

Interactive teaching and problems in perspective of Bangladesh

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Abstract: *The present approach of English language teaching throughout the world is communicative. CLT is one of the techniques that require interactive classroom activities with the amalgamation of the four language skills of reading, writing, listening and speaking. This article presents an overview of interactive teaching and its difficulties in context of Bangladesh. Interactive learning means acquiring information through practically, interactive means. The opposite of interactive learning is unreceptive learning, which is merely observing a learning route or just listening to information. The interactive classroom is fast becoming the medium in the educational institutions. The incorporated 21st century interactive classroom is an appealing and modified learning environment intended to optimize teaching and learning through the consistent use of mobile computing, audio, visual and influential assessment technologies across the program.*

Keywords: *Activities, Classroom, Interactive, Motivate, Teaching, Technology*

I. Introduction

The need of interactive teaching is beyond description in the present teaching methodology. It helps the students to develop their skills as well as the teacher can ensure quality teaching in the classroom and make the students involve in the learning process.

“Interaction is the collaborative exchange of thoughts, feeling or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to ‘negotiate’ meaning or simply stated ,to get an idea out of one person’s head and into the head of another person and vice-versa” (Brown 165) .

As interactive teaching has become an important tool in classroom teaching, but to make it a successful teaching process, there are a lot of restrain that we need to surmount in the context of Bangladesh. This article will give an understanding of the problems of interactive teaching according to the Bangladeshi context and will also give suggestion how to overcome these restrain of interactive teaching and making the learning process exciting rather than mind-numbing. Interactive teaching helps the learner to develop their thinking ability and show their creativeness. This paper also presents the methods of interactive teaching so that the instructor can apply these methods in their classroom and motivate the students to learn in the classroom.

II. Methods of interactive teaching

Students learn through their active involvement in the realization of knowledge by gathering information and processing it by solving problems and finding out what they have discovered. Each activity below provides students with opportunities to enrich their knowledge by applying concepts and discover the horizon of new knowledge and many of these activities also present the instructor feedback about the students’ learning.

2.1 Free writing

These are activities that prompt students to write a response to an open question and can be done at any time during a class. Writing activities are usually 1-2 minutes, and can focus on key questions and ideas or ask students to make predictions. These activities give the students the chance to organize their own view, or can be collected by the teacher to gain response from the students. Advantages include developing students’ abilities to think holistically and seriously and improving their writing skills.

2.2 Ice Breakers

Ice- Breakers help the students to develop an interaction and try to interact to each other and give confidence in classroom interactions. This type of activity is useful for the students who have enter in new semester; for example asking students to introduce themselves to each other and what they would like to study in the course.

2.3 Think –Pair- share

This type of activity first ask students to consider a question on their own and then the students are provided a chance to discuss it in pairs .The accomplishment of these activities depends on the nature of the

questions provided. This activity works best with those questions that encourage deeper thinking, problem solving and important analysis.

2.4 Case studies and problem-based learning

Case studies are that type activity that learned in a class and apply it in our real life situation. This type of activity offered problem-solving that may be links to course readings or source materials which may be discussed by groups of students or the entire class. Case studies are helpful to the students if the questions are presented orderly so that students can get additional information as the case disclose and give the students the opportunity to analyze or assess the situation.

Problem –based learning activities are similar to case studies but this type of activity focus on quantitative problems. These types of activity provide the students with a deeper learning prospect.

Both the problem –based learning and the case studies give the learner opportunity to develop the learner problem solving and decision skills, develop students’ critical thinking skills and encourage critical reflection on their own like the reflective teaching.

2.5 Debate

Engaging in mutual discussion and argumentation enhances student’s abstract understandings and refines their logical abilities. Make teams and give the team enough time to prepare and put them into argument with a team focused on representing a contrasting viewpoint.

2.6 Role play or interview

Role play is one of the important activities in interactive teaching. Students of the class take part of historical figures, authors or other characters and must interact from their perspective. This helps them to develop their communicative skills which he can apply in real life situation.

2.7 Jigsaw

A jigsaw is a supportive active learning exercise where students are grouped into teams to solve a problem or analyze a reading. These are done in two ways- either each team works on completing a different portion of the assignment and then contributes their knowledge to the class as a whole, or within each group, one student is assigned to a portion of the assignment. In a jigsaw the activity must be divided into several equal parts, each of which is necessary to solving a problem or answering a question.

III. Purpose of interactive teaching

- a) Focus on learner
- b) Communicative competence
- c) Language teaching is based on a view of language as communication.
- d) Culture is recognized as instrumental in shaping speakers communicative competence
- e) No single methodology or fixed set of techniques is prescribed.
- f) Students are the active learner rather than passive.
- g) Students gain knowledge that they can apply in the real life situation.

IV. Problems of interactive teaching in Bangladesh

As interactive teaching deals with a combination of method and technology, it is quite difficult to make a proper implementation in our education system. Bangladesh is a developing country. Most of the people live in rural area. 80 percent of the total population lives in its 86,000 villages. Table 1 gives a summary of some key demographic indicators in the Bangladesh.

General Statistics	Bangladesh
Total Populations	141.82 million
GNI per capita	1 870 US
GDP per capita	1 700 US
Population below poverty line	45% (2004)
Population living below 1 \$ per day	36.03 %
Literacy rate	56%
Population growth rate	1.91 % (2005)
Enrollment ratio primary school	88.9 % (2000)
Enrollment ratio Secondary school	42.7 % (2000)

In Bangladesh the expansion of primary education is crucial, just as it other developing nations within south Asia and beyond. Bangladesh's low literacy rate of 39% is one of the many low development indicators that remind us how far our nation has yet to go in its detection of sustainable development.

As interactive teaching is a method of communicative language teaching and CLT refers to both method and goals of classroom learning. A collection of role plays exercise, games and other communicative activities was developed subsequently for inclusion in the adaption of the French CREDIF materials. The accompanying guide (savignon1974) described their purpose as that of connecting learners in the experience of communication. Teachers are encouraged to give learners activities and this would help them participate in the negotiation of meaning. But there are a lot of hindrances in interactive teaching in Bangladesh. These are:

- a) The responsible administrator of an educational institution might prefer 'a traditional whole-class methodology'(Brown 179) of ELT in the name of maintenance of discipline in which language teaching is teacher-oriented and the students are the quite receivers of the teacher's deliverance.
- b) The traditional method of ideal teaching might impede the Bangladeshi teachers to stuff an interactive and integrative class which experts students' silent submissiveness during the class while receiving the teacher's lecture-based instructions in 'orderly fashion speaking only when spoken to by the teacher' (Brown179)
- C) The classroom size of Bangladesh is not large but the number of students is vast. Therefore, when a teacher attempts to segregate such a large class into groups it ultimately gives supervisory difficulties. It will not only create difficulties to manage the class but also it will make difficulties in monitoring the pair or group activities and we cannot attain our desired goal which is to make sure the importance of meaningful, purposeful language and communication, which in turn will help the students to discover their creativity.
- d) In a large class it will not only create monitoring problems but also erroneous dealing of the student –errors should be added. In a large class 'students will simply reinforce each other's errors (Brown181) where the teacher gets bare chances of correcting them being the victims of the other adverse administrative and managerial circumstances.
- e) Sometimes students' behaviors also object the interactive and integrative management of an ELT classroom. Teenaged students could be 'unruly' (Brown-179) being in the liberty of pair and group activities 'Where discipline is the major issue.'" (Brown 179)

The following solutions can be taken against the just highlighted barriers of the Bangladeshi teachers in increasing the comprising of interaction and integration of the four skills in the ELT classrooms:

- a) The teacher can convince the own institution to make the the classroom suitable for processing various group and pair activities.
- b) In dealing with the L1 interference in the classroom the teacher should be culturally and emotionally lenient and responsive.
- c) The teacher should be affectingly and sympathetically discreet and subtle in handling the students' individual styles of learning the target language.

V. Recommendations

As interactive teaching in classroom means the integration of the four language skills that is reading, writing, listening and speaking.

The teaching of speaking in the language classroom is often apparent as a very difficult task for both the teacher and the students. Due to minimum exposure to the target language and contact with local speakers, adult EFL learners in general are relatively poor at speaking.

Richard-Amato (2003-210) supported the use of music and poetry, noting that 'chants, music, and poetry' allow learners 'to internalize chunks of language allowing them to take part in social situations early on.

Tickoo (2003) proposed that teachers 'employ ways which make it possible for learners to work with text in real ways' and use authentic materials that are commonly found' (Tickoo, 2003: 130) in the students' environment and show how these are 'related to something' ensuring that 'students associate with that learning and think about what they are learning' (Richard- Amato) (2003:180)

Students can involved in pair or group interviews or use questionnaires to gather information from outside the educational setting from the 'real world' and use the information to put together a joint informative report, or the data collected can become the basis of a group composition or an oral presentation .(Harmer 2001; 274)

The teachers should play the role of facilitator and catalyst rather than that of source of knowledge, and students should be confident to take charge of their own learning, thus creating an environment of learner independence. Teaching methodology should focus on areas of importance; methodologies such as group work role play, real life simulations should be included so that a 'learner autonomous environment will be promoted. Teaching materials must be reliable and relevant to the needs of the students.

VI. Conclusion

The present sketchy essay is in fact meditation over some presumed barriers and their corresponding solutions that Bangladeshi ELT teachers might face ultimately need in beginning intensified interaction with the integration of the four skills to make their classes successful issues of CLT. The aim of the tools described in this paper is to enable students and teachers to explore some of the issues associated with interactive teaching, to promote spontaneous understanding of the concepts involved. There is lots of problem in interactive teaching in Bangladesh for lack of logistics support in spite of that we can make it successful means of teaching by our own effort and energetic participation of students.

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