Interactive teaching in Afghanistan

Opinions and practice among Afghan Kapisa school-teachers

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Points 15 ECTS
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Date November 2014
ABSTRACT

During the last decade many important work has been done in education system of Afghanistan to change teacher centered approach in to student center. The way of teaching and learning was teacher centered in afghan schools, where the teachers dominate the classroom and students were only listener and receiver of information. These teacher centered methods gradually changed to student's center, where students can talk and express their ideas and take active part in learning process.

This research is about student’s interaction or talking in the classroom. This study is a quantitative study which explores the active participation of students in process of learning in schools of Kapisa province of Afghanistan. The data was collected from (20) schools of three district in kapisa province and also, (40) teachers male and female participated in this work. The tool which I used in this research was questionnaire and structured observation, (40) teachers fill in the questionnaire and (20) of them were observed during in their teaching. In this work I investigated talking in the classroom by considering two criteria (teacher-students interaction and students-students interaction. In interactive teaching teachers stimulate students to prove their ideas by examples, reason and evidences in a friendly environment.

According to the result of the questionnaire most of the teachers claim that they use interactive teaching in their teaching practice and also they mentioned some obstacles to implementation of interactive teaching like, lack of time and increased number of students in a class. According to observation form a few number of students use it, but not in high level. In result theoretically teachers understand that what is interactive teaching and the important role of talking in the classroom, but practically they have problem in its implementations.
ACKNOWLEDGEMENT

First of all I am grateful of Almighty Allah for giving me the opportunity to increase my knowledge. Secondly I would like to say thank you to Dr. Pia Karlsson and Dr. Amir Mohammad Mansory for coordinating the TEMP program for Afghan teacher educators. I appreciate their efforts of providing the partnership between the Karlstad University and Ministry of Education of Afghanistan through the financial cooperation of Swedish Committee for Afghanistan and Swedish International Development Agency (SIDA).

Again, many thanks go to my supervisor professor Dr. Ramona Ivener for her helpful comments and feedbacks. Without her help I would have never been able to accomplish this study. And also thanks to all the professors who were involved in this program, I appreciate their devotion and help to increase my knowledge.

Also, I would like to express my gratefulness to all my colleagues in kapisa TTC who have helped me in this work and also schools principles, and teachers who answered the questionnaire. As well those teachers who let me observe their classes during their teaching.
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ABBREVIATION

TTC: Teacher Training College
EFL: English as a foreign language
T: Teacher
IRF/E: initiation Response Feedback Evaluation
IRF: Initiation Response Follow up
INTRODUCTION

Background

The talking in the classroom means students and teacher interaction, exchange of ideas between students in the classroom, the active participation of students in process of learning and giving the opportunities for students to be involved and talk about the lesson and find a better result (Freire, 1996). As well, Schunk (2011) stated that knowledge is not from outside; it is constructed in students’ minds by discussing and thinking critically, so without talking the process of learning cannot be active in the class, and active class is the class in which all the students allowed to talk and express their ideas freely.

In Afghanistan since a long time the behavioristic way of teaching where learning is depends on environmental factors, and knowledge is not depends on self-analyzes and it entirely rejects internal process or mental state dominating. So, the focus of behaviorism theory is on outside knowledge and it is achieve by instructions (Boghossian, 2006).

Therefore students have less chance to talk or have any idea about lesson. Actually it is common, because Afghanistan passed from three decades of war and the war become the cause of some other problems in, system of education in any level from primary up to university like, most of the professional and expert teachers left Afghanistan or were killed. There was no school buildings and standard curriculum. Instead of classrooms students were taught in open areas or masques and a single teacher taught about one hundred students at a time. So the opportunity of talking was limited or rather there was no opportunity for students to talk. Accordingly to Wang (2007) this teaching is behavioristic, where the teacher is the centre of activities. Similarly Freire (1996) argued this type of teaching as a banking concept of education, where students are like an empty dish and teachers fill it with their own knowledge while, teaching is a bilateral process between teacher and students (Black, 2005).

The curriculum and textbooks were changed in all over the Afghans education system by the Ministry of Education in 2010. Ministry of Education improved the quality of education according to goals of Education for All (EFA) in late 2010. In (EFA) Project the ministry of education inserted many activities for students in new textbooks in order to change the old way of teaching (teacher center) to new way of teaching or students center approach. For this purpose the Ministry of Education provide inservice training seminars and workshops in order to train teachers and enable them to implement the new curriculum in schools. In new curriculum the teacher is assumed to let the students to talk with each other, for example to find a result for the topic which they are going to learn it (Ministry of Education, 2010).

Problem area

Teachers centre approach is the common way of teaching in Afghan schools since a long time. There are many factors that make the process of learning teacher centred in Afghanistan, like out of date curriculum. Teachers are familiar with old curriculum which is based on behaviourist's way or teacher centred approach. However the curriculum was changed recently in Afghanistan, in new curriculum there are many activities for students, but as Schunk (2011) mentioned that it is difficult for nonqualified teachers to involve students actively in class activities. Lack of standard classroom, large classrooms with more than fifty students in a single classroom and limitation of time for any lesson period are the other challenges for talking in the classroom. Teachers believe that they are centre of knowledge and that knowledge is limited to what they know. Students are only listener and they accept anything the teacher says. Teachers pretend that they know everything and that students know nothing. (Freire, 1996). The way of teaching where the teacher is centre of activities, so students are not permitted to express their own ideas, talk with each other or with the teacher is a behavioristic
way of teaching (Boghossian, 2006); it still dominates the education system in Afghanistan. To solve this problem the Ministry of Education implemented some seminars and workshops but it was not for all the schools teachers; in fact most of the participants were TTCs teachers. I participated in one seminar about active teaching process and I realized the importance of student activities in the classroom, like pair work, group work and other student activity. Although in new textbooks there are many tasks for students to do in the class, but it is teacher’s problem to implement it as it is in the classroom.

Aim

The aim of this study is to investigate about two main sections of oral interaction in the classroom, students with students and teacher-students interaction in secondary level of schools classroom.

Research Questions

My main research questions are:

- How do teachers and students interact in the classroom?
- According to the teacher's views what is the role of students talking in the classroom?

First question concerns that to what extent students are allowed to talk and have ideas about lesson in learning process. With the second question I’d like to investigate that do the teachers think, it is better to give opportunity for students to talk in the classroom or, only the teacher voice should be dominant in the classroom.

LITERATURE REVIEW

Talk in the classroom

There are many previous researches which describe talking process in the classroom. Most of the work which has been done in this field was by western researchers and authors. Some of them are classic works like, John Hattie a professor and director of the Melbourne Education Research Institute at the University of Melbourne, and author of Visible Learning, and Paulo Freire a professor of education at the Pontifical Catholic University of São City and author of Pedagogy of the Oppressed. Laura Black, (2005a) Dialogue in the Lecture Hall: and author of Teacher-Student Communication and Students’ Perceptions of Their Learning. They are related to my research topic (talking in the classroom). And the reason that I focused on this topic is as mentioned that in Afghan schools still teacher centre approach is dominate the classroom., so I want to clarify that how students talk is important in learning process.

Talk in the classroom can be occurred to support and enable students to meaningfully construct knowledge in their minds. According to Boghossian (2006), a Professor of philosophy of education in the book of Relationship between behaviourism, constructivism and Socratic pedagogy, knowledge is not obtained from outside but it is constructed or formed inside the students by talking and discussing in the classroom. He described how the behaviourism which was dominated educational landscape for a long time was changed to constructivism in many developed countries.

According to (Black, 2005a) there are two dimension of talk in the classroom: interactive / non-interactive and dialogic / authoritative. The classroom talk as interactive means many students and teacher contribute a conversation in whole the class and everyone has active part in talking. On the other hand, non-interactive talk means there is one voice dominated the class or do not allow any others to participate in the classroom talk. Dialogic talk means when many ideas presented in the classroom and the teacher ask students for details and it’s focuses is on acknowledge student's views. Authoritative means that the focus is only on one point of view which is often dominantly acceptable. Additionally Freire (1996) stated that students and
teachers both are responsible to make active the process of learning. Students must be active participant and critical thinker as well the teachers must respect the student's ideas, and both sides should believe each other ideas to make better consequences in learning achievement. Without talking communication is not possible and without communication learning process cannot be as well effective as with communication.

There is some increasing of agreement between those who study classrooms that learning process can be more effective when teacher and students are active participants in the classroom talk. Gordon Wells and Rebeca Mejia Arauz (2006) stated that the classroom talk and exchange of ideas in the class are, classroom dialog; dialogic teaching; instructional stance; and questioning. In the classroom dialog process of classroom talk; activity requests to be ordered where teachers and students both ask questions and dynamically reflect on teacher and students ideas, to generate knowledge cooperatively. In cooperative learning dialog has the key role in order to elicit the classroom members with closed and open-ended questions to participate in class discussion.

According to (Game & Metcalfe), dialogic teaching is a systematic way of improvement knowledge and it plays a crucial role in active process of learning. The focus of dialogic teaching is on teacher as a supporter to provide facilities and safe class environment for the students to exchange their ideas freely. However, Vigotsky claimed that culture and language play key role in interaction among the member of a society.

Additionally it is suggested by Maureen Patricia Boyd and William C. Markarian in book language and education, (2011) that teaching is like a chain of making-decision and the criteria, by which the teachers and students want to make the frame-work for instructional stance and open questions. Instructional stance can be clearly seen in the patterns of talk in the classroom; talking norms, types of questioning and response and the time students have to talk and selection of a person who control the process, these are all might be visible in the pattern of talk in the classroom.

The importance of talk in the classroom

The classroom talk has re-emerged in educational policy as instrument, in order to emphasize on interactive whole class teaching (IWT) where students are core of activities to play an important role by answering questions, helping points in discussion, and telling the methods and solution to others in the classroom. The purpose is to improve and qualified the learning and teaching process in primary and secondary classrooms by engaging students and requiring them active participation (Black, 2005 b), interactive whole class teaching; language and education.

There are some suggested elements by Black (2007 b), that the interactive whole class teaching (IWT) should be consisting of;

- Sharing the teaching aims with students to be aware of what is the most important to take care on.
- Using suitable resources and visual displays.
- Giving good explanation and link it with previous work.
- Questioning and discussion include open and closed questions according to the students' abilities to contribute all students.
- Asking students to solve the problems or suggest a line of investigation.
- Providing opportunities for developing new learning skills suggest group work and inviting students to talk, expand ideas and reasoning to compare their methods.
- Evaluating and identifying students errors and use them as positive teaching.
- Reviewing what has been taught and what had been learned and link it to other work.
The above elements are the real pattern of interactive teaching and classroom talk. Talking is very important in learning process because it construct or build verbal interaction and communication and persuade students in co-operative learning between teacher and students and students together. Talking in the classroom is a significant way of interaction for combining ideas on complex issues, in order to overcome and deep understanding, it supply a cooperative learning process between students to think critically about difficult issues, and also it encourage students to make new knowledge about the complex issues. (References).

Andrew Metcalfe and Ann Game (2009) in *significance and dialogue in learning and teaching* book clarified that talking in the classroom can be as monologic or dialogic talk. The use of closed questions traditionally, and ask students what the teachers said in his/her lecture without any change, where the idea of teacher dominate the class is monologic talk. While the students contributions and teacher talk in the classroom is a dialogic stance. Additionally dialogic stance is independent it is not like any specific language form. It means in dialogic stance not only talking is important but also it is important that how to predisposed to receive.

**Interactive teaching & role of teachers in the classroom**

James McGonigal, (2004) *Interactive or dialogic teaching* University of Glosgow,UK; Jose David Herzo Rivera, (2009) *Authentic Oral interaction in the EFL class*; Black, (2005) ; journal of adolescent& Adult Literacy (2004); Game and Metcalfe(2004), identified that interactive teaching is noticed as method of acquiring knowledge in all level of students in their own literacy development; it is not the same as group work and reading or writing. Interactive teaching based on ability of children or a way of developing or expand that ability. “Interactive teaching involves skilled use of question, positive responses to answer and teacher-led engagement with textual content and language that prompt pupils thinking ,often in challenging ways” (McGonigal 2004, p .117).

Barnes & Todd cited in (Black,2005b) claimed that the use of investigative talk which helps children to test the ideas an enable them to think critically and whole class discussion, in order to work with each other actively and construct cooperation through engagement in a collaborative learning .

Interactive teaching is the main factor of student development knowledge. while the role of teacher in interactive teaching is as a facilitator to provide safe learning environment for students to think freely and exchange their ideas .But Mroz et al( 2009) cited in Black,(2005) noted that the implementation of interactive classroom dialogue is not smooth running .actually Mroz et al.(2009) clarified in their observation of the literacy and Numeracy Hours that “teachers still dominated classroom discourse with predetermined question and answer sessions and presentations”(Black, 2005 p. 276) one reason of replacement of that fact (teacher's domination in the classroom) in pedagogic culture of education is that ,the teacher as a powerful person of the class; want to exchanges with the class members or learners (usually by asking question) and student supposed to response very quickly in the mentioned place. So the cause of teacher dominance in whole class discussions as it is mentioned by Mroz et al. (2009) is the wrong embedded cultural modes of discourse. Moreover the process of learning can be great with high outcome, while the teacher provide contextualizing framework for learning where teacher and student both ask question, give reason and think collectively during teaching.

**The teacher-student interaction in the classroom**

David & Rivera (2009) Clearfield the teacher -students interaction and the development of oral communication in EFL Learning in the classroom .they focused on two types of teacher-students interaction within the framework of oral communication in EFL learning .the fist type is(IRF) exchange and second is pedagogical conversation (Van Lier ,1996, cited in David &
Rivera, 2009) the IRF exchange which is stems from(Initiation Response Follow up)is the same as other common way of interaction which is found in the class room. The mentioned exchange usually occurs in teacher-students interaction and it has been describe as a “closed rather than an open discourse format” (Van Lier 1996, p.152 cited in David, &Rivera, 2009).

There are three turns in IRF exchange initiation, response, and follow up that the two turns the first and third ones are belong to the teacher, only the second one is for the students while it is also limited. The process of exchange started and ended by the teacher, it means the student turn is sandwiched by two teacher turns. When the teacher start by a question perhaps he/she has the answer in his/her mind so the student must answer what the teacher want. Therefore we can say that the students turn is limited to what the teacher says. The second type or pedagogical conversation is that, it is the distribution of right and responsibility of conversation. It means everyone in conversation has the right to decide when to talk and what to say.

**Student-student interaction in the classroom**

Learning can occur through interactive talking between students by use of verbal interactions. And the verbal interactions are often use during the achievement of skills, strategies, and processes. All the teachers’ efforts to promote learning by students, so it is not possible without dialogues and other forms of talking in the classroom, like use of questioning, class discussion and interactive dialogue. “The value of student-student interaction for the development of EFL proficiency has been highlighted with communicative language teaching and with, the advent of theories of learning that emphasize the social nature of first and second language acquisition” (Daivd & Rivera, p. 49).

**METHODS**

This study is limited to 3 district of Kapisa province schools (First part of kohestan, second part of kohestan, and kohbanda distrist). 60 teachers participated in this study, both male and female, schools to determine their experiences and use of talking in the classroom. For collecting data about talking in the classroom quantititative methods were used. I used the questionnaires to discover teachers’ views about interactive teaching, and structured observation form to find out how the teachers use interactive teaching in the classroom. Questionnaires were distributed in September 2014 for 40 teachers and 20 of them were observed in the classroom. Questionnaire can be the best tool of collecting data while the respondent's location is different.

The data in this work has been collected from three different district of Kapisa province. Moreover by use of the questionnaire many data can be collected from different places in a short period of time. As well Bryman (2012), Denscombe (2010) also clarified that questionnaire is right when the respondents are in diverse locations while this study includes three district in kapisa province which they are geographical away from each other, questionnaire was a good method of data collection. Cohen et al (2010) and Bryman (2012) noted that in distribution of questionnaires there is no need for face to face interviewing with respondents, so it convinced me to distribute the structured questionnaires by help of my students which were teacher in schools. And I prepared my questionnaire related to literature review. There are 25 questions in questionnaire including 22 closed and 3 open questions. That is why I used open questions when I piloted in school I realized that teachers are not eager to answer to open question the reason may be their tiredness or lake of time. Additionally Bryman (2012) noted that it is the most ordinary way to use closed questions in questionnaires because it is much easier for respondent to answer for closed questions. There were 3 open questions in the
questionnaire and I left blank space besides the pre-given options for respondents to suggest their own thoughts, but no one suggested any other option all the respondents select one of the given options which I prepared. There are many schools in 3 mentioned districts of Kapisa province. The data was collected from 20 schools 10 male and 10 female in 3 district which I have chosen randomly.

The other tool for data collection was structured observation beside of the questionnaire. By use of structured observation researcher can realize that, how teachers implement interactive teaching and what kinds of talking do teachers use in their teaching? Structured observation is the only tool by which researcher can realize what exactly happen in the classroom. As Cohen et al. (2010) argued that some people claimed over than they exactly can do. As well many teachers supposed that their method of teaching is student center or interactive teaching, but observation shows that their claim and what they do is totally different. Moreover, Brayman (2012) discussed that, the data which is collected by observation form is more dependable and correct. The lesson periods in schools were 40 minutes, and there were 10 criteria for observing the classroom talk. I separated 3 minutes for observing and one minute for transferring the information to the observation form. I observed 20 teachers at all 10 male and 10 female teachers. Most of the teachers were graduated from 14 grades only 2 male teachers had bachelor degree. I observed 4 categories of activities in the classroom (teachers-talk initiation, teachers-talk response, students talk initiation and students talk response.

Limitations of the study

Collecting data from schools in Kapisa province and remote district about talking in the classroom was not very easy. It was difficult to find respondents for questionnaires. Most of the teachers were not comfortable to fill in the questionnaire; as well the teachers were not happy to let me observe their class. However by helping of my students which were teacher in different schools; I finally found teachers who accepted to participate in this work. The questions in the questionnaire were multiple choice, all of the respondents select one of the pre-given answer even none of the respondent suggest any extra option.

The teachers thought filling the questionnaire is an extra burden on their shoulders. The reason is may be their weariness or lack of time. Additionally I have motivated the respondents to read the questionnaire carefully and completely answer for the questionnaire, because when I collected the questionnaire there were some missing questions, so I give them back and politely demand them to honestly answer the missing questions.

FINDINGS

Teacher’s’ views of talking in the classrooms

On this issue, there were few questions in the questionnaire to prove teachers view’s about talking in the class. The responses of teachers are compiled and summarised in the below table 1.

| Table 1: Frequencies of Teacher views about talking in the class (in percent). |
According to the questionnaires, most of the teachers which they filled questionnaire in this study agreed with learning through interactive talking in the classroom. As seen in the table 1, majority (73%) of the respondent (strongly agree and Agree) that students must learn by asking many questions. While 26% of the respondents have the idea of vice versa (Strongly disagree and disagree) about asking questions. Moreover (81)% of the respondents teachers (strongly agree and agree) on importance of language in interactive teaching, and also (93)% of the total respondents answered that, talking in the classroom create cooperative learning. As well students and teachers together tried to find a result. Likewise (78)% of the respondent answered that the teacher's open questions provide discussion among the students, and it construct new knowledge in student's minds. However some contradictions were appeared in their answers that indicate their thoughts are still somehow toward teacher center approach. Additionally, (78)% of the respondents believed that, teachers must ask specific answer questions to evaluate student's abilities.

<table>
<thead>
<tr>
<th>To what degree you are agree or disagree</th>
<th>Students must learn by asking many questions:</th>
<th>Language has a key role in interaction</th>
<th>In interactive teaching, teachers and students together find a result</th>
<th>Teacher should always ask specific answer questions from students to evaluate them</th>
<th>A teacher often ask open questions from the students to construct new knowledge in their mind</th>
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<tr>
<td>Strongly agree</td>
<td>8</td>
<td>28</td>
<td>25</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
<td>53</td>
<td>68</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>23</td>
<td>8</td>
<td>5</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>I do not know</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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In response to questions about teachers role in the classroom respondents were asked to select one option in Likert scale. Their resposnes are presented in the below paragraph.
Role of teachers in classroom talking

In figure 1 the data about role teachers in talking in the classroom according to the questionnere is compiled and summarised.

According to the result of the questionnaire in this study, more than half of the total respondents (60%) (strongly agree and agreed) in role of teachers as cooperative, provider of learning materials, and safe class environment for the students. Similarly most of the teachers (95%) responded that role of teachers in classroom talk is as a facilitator. Moreover (70%) of the total said teacher must prepare specific question and students talk should be about teacher's questions, and (26%) of teacher's respondents had the opposite idea about teacher's specific questions. And when I asked them about teacher's domination or lecture in the classroom a majority of respondent teachers (95) percent of the totals don't agree with.

What interactive teaching means to you

1) When students are free to talk in the class 15%
2) Students can talk when the teacher ask them 10%
3) Teacher talk and students listen 10%
4) When teacher and student involve in learning process 65%
5) If any other please specify 0%

Teacher ideas about interactive teaching
According to the result of the questionnaire regarding to the very important question of this work (What is interactive teaching mean's to you?) All of the respondent teachers selected one of the given options. However there was another option in the questionnaire "if any other please specify" but no one of the respondent teachers suggested any other option. 65% of the respondent teachers answered that interactive teaching means (when teachers and students are involved in learning process). The other 15 % said that (when students are free to talk in the classroom). The next 10 % of the respondent teachers said (students can talk only when the teacher ask them) and the last 10 % of the teachers have the idea of (teacher talk and students listen).

**Teacher's views about interactive teaching**

<table>
<thead>
<tr>
<th>To what degree you are agree or disagree</th>
<th>When there is conversation between a teacher and a student, the other students should be silent</th>
<th>Teachers must listen to student's ideas</th>
<th>In interactive teaching, there is no time limitation among the students in the classroom</th>
<th>Interaction provides a rich learning environment for pupils to discover different perspective on difficult issues</th>
<th>Language has a key role in interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>38</td>
<td>5</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>35</td>
<td>31</td>
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<tr>
<td>Strongly disagree</td>
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<td>27</td>
<td>15</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>0</td>
<td>44</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>I do not know</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 indicates the teacher’s views about interactive teaching. According to the result of this table there are some contradictions in teachers answer, it shows that the respondents teachers thought are not always smooth and solid. As it is clarified in figure 2 (65) % of the respondents answered that "interactive teaching means when students and teachers are involved in learning process" while in table 2 of this work (61) % of the teachers answered that, when there is a conversation between a teacher a student the rest of the students must be silent.

Moreover (75) % of the teachers answered that teachers must listen to student's ideas. But (28) % of the respondents strongly disagreed with this idea. More than half of the respondent teachers 59 % said that the time must be limited among students in the classroom. While the 36% of the teachers said time should not be limited in the classroom. Likewise 95 % of the respondent teachers answered that by use of interactive teaching and interaction in the classroom students overcome on difficulties and discover different perspective on difficult issues. Moreover they emphasized on role of language in interactive teaching 82 % of teachers answered that language has key role in interaction.
Teachers views about impact of talking on students

<table>
<thead>
<tr>
<th>To what degree you are agree or disagree with:</th>
<th>Conversation enable students to support their thinking and reasoning skills in the class</th>
<th>Talking enables students to create new knowledge about issues which were not available to them before</th>
<th>Interaction provides a rich learning environment for pupils to discover different perspective on difficult issues</th>
<th>Sometimes different culture groups creates problem in interactive teaching</th>
<th>Teacher-student interaction is unproductive when there is a lack of respect between teacher and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>38</td>
<td>42</td>
<td>35</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
<td>50</td>
<td>60</td>
<td>63</td>
<td>50</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>I do not know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the views of respondents in questionnaire about impact of talking on students, half of the respondents (50) % agreed that conversation enable students to support their thinking and reasoning skills and (38) % strongly agreed with this idea. Similarly half of the respondent (50) % agreed that through talking students create new knowledge about issues which were not for them before and (43) % of the total respondents strongly agreed with this idea. Additionally more than half of the teachers (60) % agreed that interaction provide rich learning environment for students to discover different perspective on difficult issues and (35) % of total teachers strongly agreed with this idea. Moreover, more than half of the teachers (63) percent said that different culture group is a challenge for interactive teaching while, (21) % of the respondents have the idea of opposite. Likewise, half of the respondents (50) % agreed that another obstacle for interactive teaching is lack of respect between teacher and students and (40) % of the total respondents strongly agreed with this idea.
Teacher's talk from observation of classroom

The result of observation form from classroom is totally different in compare to questionnaire. As it is shown in table 3 (teacher's talk in the classroom) classroom are always dominate by teachers voice. So there are many contradictions between what teacher says in the questionnaire and their real teaching as I observe them in the classroom. This indicates that teachers have problem in implementation of interactive and dialogic teaching. According to the result of this figure (31) % of all the teachers which I observed their classroom did their teaching through lecture, while in table "3"(93) % of all respondent claimed that (by talking students create new knowledge in their minds Likewise (22) % of teacher talk in the classroom is through asking questions for recalling, and (20) % of teacher talk is directions. The encouragement was (10) % and acceptance and use of student's new ideas was rarely appeared, as well the acceptation of student's feeling.

Observation of student’s talk in the classroom

According to the result of figure 4 observation of students talk in the classroom, students could talk only when the teachers ask them. (67) % of the students talk was answering to the teacher's
questions and the questions were always for recalling. The other (33) % of students talk was student’s initiation, while this type talking was also as monologue. There was no any opportunity for students to talk and express their ideas.

**DISCUSSION**

**Teachers views about talking in classroom**

Interaction and students talk in the classroom is the crucial parts of learning, because through talking and participating in learning process students can learn easy and depth. Talking in the classroom elicit the shy students to take part and express his/her ideas. Most of the teachers in this work argued the important role of interaction and students talk in the classroom they said talking increase selfsteam in students and students can manage their own ways of learning, this claim confirm the idea of (Boghossian, 2006; Freire, 1996) that stated talking in the classroom explore the way for students’ discussion to state their own ideas, viewpoint and experiences beside the others ideas and believes without any fears, in order to create knowledge in their minds and increase their pre-information and experiences. As well, Schunk (2011) in cognition issue mentioned that talking in the classroom force every individual student to think about what they have already learned and based on their pre-knowledge when they faced to something different in the same issue from any other, they can re-call their own stored information to bring change or correct it. So by talking students can improve their thinking skills, self steam and becomes a good self-learner. Similarly, by talking students can lead their own thinking and becomes a good participant in learning process.

According to the result of the questionnaire most of the respondents claimed that talking has very important role in learning process. They believed that interactive teaching stimulate students to study the fact about specific topic and fond the different aspect of the topic based on their knowledge and comprehension, and discuss it with other students in the class and with the teacher for sharing ideas. Barnes & Todd (1995) claimed that interactive teaching provide different learning harvest for learners such as; improvement of thinking and reasoning skills, thoughtful accepting, and realize new issues. Likewise according to this study a majority of the teachers agreed that talking in the classroom provide active participation for students to find the exact meaning for the topic and change it by their own language.

Based on result of the questionnaire 82 % of the respondents answered that in interactive teaching language has a key role, while some others claimed that freedom of talk, topic selection to be relevant to their subject, giving opportunities for students to participate in learning process are the basic tool of interactive teaching. When I asked them real meaning of interactive teaching according to their own ideas, I found difference in their answers. For example, more than half of the teachers said interactive teaching means, when students involved in learning process. While 61% of the teachers stated that when a teacher is talking with a student the other student must be silent. Additionally, when the question was regarding to the role of teachers in talking in the classroom most of the teachers (95) % responded that role of teacher in classroom talk is as a facilitator, and more than half of them said role of teacher is as provider of safe classroom environment and useful learning materials. Moreover 70 % of the total respondents in this research said that teachers must prepare some specific questions and the teacher questions must be subject of talk in the classroom, while, the other 26% of the teachers don't agreed with providing of questions by teachers. When asked about teacher's lecture and instruction or teachers domination in the classroom a majority 95 % of the respondents answered that the teachers voice must not dominate or control the classroom, but when I observe their classes there was totally different between what they says and the exact behavior which they have in the classroom, the classroom was dominated by teachers and students rarely supposed to talk in
the classroom only when the teacher ask them. That is why the lecture and teacher centre method of teaching become their habit, therefore theoretically the teachers know the importance of students talk in the classroom. But practically they hardly implement it in the classroom because the changing a habit needs along time.

**Teachers’ views about obstacles to interactive teaching**

According to this research, some problem have been appeared which made difficult the implementation of interactive teaching in the classroom. Most of the respondents said that short period of time is a problem for applying interaction or give opportunity for each of the students to talk and discuss in the classroom. While Freire (1996) mentioned that, by talking and discussing in the classroom we can save the time because, many aspect of a topic can be discussed among the students in a short period of time.

Additionally in this work more than half of the teachers said that, dissimilarity of culture among the students of a single classroom make barriers in interactive teaching, the main reason that dissimilarity of culture is hinder for talking in the classroom could be the long period of internal conflict between the different cultural groups of Afghanistan. As most of the respondents themselves expressed their thoughts that talking in the classroom might become the cause of confliction between students so, lecture is the best way for student’s safety. So this idea is supported by Vigotsky cited in, Schunk (2011) and Black (2005a) which claimed culture group plays key role in interactive teaching. Half of the teachers in this study thought, lack of respect between teachers and students is also a limitation to interactive teaching, which is hold up the idea of Freire (1996). A small number of teachers in this study suggested extra options beside different culture group and lack of respect between teachers and students. The extra suggested options by a few number of teachers are, small classes and large number of students, lack of the teachers’ skill, boring topics, misinterpretation, different contradictory ideas and lack of energy as problems for the implementation of interactive teaching. Additionally they added that if there are no respects and disagreement among the students, the interactive teaching well not be effective. According to the questionnaire in this study most of the teachers claimed that they are a co-operative teachers with students and they provide a save class environment for all of the students to take part equally in class discussion. While, when I observe their classroom hardly some teachers did in fact the same as they claim. So the above mentioned obstacles which were noted by teachers in current study are not something extravagant, due to the fact, it is difficult for teachers to implement interactive teaching and involve the entire students in learning process. So the limitation of time and increased number of student in a non standard classroom are really obstacle to implementation of interactive teaching. Therefore, I back up with the idea of Black (2005a) that, the involvement of all students equally by time and turn in class discussion is difficult for a teacher.

**Teachers’ views about teacher-students interaction**

According to the result of the questionnaire in this study most of the teachers claimed that they use interactive teaching in their teaching style. However the result of classroom observation showed something else. It showed that teacher’s voice dominated the classroom, and the way of talking was lecture or directions. the result of questionnaire in this work shows agreement with the idea of Cohen et al (2010) which argued that people always think to do something more than they actually can do in their real teaching practice. For instance, majority of teachers confirmed in the questionnaires of this study that they make possible or facilitated the class for students’ interaction to express their thoughts. Similarly most of the teachers claimed that they asked open questions for the Exchange of ideas and construction of new knowledge in student’s minds.
While, the observation showed that most of time and activity of teachers are talking as monologue only 7 percent of time teachers accept and use student's new ideas. Additionally 62 percent of teachers in current study mentioned that they use student's ideas and expand the students' response to increase student's pre-knowledge through (IRF) initiation response follow up. When the initiator follows up related to the question which is responded by extra questions, in fact, it supports students to reformulate their own understanding. It also increases the quality of participation in the interactive teaching. So in these kinds of questions teacher does not look into a specific answer or pre-known information's, but invite students to take active part in the class activities. And also this idea has been supported by Walshe (2013) which is argued that the students answers should expand by extra questions to help students to prove their ideas by reasons, and the talking process find the way of going on.

However, due to the result of observation in this study teachers regularly use a teacher centered style of teaching. The teacher questions were usually for recalling and evaluation (IRF/E). When the teacher asks question the answer is already in his/her mind, and the students must answer what the teacher want. This kind of question is specific answer question, which is asked for dominating and controlling the class. For instance teacher asks the question and students response it and the teacher reply for right answer with positive and for wrong answer with negative feedback.

CONCLUSION

This study investigated how teachers and students interact in the classroom and the role of students talk in learning process. And also the awareness and use of interactive teaching in secondary school of kapisa province. Due to the result of the questionnaires in this work teachers have positive ideas about use of interactive teaching and talking in the classroom for better achievement in learning process. Most of the respondents claimed that talking in the classroom invite all the students to find a good result by investigating about the topic and create new knowledge in their minds. As well, Schunk (2011) in constructive theory noted that knowledge does not exist outside of the students, but it is obtain inside the students by thinking and discussing within themselves.

Additionally most of the teachers accepted the important role of teachers in talking in the classroom. However result of the observation form shows that teachers in the real performance of teaching in the classroom rarely use interactive teaching and give opportunity for students to talk. They ask students some closed questions for recalling and evaluating their understanding (IRE), which is the common way of controlling and keeping busy the class than providing those opportunities to talk in the class and make the knowledge. There might be a question, why the teachers claim and know more than they exactly do in their teaching and practice.

The teacher centered approach or traditional way of teaching dominated in Afghanistan since a long time therefore, teachers learned this way of teaching from their teachers; as well they do for their students. And the lecture becomes their habits, as well the students demand lecture from their teachers. However recently the ministry of education conducts many methodic seminars and workshop to familiarize the teachers with interactive teaching and students centered approach, but the changing habits need a long time for both students and teachers.

Education system in Afghanistan has been developed in many aspects during the last decade. For example the traditional curriculum has been changed to new one, schools buildings reconstructed or constructed new buildings, many qualified teachers who studied out of Afghanistan in some advanced countries came back to Afghanistan and teachers salaries increased than before, they are the positive issues which we con not ignore them. However according to the result of the questionnaire and class observation there was no very good...
consequences, but the reason might be lack of time or lack of energy to fill the questionnaire carefully. Moreover many governmental and nongovernmental organizations provide methodic seminars for qualification of teachers and familiarize them to the new way of teaching on student centered approach, the organization which provides the seminars gave money for those teachers who participated in seminar for encouragement, and most of the teachers participate to earn money. They do not pay attention to what they teach them, this might be the other reason that was not affected on real teaching of the teachers. In fact this research was a quantitative research and for collecting data I use the questionnaire with multiple choice questions to realize the teacher's views about interactive teaching and structured observation to know what is exactly going on in the classroom.
REFERENCES:

Black, L. W. (2005a) Dialogue in the Lecture Hall: Teacher-Student Communication and Students’ Perceptions of Their Learning 6 (1)


ANNEXES

Teachers Questionnaire

Dear respected teachers I have studied Teacher Education Master Program (TEMP) in Karlstad University in Sweden, and now I am doing a research for accomplishing my master thesis.
The aim of this research is to investigate about oral interaction between teacher and student and student with student. This questionnaire is part of my master thesis; it is not for your evaluation. So your correct information will help me to complete my thesis writing. Please take a few minutes and complete the questionnaire. The given information by you is confidential so do not write your name on the questionnaire.

Thank you!

**Teacher’s part**

Age.............

Gender: ☐ Male  ☐ Female

Number of students in the classroom ................. subject that you teach..................

**Education background:**

- Please select one option regarding your highest level of education
  - ☐ 12 grade  ☐ 14 grade  ☐ Bachelor degree  ☐ Master degree  ☐ PhD

**Teaching Experience:**

- Please select one option concerning your teaching experience
  - ☐ 1-5 years  ☐ 6-10 years  ☐ 11-15 years  ☐ more than 16 years

  How many training courses or seminars have you participated in while teaching?
  - ☐ Inset one  ☐ Inset two  ☐ Inset three  ☐ Inset four

**Teaching Class:**

- How is your class structured?
  - ☐ Boys  ☐ Girls  ☐ Mixed

**Questions**

**Teachers’ sense about talking in the classroom**

1. When there is conversation between a teacher and a student, the other students should be silent:
   - ☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know
   - ☐ 2. Students must learn by asking many questions:
   - ☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know
   - ☐ 3. Teachers must listen to student’s ideas:
   - ☐ Strongly agree  ☐ Agree  ☐ Strongly Disagree  ☐ disagree  ☐ I do not know
   - ☐ 4. Language has a key role in interaction:
   - ☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

**Teacher’s role in talking in the classroom**

1. In interactive teaching, the teacher is not only lecturer but also learns from students, and provides learning material.
   - ☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know
   - ☐ 2. In interactive teaching, teachers and students together find a result:
   - ☐ Strongly agree  ☐ agree  ☐ strongly disagree  ☐ disagree  ☐ I do not know
   - ☐ 3. Teachers force students to accept his/her ideas:
4. Conversation enable students to support their thinking and reasoning skills in the class:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

The requirements of interaction

1. In interactive teaching, there is no time limitation among the students in the classroom:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

2. In talking process, teachers must prepare specific questions:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

The interactive teaching impact

1. Talking enables students to create new knowledge about issues which were not available to them before:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

2. Interaction provides a rich learning environment for pupils to discover different perspective on difficult issues:

☐ Strongly agree  ☐ Agree  ☐ Strongly Disagree  ☐ Disagree  ☐ I do not know

3. Teacher-student interaction is unproductive when there is a lack of respect between teacher and students:

☐ Strongly agree  ☐ Agree  ☐ Strongly Disagree  ☐ Disagree  ☐ I do not know

4. What interactive teaching means to you (select one answer with a circle or cross):
   A- When students are free to talk in the class
   B- Students can talk when the teacher ask them
   C- Teacher talk and students listen
   D- When teacher and student involve in learning process

5. Talking in the classroom is not useful for all students if there is no time limitation among students:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

6. Talking in the classroom can be more effective while.
   A- Teachers ask students open questions
   B- The teacher question must be for recalling
   C- Students are allowed expressing their ideas freely
   D- The topic is selected by the teacher
   E- If any other please specify……………………………………
7. Do you think talking creates problem in the classroom, if your answer is no then skip the next question (number 8 in this section):

☐ Yes  ☐ No

8. Talking in the classroom creates problem because:
   A- When the students talk they cannot learn
   B- Students talk is not good for discipline
   C- If students talk more the class cannot control
   D- If any other please specify………………………………

9. Sometimes different culture groups creates problem in interactive teaching:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

10. Students talking in class is only time consuming:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

Teacher's ideas about student-teacher interaction

1. A teacher should be a facilitator in the classroom for students’ discussion:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

2. Teachers should always talk in the class because he/she is the most knowledgeable person in the class:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

3. Teacher should always ask specific answer questions from students to evaluate them:

☐ Strongly Agree  ☐ Agree ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

4. A teacher often ask open questions from the students to construct new knowledge in their minds:

☐ Strongly agree  ☐ Agree  ☐ Strongly disagree  ☐ Disagree  ☐ I do not know

5. Teachers must give time for students to think about answers to questions:

☐ Strongly agree  ☐ Agree  ☐ Strongly Disagree  ☐ Disagree  ☐ I do not know
استادان محترم بنده پروگرام ماستری را درخیش تعلیم و تربیه (در دانشگاه کارلستاد سویدن پیش برده ام و اکنون برای تکمیل ارزیابی تحصیلی یک تحقیقی را انجام می‌دهم. هدف این تحقیق جستجو در مورد برخورد شفاحی بین معلم و شاگرد و شاگرد و شاگرد در مکاتب ولایت کاپیسا بیانش بنده ارائه داده شده و با تأمین مراجعات درست شما بنده را در تکمیل گردش این اثر علمی کمک خواه‌کرد.

لطفاً چند دقیقه خود را برای تکمیل این پرسشنامه اختصاص دهید. اطلاعات شما محرمانه می‌باشد بنابراین اسم خود را در پرسشنامه ننویسید. تشکر از شما!

بخش مربوط به معلم

سن..............................................
جنسيت: ♂ ⚪ ♂
تعداد شاگردان در صنف..............................................

مکتوب

کانستانت تحقیقی:
نظر به سطح تحصیلی خودیکی از این گزینه‌ها انتخاب نمایید:
داکتر □ ماستر □ لیسانس □ صنف 4 □ صنف 12

تجربه تدریس:
لطفاً یکی از گزینه‌های زیر را انتخاب نمایید:

۱- در هنگام تدریس جدید کورس اموزشی یا سیمینار اموزشی اشترک نموده اید:
□ نمیدانم □ مخالف □ متأثر
□ موافق □ شدیدا موافق

۲- شاگردان باید با پرسیدن سوالات زیاد بیاموزند:
□ نمیدانم □ مخالف □ متأثر
□ موافق □ شدیدا موافق

۳- استادان باید به نظریات شاگردان گوش بدهند:
□ نمیدانم □ مخالف □ متأثر
□ موافق □ شدیدا موافق

۴- لسان در بحث دو جانبه دارای نقش کلیدی می‌باشد:
□ نمیدانم □ مخالف □ متأثر
□ موافق □ شدیدا موافق

درک استادان در مورد مکاتبه در صنف درسی

۱- در تدریس دوستانه، استاد فقط تدریس نمی‌کند بلکه از شاگردان می‌آموزد و مواد اموزشی برای آن ها تهیه می‌کند:
□ نمیدانم □ مخالف □ موافق □ شدیدا موافق □ متأثر

۲- در تدریس دوستانه، استاد و شاگردان با هم یک گروه نتیجه گیری می‌کنند:
□ نمیدانم □ مخالف □ موافق □ شدیدا موافق □ متأثر

۳- استادان شاگردان را مجبور می‌سازند که نظریات ایفا کند:
□ نمیدانم □ مخالف □ موافق □ شدیدا موافق □ متأثر
1 - در تدریس دوجانبه، زمان در بین شاگردان در صنف محدود نمی‌باشد
2 - در جریان مکالمه، استادان باید سوالات مشخصی را آماده نمایند.
3 - هنگامیکه عدم احترام بین معلم و شاگرد وجود داشته باشد تدریس دوجانبه معلم و شاگرد مثار نمی‌باشد.
4 - بنظر شما تدریس دوجانبه به معنی چیست (یکی از گزینه‌ها را با دایره یا چلیپا انتخاب کنید)
الف - وقتیکه شاگردان آزادانه در صنف صحبت کنند
ب - شاگردان تها هنگامی صحبت می‌کنند که استاد از ایشان خواهد
ج - استاد صحبت می‌کند و شاگردان گوش می‌می‌کنند
د - زمانیکه استاد و شاگرد در پروپسه آموزش شامل هستند
ه - اگر کدام پیشنهاد دیگری است لطفا واضح سازید.
5 - اگر زمان در بین شاگردان محدود نباشد صحبت در صنف درسی بر تمام شاگردان مفید نمی‌باشد
6 - صحبت در صنف درسی می‌تواند بسیار موثر باشد هنگامیکه (می‌توانید بیشتر از یک گزینه را انتخاب نمایید)
الف - استاد از شاگردان سوالات باز بپرسد
ب - سوال استاد با یک شکل باز پرس باشد
ج - شاگردان آزادانه اجازه ابراز نظر را داشته باشند
د - موضوع توافق استاد تعیین گردد باشد
ه - اگر کدام پیشنهاد دیگری است لطفا واضح سازید.
7 - اگر فکر می‌کنید که مکالمه مشکلی را در صنف درسی ایجاد می‌کنید، اگر جواب شما نخی باشد از سوال شتم این پخش بگذرید
8 - مکالمه در صنف بخاطری مشکل ایجاد می‌کند که
بحث شاگردان در صنف از نگاه دسپلین خوب نمیباشد.

ج - اگر شاگردان بیشتر در صنف صحبت نمایند صنف کنترل نمیشود.

د - اگر کدام بیشتر دیگری است لطفا واضح سازید.

ب - بعضی اوقات تفاوت فرهنگ در تدریس دو جانبه مشکل ایجاد میشود.

ش - تکلم شاگردان در صنف تنها ضیاع وقت است.

وشاگرد

نظرات استادان در مورد تکلم بین استاد وشاگرد

۱ - یک استاد باید تسهیل کند مباحثه در صنف درسی باشد.

۲ - استاد باید به وسیله استاد در صنف صحبت کند بخاطریکه او دانشمند ترین فرد صنف است.

۳ - استاد همیشه سوالات داری جواب مشخص هستند از شاگردان برای ارزیابی آنها بپرسد.

۴ - یک استاد اغلبا سوالات(پاس) باخاطر ساختن دانش جدید در ذهن شاگردان بپرسد.

۵ - استاد باید وقت برای فکر کردن در مورد جواب سوالات بپذیرد شاگردان بدهد.