

when classrooms are enclosed by walls it will specially facilitate classroom management for teachers.

It can be concluded that, learning-teaching process in the classroom would be unsuccessful and expected results would not be achieved, if the physical setup of the classroom is ignored. Every teacher should essentially pay attention to physical facilities of the classroom before the learning-teaching process is commenced, because in particular, physical environment of the classroom directly effects Classroom Management.

Majority of teachers do not use teaching-learning materials required for a successful learning-teaching process. Very often teachers continue to teaching even without using the chalk board. Attention should be paid to use chalk board and other appropriate teaching materials prepared by themselves to enhance student learning.

Majority of students do not engage in group activities with enthusiasm. When group activities are assigned the students behave inappropriately and do not extend their cooperation to complete group activities successfully. Teachers should pay continuous attention to students' actions and facilitation when students are engaged in group activities.

## An inquiry into the teacher pupil interaction patterns in classes of PGDE teachers during their teaching practice

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### Background of the Study

In the Sri Lankan education system only about 750 complete junior secondary cycle and 250 students complete senior secondary cycle out of 1000 cohort who enters the Grade one. The low efficiency is due to many reasons. One reason may be the ineffectiveness of the teacher pupil

interaction pattern. The students who do not achieve the expected level may not be identified by the teacher. As a result a retardation of students in their studies is possible. In a classroom the teacher interacts with the pupils personally by asking questions, discussing, and assigning tasks. Similarly student may ask questions from the teacher, show their work to the teacher. The opportunities of the diverse students to interact with the teacher seems to be unequal

The researcher's interest is to find out how the interactions take place in the classroom. The class sizes are more than 40 in popular schools and close to 40 in many schools. It is difficult for a teacher to maintain equal interaction with all.

The main objective was to identify the disparities of the interaction patterns relative to the seating area of the student.

### Methodology

In this inquiry the inductive way of research is used. The data collection method was mainly observation. The researcher generalized the observation to identify patterns. The class area is divided into sub areas; Front area, Front right hand side area, Front left hand side area, Back right hand side area, Back left hand side area and Back area.

At the beginning of observation the student seating arrangement was sketched. Different kinds of interactions were marked when such interaction occurred. For observations the teaching situations of PGDE trainee teachers assigned for evaluation were used during last two years. Specific sampling technique was not used. According to the situations during the supervision the observations related to the task were carried out. Lessons of Science, Mathematics, Social science and Sinhala were observed.

### Outcomes of the Study

It was observed that when providing visuals to student the teacher always gives the items to the student in the front rows. The Majority of questions were mostly asked from the student in the front rows. The student in the back right hand side and back left hand side were neglected. The student on the back right hand side and left hand side were backward in asking questions from the teacher too. This pattern deviates when a student who is attractive in anyway is seated in neglected areas.

Seating area of student can be changed weekly as a remedy. The teacher has to be careful to identify his lapses and reduce the disparity. Training programmes have to be arranged to improve the teacher effectiveness.