a sentence.	The teacher will assign the students with some exercises extracted from the grammar book. The teacher will tell the students to ask her if they find difficulty in understanding anything. The teacher will supervise if the students are practicing the exercises accordingly	The students will practice the exercises and ask the teacher if they face any difficulty in understanding a topic or a question.	Teacher-Student	English Grammar Book, PowerPoint, and students' classwork copy.
9:05-9.10	Evaluation and feedback	Evaluating the performance of the students to see if the objectives	(1)The teacher will evaluate the students' exercises in their copies and ask those to complete the	(1)The students will clarify their answers with their teacher and mark their	(1)Teacher-Student	Powerpoint slides.

		of learning have been achieved	exercises who could not finish the task on time. (2)The teacher will also provide the students with homework and ask them to submit the homework in the Google classroom.	scripts accordingly. Then they will submit the scanned copies in the google classroom.	(2)Teacher	
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Chapter Twelve: My E-Portfolio

The link to my electronic portfolio is given below.

<https://sites.google.com/ulab.edu.bd/rokiyas-e-portfolio/home>

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