



How Can We Improve the Quality of the Interactive Classroom Learning Environment in Class VI Students?

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This research is basically focused on how to improve classroom interaction in Bhutanese classroom. Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learners to be competent enough to think critically and share their views among their peers. It is based on the notion that classroom interaction plays vital role in enhancing effective teaching and learning, improve academic performance, moreover to make learning atmosphere lively. Constructive teaching method, use of technology in the classroom, assessment and evaluation are some of the methods used to see the findings of the study. There was a time when the traditional approach of teaching was adopted by most of the teachers, where the learner used to be dependent only on the lecture delivered by the teacher. They were not exposed to enough practice of speaking on their own and hence the interaction among the students in the classroom was almost absent. But as the education system changed with time so have the teaching methods. The education system now demands more student interaction rather than just listening to the instructor. Hence Classroom Interaction is very essential in today's education system. There have been some researches done in the context of Bhutan. Nevertheless, on order to contextualize the discussion to

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the Bhutanese audience, the author has reviewed a few research studies done in the context of particular school.

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learners to be competent enough to think critically and share their views among their peers.

Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communication. It tells how the students have interaction among them and teacher even with the whole class. This study aims to give the teacher some suggestions to achieve classroom interaction in the teaching and learning process. It offers some strategies to improve the interaction in the classroom. Several studies show that classroom interaction is important in the teaching-learning process. Some studies show that the students' interaction happens in the classroom. By using classroom interaction, the students are more active in the learning process. The result of the study concludes that classroom interaction has an important role in the teaching and learning process.

The purpose of this study is how to improve the quality of interactive classroom learning for the student's academic achievement and learning outcomes. The teachers play an important role in imparting a student's learning and creating quality classroom interaction. An interactive classroom learning environment is considered as one of the effective methods of learning which help the students learning process. Teachers' main role is to design and plan his/her lesson in such way that students love sharing their learning with other because all learning development takes place in classrooms. As a teacher, we must carefully examine all the factors in mind which will help to enhance the students learning outcome. A warm and homely classroom environment improves academic performance, learning outcome, and a sense of pride and belonging of the students and as well the teachers.

"A good teacher is like a candle, it consumes itself to light the way for others". Mustafa Kamal Atatürk. A Teacher plays a very important role and depending upon the teacher for student learning and academic achievement. As a teacher, teaching and learning is an important process, good teaching methods, strategic, Active involvement in learning, Interaction techniques, and a conducive environment will help students to learn things more rapidly. There was a time when the traditional approach of teaching was adopted by most of the teachers, where the learner used to be dependent only on the lecture delivered by the teacher. They were not exposed to enough practice of speaking on their own and hence the interaction among the students in the classroom was almost absent. But as the education system changed with time so have the teaching methods. The education system now demands more student interaction rather than just listening to the instructor. Hence Classroom Interaction is very essential in today's education system.

This study was carried out with class VI students and teachers of Balam/Ngatshang primary schools under the Mongar district. The research is design for a qualitative research approach. Participants will consist of 10 students and 6 teachers. Qualitative data will be collected through semi-structured interviews, observations, and descriptive. The interviews will be video record and transcribe. Data collected will be analyzed and present in descriptive form.

Keywords: Academic achievement; classroom; interaction; teaching; learning outcome; reinforcement; active involvement; teacher's attitude.

1. INTRODUCTION

The linkage between students' classroom participations and their academic achievement is undeniable [1]. Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in the class. Interaction between teacher and students are essential in the classroom activities, it helps the teaching and learning process run smoothly. When the teacher and students, and students

and students' interactions happen, the instruction will reach the target. The gap between teachers and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process.

Ellis [2] stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication

breakdowns. Moreover, Brown [3] stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their communicative abilities and socially, constructing their identities through collaboration and negotiation.

According to Goodman [4] learning is the process of interaction among learners, between learners and teachers, and learning source in the learning environment. So because of it, classroom interaction is needed. By interacting with other learners and the teacher, learners will increase their language skills and social skill. It is an important role of the teacher to make the teaching and learning process by designing the plan well.

Intention of selecting this topic, the classroom interactive learning environment of sixth graders, since students do not seem to interact in the classes, although the importance of classroom interaction is incredibly essential in learning, it is given the least attention. In 2016 Education Ministry of Bhutan provided Professional development programs for all the teachers on Transformative Pedagogies to incorporate new strategies to improve classroom interaction especially in the classes.

Classroom interaction has many benefits, it helps the learners to identify their learning methods, it helps to develop critical thinkers, it stimulates students' interest in learning and it also helps at probing into the learner's prior learning ability and his way of conceptualizing facts and ideas. Now we know the importance of classroom interaction, we want to come up with new strategies and activities to enhance classroom interaction.

1.1 Objectives

The broad idea of conducting this study to help educators and stakeholders to:

- Help the learners to identify their learning methods.
- Guide the learners to communicate with their peers easily.
- Help learners to come face to face with various types of interaction.
- Aiming at meaningful communication among the students in their target language.

- Create an interactive classroom where students get ample opportunity to interact with each other and their teacher.

1.2 Significance

This research is carried out to recognize and overcome the difficulties faced by the students in interacting in the classroom. This question will be geared towards finding out the strategies to improve classroom interaction. The research might help teachers in the field to come up with different strategies to let students participate in the class to enhance their learning. The interactive classroom learning environment can boost classroom teaching techniques, instructional strategies, and classroom management strategies. Students' academic achievement is improving and by doing this research; it can help those teachers who are facing similar problems. There will be opportunities to conduct seminars and workshops relating to the particular research topic and as well, be able to come up with solutions to address this problem. These solutions would benefit in creating an interactive classroom for all the Bhutanese students. It would solve the problem that students faced when they do not interact. It will become aware of the learning taking place because as students get interactive they will speak up, then they will raise their doubts and confusion. It is through these interactive sessions that the teacher can extract responses from learners and motivate them to come out with new ideas related to the topic, thus building student's interest in learning and this would help in effective teaching and learning. The Ministry of education can also use this research to curb similar problems.

1.3 Situation Analysis

According to Zimmerman [5], "It is an interactive, Trainer-led approach where the Trainer and the student meet in a classroom for a specific duration of time in a common location."

Although each individual has his/her preferred method of learning, trainer-led classroom training is widely accepted as the best option to learn knowledge and skills. Trainer-led classroom training benefits from multidimensional learning—including presentation, demonstration, and practice.

We are teaching Social Studies to the 6th-grade students in Balam and Ngatshang Primary

School, Mongar district. Learning or transferring of knowledge mostly occurs in the classroom. After witnessing no interactive classroom learning environments by the students and mostly teacher center classroom learning. Hence, the topic is being chosen on "How to enhance the interactive classroom learning environment." In the classroom, interacting and collaboration with students were not effective and it is challenging for us to improve classroom learning. Managing the classroom environment, time and discipline was also problematic for us and then fostering a positive relationship with families and community for the teaching and learning process. Then, in the teaching session, students do not focus seriously on the subject matter. There are a lot of distractions like daydreaming, looking around the room, talking to a friend, passing notes, and dozing. So, this situation compelled researchers to carry out this research.

There are lots of problems arising in the classroom because we could not use different motivational strategies for girls and boys. Our facial expression is always serious and could not add humour to student interaction. There are no classroom corners and integrating technology in the classroom. The location of the classroom was not appropriate. Students did not get chance to work in groups, interact, and discuss and now they lack the competence in classroom participation. Insufficient teaching and learning materials for visual, aural, reading, writing, and listening purposes made the classroom learning environment physically and psychologically unsound.

Being the teachers, one must create an effective classroom learning environment. But our classroom learning was ineffective and as a result, students lose interest in studies, and eventually, their academic performance has dropped drastically. The management body in the school and the parents of the children questioned us about the consequence. Even the district Education office warned us of the bad performance in the school. So this bothered a lot, want to find the solution to these problems.

1.4 Competence

Teacher-researcher I

The researcher graduated with a B.Ed (primary general) from Samtshé College of Education. He has 24 years of experience in teaching primary

classes. He has been teaching social studies class VI for five years. His disposition towards learning from research enabled him to carry out action research. He carried the various activities during his training in the College.

Teacher-researcher II

He has an M.Ed in Educational leadership and management program from Paro College of Education. He has 22 years of experience in teaching primary classes. He has been teaching social studies class VI for four years. He carried the action research during his B.Ed and M.Ed programs in the colleges.

1.5 Critical Friend

The critical friend to the researchers is Mr. Kinzang Wangdi, Principal of Bagging Primary school. He has M.Ed in Educational Leadership and Management from Acharya Nagarjuna University, India. He has 24 years of experience in teaching primary classes. He knows AR as he attended a research module during his training at Samtshé College of Education.

2. LITERATURE REVIEW

Literature review means locating and summarizing the studies about a topic [6]. It is an account of what has already been published on the topic by scholars and researchers. The topic that we want to review in the literature is 'improving classroom learning. Although each individual has his/her preferred method of learning, classroom learning is widely accepted as the best option to learn knowledge and skills. Classroom learning benefits from multidimensional learning including presentation, demonstration, and practice.

Improving classroom learning particularly in Bhutan became the crucial factor affecting student's academic achievement. The education system being relatively young in Bhutan, studies in this area are rare. Even though the education system is just beginning to understand the concept and significance of the research, some promising progress has been already made.

Many researchers [7,8] did research on classroom learning, which is related to their context. It does not apply to our country. The previous researchers did not focus directly on classroom learning instead they did research separately about management, discipline, or

classroom settings. This faces difficulties for others to refer to varieties of books. For instance, if somebody wants to enhance classroom learning, they have to refer to many books, which consume lots of time and money. So, to make the work easy, we are doing this research for sixth graders and it seems to have a really difficult time interacting with one another during teaching. For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their views and opinions and to develop their oral fluency and accuracy which are very essential for success of communication. Classroom Interaction then is necessary and useful as an educational strategy to enhance learning (Allan, 2009).

Although there are various researches on this topic, the need to do it again in the place where we teach is felt essential. This is because the researches carried out a long time back. Moreover, it is not necessary that the research carried out in the western context would work in our Bhutanese context.

Allwright and Bailey [9] stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). As of now most of the Bhutanese students never ask questions and respond to the teachers, so the learning outcomes of the students depend upon the classroom interaction during teaching and learning in the school.

2.1 Research Question

How can we improve the quality of classroom interaction for the student's academic achievement and learning outcomes?

2.2 Base-Line Data Analysis Report

This section provides a detailed account of how we have collected baseline data and making improvements in this action research. In the 2nd week of March, we have collected base-line data. A total of 40 students of class six (two section) from two different schools and 10 teachers (5 males and 5 females) teaching the different subject in that particular class were involved in this action research.

Base-line data gathering activity was conducted in order to understand the trends of classroom participation in class six. A very first thing we

have done is we just merely observe the student while teacher taught. After that, we jot down different types of the student that are interacting while the lesson is being taught. We also observed types of teaching strategies, teaching materials and reinforcement used by the teacher. So, in the next session we provided a survey questionnaire to all the students in the class just to find out the reason why they are not interacting in the class. And the following form is the sample of our questionnaire.

Following are the transcript interviews made to the selected subject teacher.

Teacher 1 refers to (T.1), teacher 2(T.2), teacher 3(T.3).

1. What is classroom interaction?

T 1 responded: classroom interactions may be interacting between teachers - learners, learners - teachers and learners - learners.

T 2 responded: Interaction between teacher and students and among the students in classroom teaching learning process.

T 3 responded: interaction between teacher and learner

2. What kind of strategies you used in making your class interactive and lively?

Teacher 1 responded: cooperative learning strategy

Teacher 2 responded: Inquiry based instructions, use of ICT technologies, and differentiated classroom instructions.

Teacher 3 responded: we can make the classroom active and lively by following:

- Create classroom games.
- Give students choice
- Use technology

3. How can we improve classroom instructions?

Teacher 1 responded: I think by creating a welcoming learning environment and making students feel comfortable and important.

Teacher 2 responded: Through learning about the learners' background history, learning skills and knowledge. Creating child friendly learning atmosphere and providing positive feedbacks and encouragements

Teacher 3 responded: incorporate mystery into your lesson. Don't repeat classroom materials. Relate materials to your student's life.

4. What challenge you to make students interact?

Teacher 1 responded: I think personal mindsets of individual learners.

Teacher 2 responded: The medium of instruction being the second language is very challenging task in making students interact each other.

Teacher 3 responded: I think challenges are:

- Minimal personal time.
- Lack of resources.
- Arguments and students' excuses.

5. What is your reaction when student hardly interact?

Teacher 1 responded: I use different method of learning strategies.

Teacher 2 responded: Provide enough time and prompt when they face hardship during interactions.

Teacher 3 responded: I ignore the small behavior problems, be reflective and focus on relationship.

6. What are the factors do you think affects classroom interaction?

Teacher 1 responded: maybe fix mindsets, lack of confident, fear and linguistic could be the reason that student are less interactive in the class.

Teacher 2 responded: I think it is because of many reason like medium of language, listening and speaking skills, classroom size, fear, and socio-cultural factor.

Teacher 3 responded: the factors that affect interaction in the classroom are:

- Physical factors
- Emotional and social factor
- Teachers personality
- Mental factor
- Students preparedness for class

7. Do you think usage of technology helps student to interaction more?

Teacher 1 responded: I think I should yes, because it has got lots of advantages in teaching and learning.

Teacher 2 responded: Yes, it is one of the main strategies to help students interact more in their teaching learning process.

Teacher 3 responded: I strongly agree that use of technology in the classroom has the potential to create increased students motivation, social interaction, and positive outcomes, enhance students learning and engagements.

3. METHODOLOGY

The methodology is a set of methods and principles used in a particular study. Research methodology entails discussion of philosophical assumption, strategies of inquiry, worldviews, the tools that would be employed in the research; and how the research would be carried out in the field [10]. This chapter presents the techniques that would be used to gather data for analysis and interpretation regarding the research purpose and questions of the study.

The researcher used the qualitative approach and phenomenology as a research design. The study involved students and teachers as the interview participants, comprising of two sections of class six students from different school and 5 teachers from the participating schools. The data were collected through the use of semi-structured interviews. The interviews were transcribed, and then analyzed using a thematic analysis approach, and compared to previous research gleaned from the extensive literature review.

3.1 Research Tools

Among many tools, we want to use the interview as the tool for gathering information for our study. There are three different types of interviews. According to Creswell [10], they are structured, unstructured, and semi-structured interviews. It is necessary to conduct a focus group interview, audiotape the interview, and transcribe the interview. It can also be through e-mail, face-to-face, focus group, online focus group, telephone interviews. The reason to choose this tool for gathering information is due to the nature of my subject study; improving classroom learning, which needs the thoughts of students and as well as teachers in the school.

3.2 The Findings from Studies Carried Out Earlier

We can say that teachers are more responsible to make classroom learning effective and most

attractive. Teachers should keep a good impression at the very beginning itself, because the first impression may last till the end. Mishra [11] also found in her survey, in the beginning, a teacher should win the confidence and good will of the children and through that of the parents.

Through my experience in the classrooms, an effective room arrangement also is essential, because it may eliminate possible distractions and minimizes opportunities for students to disrupt others. When arranging student desks or tables, keep in mind those distractions, such as windows and doors, small-group work areas, or your desk, according to Nayak & Rao [12], "Arrange seating in a U-shape, rows or a circle. So that you can see or move easily close to the students." Rao, [13] also found and supports that "It is evident that how classrooms are arranged and how instruction is organized helps or hinders learning and teaching and affects behavior."

Interaction in the classroom can also enhance learning. Glasgow & Hicks [14] found that in interaction and collaboration with students, teachers should add humour, use different motivational strategies for girls and boys, use a jigsaw and think-aloud technique as effective cooperative learning, and reduce the emotional distance between teachers and students. Well, I also feel that if the interaction is missing in the class then learning is bound to be lower. Students won't think critically about what they are taught. They will rather become passive listeners instead of active participants.

Johnson [15] supports that if learner-learner interaction is well structured and managed, it can be important factor of cognitive development, educational achievement of students, and emerging social competencies.

3.3 Intervention Strategies

The following intervention strategies are framed in responses to the finding from the analysis of the baseline data.

3.4 Active Involvement in Learning

Active learning can be involving students in the learning process. Students can participate in questioning and answering sessions, group discussions and can be active learners by being passive listeners.

Raid, Forrestal, & Cook [8] found that "they must become actively involved with the information they are attempting to learning ways that are most conducive for learning."

3.5 Interaction

Classroom interaction means the communication between the tutor and the students and within the peers on the subject matter. Interaction in the classroom can also enhance learning. Glasgow & Hicks [14] found that in interaction and collaboration with students, teachers should add humor, use different motivational strategies for girls and boys, use a jigsaw and think-aloud technique as effective cooperative learning, and reduce the emotional distance between teachers and students. We can enhance learning by developing interactional competence. We should be friendly or approachable to the students. If we act serious in front of the students, they cannot face the tutor when they need.

3.6 Applying Constructive Teaching Method

Applying the constructivist teaching method in the classroom can improve learning. A teacher should seek the ideas and views of the students. The traditional classroom setting will make ineffective classroom learning. We should use varieties of strategies to teach the class. According to Kim [16], the principles of constructivist teaching are, posing problems of emerging relevance to students, structuring learning around primary concepts: the quest for essence, seeking and valuing student's points of view, adapting the curriculum to address students' suppositions, and assessing student learning in the context of teaching. The lesson should start from simple to complex. Let students touch, feel, watch and smell the theme that you are teaching. The abstract should not be kept as abstract always, change into concrete. So, these are some of the activities that can be practiced in our classroom.

3.7 Use of Technology in the Classroom Learning

In Bhutanese classroom, a minimum number of schools use technology as the medium of learning. The reason could be because they lack such types of facilities. The addition of technology in the classroom has advantages in learning. Internet and the new technology stimulates active learning, helping students to obtain better performances, because "many new technologies are interactive, it is now easier to

create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge" [17]. If the students are taught in different methods, they can retain easily the lesson for a longer period. New technologies continue to change every aspect of a home, life, and work: the way we communicate, calculate, analyze, shop, make presentations and socialize.

3.8 Assessment and Evaluation

James [18] found that "Assessment is first and foremost a process." Proper evaluation and assessment can promote classroom learning. If there is assessment and evaluation, the students will take initiatives and support in learning activities. Assessment and evaluation include seeking data, analyzing and interpreting data, and making judgments. Assessment can be done by not only teachers but can be self-assessment, and peer-assessment. Mortimore et al. (1988) point out that feedback and good record-keeping are key aspects of effectiveness.

3.9 Comparison of Baseline Data with Post Intervention Data

Towards mid April, we gathered intervention data using the same questionnaire used for base line data collection from class six students of the same class. Post-intervention data generated were compared with base line data to see whether the improvement in classroom interaction have got changed after implementing the various intervention strategies.

3.10 Benefits of Using Different Reinforcement

As we have already mentioned under intervention strategy that we have rewarded for those students who interacted most. We provided them with intrinsic motivation like (very good, thumbs up, excellent. More over we used wow cheers like w-o-w w-o-w you are wonderful, c-o-c-o-n-u-t coconut coconut....ummmm). So, Male participant 1 said that "I do really get motivated and feel proud in front of my friends when I get wow cheers. The more I interact in the class and the more I get wow cheers and that's why I want to interact and participate in the class".

3.11 Use of Technology

Another participant female commented that, "If our teacher uses different technology in our

everyday teaching, I am sure that it will make everyone to talk more in the class. Like when our teachers use different technology there are many advantage like pausing, rewinding, and forwarding. We can ask clarify doubts or ask questions at particular points."

Teacher 5 commented that, "I think use of technology have lots of benefits in teaching and learning, moreover on class room interaction. Since we can use the plan at any time, students are very eager to explore like using computers, projecting videos and all."

3.12 Providing Different Teaching Strategies and Teaching Aids

Finding from the post-intervention data showed that there has been improvement in way children interact in the classroom could be the reason that we have provided them with interesting learning task that provokes their thoughts. Teacher 1 said "I thought like Role play is not applicable especially in mathematics subject but then it really did work in this case. I have seen my students wearing smile on their face and actively participating in the activity where they are made to act shopkeeper and customer while they are learning about the topic calculating change". Another participant Male 2 commented that, "I really enjoy learning when my teacher brings different teaching learning materials, because when they use different teaching aids, concepts become clearer and we feel like asking questions if it is not clear. I also like to share my thoughts and opinion."

So as we analyzed critically we found out that our intervention strategy like use of various teaching learning materials and use of technology had made them to interact actively in the classroom.

3.13 Suggested Strategies to Improve Classroom Learning

The interactive learning in the classroom can be enhanced by maintaining the classroom settings inappropriate ways. Appropriate room preparation and arrangement of materials reserve class time for learning, while inadequate planning interferes with instruction by causing interruptions and delays. One of the influential strategies in creating classroom interaction is the questioning technique. Where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging

them to formulate or answer questions can provide stepping stones for continued interaction [19]. The types of questions also affect classroom interaction. For example, a study by Suter [20] showed that referential questions make more interaction between learners than display questions. The second strategy is modification which is widely used as negotiation of meaning. Negotiation of meaning has been defined by Pica (1994, as cited in Glew [21]) as restructuring of interaction that occurs when a communication problem arises. Modification helps the learners to continue the interaction without interrupting it, and solve the miscommunication problem without using their mother language.

The second strategy that can promote interaction is cooperative learning. Cooperative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach that involves the characteristics of learner-centered approaches. Cooperative learning requires learners to work in groups to achieve a common goal (Chafe, 1998). Working together maximizes opportunities for student-student interaction with meaningful input and output in a supportive environment. For Allwright [9] it is important to keep learners active in the classroom, which means reducing the number of teachers talk in the classroom and increasing the learner's talk time. Naturally, they will talk to each other through pairs or groups where each learner gets his time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach.

Teachers can take on a variety of roles, not always performing the role of an instructor, but also that of a consultant or a co-communicator. Classroom organization can also be adapted more often for one-to-one or group-work arrangements to encourage peer interaction. Pujiastuti [22], this can be done by giving group works, pair works and giving students more opportunities to speak out.

For everyday-life learning, students have to be trained/ guided to interact with teachers and each other. We can do this through different ways of encouraging classroom interaction. Teachers can take on a variety of roles, not always performing the role of an instructor, but also that of a consultant or a co-communicator.

Classroom organization can also be adapted more often for one-to-one or group-work arrangements to encourage peer interaction. They can observe classroom interaction more consciously and analyze the gathered data in an interpretive way. They may put some of the results of the research in action and see how different strategies can improve students' interaction.

Interaction stimulates learning. Teachers must create an interactive classroom to help students to develop critical thinking, problem-solving and communicating skills. An interactive classroom can benefit students a lot.

Vashist (1999) found the classroom is made effective by arranging materials in a systematic, convenient, and attractive way. There should have a place to keep equipment and supplies when not in use. An orderly arrangement of books and materials in a classroom prevents them from falling out and makes them easily accessible when needed. When we arrange things in a systematic way students are motivated in learning and they can actively participate in the learning of their own. A classroom setting can also be one strategy in classroom learning enhancement.

Maintaining classroom discipline and managing the classroom environment are very important. Hicks [14] concluded that classroom rules and norms were well defined and communicated clearly to the class. Yes, if we make the rules and regulations very clear at the beginning itself, we can manage students accordingly, and students can also abide by the ground rules of the class. If there are disruptive students, we can act accordingly or change the seat and review the student's behavior in the discussion, or develop their social intelligence and self-control competence. Mishra [11] found the effective routine provides the type of social discipline that makes for law and order.

Another strategy to enhance classroom learning is to involve parents in the learning and in-built a relationship between the teachers and the parents. "We recommend that schools involve parents and the alumni in the activities of the school and the parents and alumni themselves take an active interest in the affairs of the school" Tan, Gopinathan, & Kam [7]. Everard & Morris, [23] also found that cultivating a good relationship with the parent body can solve the problems encountered to resolve more easily

together than by either alone. Parent's attitudes strongly influence their children's progress.

3.14 Summary

To promote classroom learning, the classroom setting should be attractive and effective. Students should participate actively in the learning process.

Interaction and the use of technology in the class can enhance classroom learning. There should have effective assessment and evaluations, feedback, and good record-keeping are key aspects of effectiveness. Maintaining classroom discipline and involving parents helps in progressive learning.

Most of the advanced countries have electronic learning facilities, (online learning and self-tutor learning). For those students, they do not come to the classroom and the learning takes place outside. But in Bhutan, learning for the students takes place mostly in the classroom. Creating a conducive learning environment is not treated equally around the schools within the country. Our schools are located in remote areas and don't have the basic needs in the hostel, forget about the technologies. Schools in the urban are far more advanced in everything; the facilities, resource person, and the technologies.

Therefore, students in the urban are far better in academic achievement than the students in rural. It seems very important to carry out critical research on this very topic. We found that the entire researcher considers this very topic as important for the education sectors to educate the nation.

3.15 Data Analysis and Validation Procedures

"Data analysis in qualitative research consists of preparing and organizing the data (i. e., text data as transcripts, image data as in photographs) for analysis, then reducing the data into themes through the process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion" [10].

According to Creswell [6], data analysis in mixed methods research relates to the type of research strategy chosen for the procedures. The analysis occurs in both quantitative and qualitative approaches. Following are some of the most popular mixed method data analysis approaches:

Data transformation: This involves creating codes and themes quantitatively, counting the number of times they occur in the text data. Alternatively, an inquirer may qualify quantitative data.

Explore outliers: follow-up qualitative interviews with these outlier cases can provide insight into why they diverged from the quantitative sample.

Instrument development: in a sequential approach, have to obtain themes and a specific statement from participants. Then in next use these statements as specific items and the themes for scales to create a survey instrument that is grounded in the views of participants. The final phase might be to validate the instrument with a large sample representative of a population.

Examine multiple levels: in a concurrent embedded model, survey one level to gather quantitative results about a sample. At the same time collect qualitative interviews to explore the phenomenon with specific individuals in the families.

Create a matrix: when comparing data in a concurrent type of approach, combine information from both the quantitative and qualitative data collection into a matrix. Information in the cells could be either quote from qualitative data, counts of the number of codes from the qualitative data, or some combination.

3.16 Validity and Reliability

The validity and reliability of research address the issue of the quality of the data and the appropriateness of the method used in carrying out a research project. It is also the interpretations of the issue and questions the veracity of the result or conclusion reached. According to LeCompte & Goetz, 1982, "Writers have searched for and found qualitative equivalents that parallel traditional quantitative approaches to validation."

3.17 Ethical Issues

A problem or situation that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical). Ethical issues involve right and wrong or what is

considered good, and what is considered evil in society.

Monette, Sullivan, and Dejong [24] say that social research gives rise to six ethical issues as informed consent, deception, privacy which are confidentially and anonymity, physical and mental distress, and problems in sponsored research, scientific misconduct or fraud, and scientific advocacy. Out of many importance, first is, norms promote the aims of the research, such as knowledge, truth, and avoidance of error. Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. Third, many of the ethical norms help to ensure that researchers can be held accountable to the public. Fourth, ethical norms in research also help to build public support for research. Finally, many of the norms of research promote a variety of other important moral and social values, such as social responsibility, human rights, compliance with the law, animal welfare, health, and safety. Ethical lapses in research can significantly harm human and animal subjects, students, and the public.

4. CONCLUSION

The researcher found out that the teachers dominated a high portion of classroom talk the students did the exchange to the teacher and follow up their teacher responses to their questions which showed the student's teacher talk in interviews.

The result of this study showed that the teacher talk was revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, and accepting failing, even though, giving direction and lecturing is the most frequent categories among all.

The result showed that most teachers used four types of interaction strategies such as control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment strategies. Those strategies were able to promote interactive learning.

Discipline in classrooms was very good. Despite large class sizes, teachers were not spending time on control and command and there seemed to be unspoken respect for the teacher.

We have understood that in order to increase classroom interaction of students, the most things we practice as educators are; provide students with various reinforcement, engaging activities and teaching strategies, use of teaching learning materials and technology in teaching learning process.

This article has summarized some of the results of studies to see classroom interaction. Interaction is needed in a classroom. The effective interaction which happens in the classroom can increase students' learning outcomes. Not only do students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had given reflection that interaction can engage the students' participation in the classroom by using the suitable teachers' talk.

It can be concluded that classroom interaction is beneficial in the teaching and learning process. This article is intended to give additional information on classroom interaction. It is hoped that this article can give more suggestions to increase the teacher-students, students-student, and students-teachers interaction in the classroom so the teaching and learning process can be effective.

CONSENT AND ETHICAL APPROVAL

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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