

Young Kids Young Minds: Teaching Reading skills at a Bengali Medium School

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Chapter One: Introduction

It is known to all that teaching is a noble profession. It is an established fact that teachers are makers of real human beings. Encouraged by this, I wanted to be a teacher from my childhood. In my school life, I got inspired observing my teachers, especially the English teacher. So, to prepare myself perfect for the teaching profession, I have to go a long way. I had chosen English as my major in my graduation. And now I am very closer to my aspiration. I have done my internship in St. Sylvester Tutorials. It was my luck that I got an opportunity to join the school as a teacher. While teaching the students, I had tried to apply my knowledge whichever I have gained from my teachers and courses in the last couple of years at BRAC University. Moreover, I had tried my best to be a teacher like the respected teachers of my school. Because always while working in that school I used to think that their experience will help me to motivate myself to deal with the students. And to be a successful teacher, I had enrolled myself in this school as a subject teacher and teaching assistant. As a teaching assistant, I had observed the methods which the experienced teachers followed to teach their students. And as a subject teacher, I had used those methods to teach the students English. However, my main focus for my internship report is the reading skills whichever I have applied with the students while teaching. I have focus in this point because it is known to me that the students of Bengali medium suffer from lack of proficiency in English. It happens because in Bengali medium school, teachers do not consider reading as essential skills of a language. Moreover, the teachers do not teach the students reading skills in the classroom through the CLT method although the reading materials are based on CLT method. The teachers do not teach anything outside the books. Teachers in classroom always follow the grammar translation method (GTM) while teaching the students. That is why the students gradually are being unable to find any interest in the reading materials and in practicing the reading skills in the classroom. The way the teachers are taught in the classroom and the lack of practice in the reading skill affect the students' reading abilities. Moreover, while teaching the

students, the teachers should be informative, knowledgeable and responsible. Moreover, the teachers need to make the reading materials interesting for students, and I have tried my best to do so with the students. However, I have observed and learned many things of teaching throughout my internship. And I have attempted to write my experiences of my internship in this paper.

Chapter Two: Literature Review

2.1. Definitions of Reading Skill:

Research by Shihab (2011: 209) claims that, reading is a complicated skill including psychological, linguistic and sociological aspects. Reader and text are the two main elements of reading skill. In this sense, it is an interactive method between reader and text. The reader and text are inter- dependent. It is a myth to believe that the reader reads the text and when the reader reads the text, the text able to get its real value. And through the background knowledge, the reader and writer construct a text.

Greenbreg et al. (2006: 81) suggest that, teaching reading is such a process which involves the practice of phonemic awareness, decoding, fluency, vocabulary, comprehension and motivation.

On the other hand, Tran (2006: 173) argues that, every human being has a capacity of thinking. We can relate our thinking with reading which directed by written language. It is because, when we read, we generally use reasons or the way of drawing inferences, make decisions and try to solve problems so that we can understand what is in the text.

In the article titled, *The Relationship between Reading Comprehension and Study Strategies of Prospective Elementary School Teachers* by Nuri Karasakaloglu I have got several definitions of reading from several writers' points of views. These definitions are as follows:

Sever (2004) thinks that, "Reading is defined as a mental activity based on the processes of detection of the words through sense organs, meaning making, comprehension and

interpretation”. Yildiz (2006) says that, “Reading is also defined as analyzing and understanding the text silently translating it into conversation at the same time by looking at a text which has been written in order to learn a subject”. Demirel (2003) considers reading “ is an activity of extracting meaning from the written symbols with the help of psychomotor skills and cognitive behaviors”. Moreover, Grellet (2006) generates the Demirel’s idea and defines “reading as a process of understanding what a written text means and extracting the required information from it as efficiently as possible”. On the other hand, Hayati and Shariatifar (2009) says that, “ Reading is an essential skill for both educational and professional success; it is the best way of staying in touch with vital new findings and increasing one’s academic and professional standing. Moreover, it is an important source of pleasure, both in native and foreign languages”.

(as cited in Karasakaloglu, 2012, p. 1939 – 1940)

2.2. Elements of Reading skill:

Endres and Kleiner (1992: 14-16) talk about three areas of reading skill. They are as follows:

(a). Reading Speed:

Reading speed refers to the speed at which a learner reads the whole book at a time, such as, books, magazines, articles, reports and so on. Reading speed can be calculated in words per minutes. Moreover, reading speed does not refer to a reader’s correctness or understanding. But ever-increasing reader’s overall reading competence depends on escalating reader’s reading speed.

Grellet (1995) generates Endres and Kleiner’s idea of reading speed and says , “ One of the most common ways of increasing reading speed is to give students passage to read and to ask them to time themselves” (p.16).

(b) Accuracy:

Accuracy is one of the important elements of reading efficiency. Reading accuracy refers to that grade in which a reader has supposed to read the content of message of the materials.

(c) Comprehension:

Reading comprehension is a common figure of accurateness. Exact understanding does not guarantee the reader who will distinguish and recognize textbook message. It emphasizes on the readers' understanding of the overall message of the text. The authors also explain the reading understanding symbolically. A reader who understands the materials can perceive the forest as well as the trees. The main purpose of the reading comprehension is to open reader's brainpower to the writer's intended message. Stinnett (2009: 60- 61) provides several instructions of effective reading understanding. They are: (1) teacher aimed at instruction in comprehension strategies, (2). Opportunities for mutual learning of teacher- students, (3) opportunities for students to talk to a teacher, (4) opportunities for responding one another about reading. Armbruter (1986 : 254) suggests that reading comprehension, followed by above instructions, involves the progressive enhancement of a logical representation of the text's sense.

Moreover, Demirel and Sahinel (2006) say, "the first stage of reading comprehension is to read well and the second stage is to grasp the text within the context". Radoyevic (2006) defines, " reading comprehension as an active process in which the message the writer tries to give us constructed logically and a process which cover both the information in the text and reader's comments". On the contrary, Grabe and stoller (2002) argues that "the ability of reading comprehension is highly complex and includes

a variety of abilities but seems to be an easy and enjoyable metacognitive comprehension process for fluent readers”. And according to Gunes (2004), “reading comprehension consists of finding the message of the text, thinking on them, making inferences and evaluation together with some mental activities such as review, selection, making decision, making analysis – synthesis and evaluation”.

(as cited in Karasakaloglu, 2012, p.1940)

2.3. Approaches to reading skills:

According to Abbott (2006 : 637- 638), there are mainly two types of approaches of reading skills, such as, bottom- up and top- down approaches.

(a) Bottom- down approach:

Bottom- up approaches can be considered as narrow and language strategy. Generally, it focuses on word- meaning, sentence structure or content details. The main characteristics of bottom- up approaches are: (1) infringement of words into smaller parts, (2) using knowledge of sentence structure or punctuation, (3) scanning for specific details, (4) paraphrasing or interpretation of the original text, (5) looking for key lexis or expression.

(b) Top- down approach:

Top- down approach can be considered as comprehensive and knowledge based reading strategy. It mainly concerns about text- general idea, background facts or discourse organization. The key principles of top- down approach are: (1) recognizing the main thought, (2) integrating sprinkled information, (3) illustration of assumption, (4) predicting what might happen in related circumstances, (5) recognizing text arrangement.

2.4. Sub- skills of reading skill:

In the article titled *ESL Reading Strategies: Differences in Arabic and Mandarin Speaker Test Performance* Abbott (2006: 637) has talked about different types of reading strategies. According to him, varieties of reading strategies are skimming for general ideas, scanning for information, presumption, distinguishing cognates and word families, forecasting, schema theory, making assumption, following allusions and identification through topic.

And Davis (1968), Drum (1981) and Munby (1978) say, “Although some reading experts classify these strategies as reading skills, micro-skills, or sub-skills, other refer to these behaviors as strategies, as they assume that a reading skill becomes a strategy when the reader can use it independently, reflect on it and understand what it is, how it works and when to apply it to new texts” (as cited in Abbott, 2006, p.637).

On the other hand, Endres and Kleiner (1992: 16) have talked about certain types of reading techniques which can help readers to increase their reading efficiency. The various types of techniques or styles are surveying, skimming, intensive reading and critical reading. The brief descriptions of techniques are as follows:

(a). Skimming :

Skimming is a form of surveying. The key role of a skimmer is to be clear about the matter discussed and concepts used in the article. So, it can be said that skimming is a helpful approach in which reader can evaluate material that is already well-known. On the other hand, Bill Cosby (1980 : 72- 73) explains that skimming refers to gathering a rapid and common thought through light reading of books, well-liked magazines or the sports and amusement sections of the newspaper. It is also a good technique to analyze material which the reader has read before. The ways to do skimming are: learners should move their eyes quickly throughout the paper, force the eyes to move fast, brush away them across each and every lines of types and finally pick up only a few key words in each line.

Grellet (1992) has generated Endres and Kleiner's idea about skimming. He says, "Skimming is a more thorough activity which requires an overall view of the text and implies a definite reading competence. When skimming, we go through the reading material quickly in order to get gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer" (p.19).

In my school, teachers give the students a task fill in the gaps which are related to a passage. The teachers also instructs the students to read out the passage silently and gather the general ideas of the passage. After that, the students are able to fill the gaps correctly. I think, during reading the passage for filling the gaps, students follow the technique unconsciously, called, skimming.

(b) Scanning:

Scanning refers to the way of collecting information from an article, paper or book. Essentially, readers look for particular information within a given text. A scanner does better when he/she knows what he/ she is searching for. Moreover, a learner that has a comprehensible mind of preferred output may find the information through jumping off pages.

On the contrary, Grellet (1995) has in his book, "When scanning, we only try to locate specific information. When simply let our eyes wander over the text until we find what are looking for, whether it be a name, date, or a less specific piece of information" (Grellet, 1995, p.19).

(c) Intensive reading:

Intensive reading is important when detailed understanding and maintenance are mandatory. Intensive reading is a mixture of several reading procedures, such as, reviewing, reading quickly and so on. Intensive reading starts with an outline involving different reading techniques in order to find out the key thoughts and theme of a book.

(d) Critical reading:

Critical reading takes place when a reader collects information from a certain book. Then the reader analyzes that information and comes up with an opinion about the information. Critical reading is also a mixture of other schemes, such as skimming, scanning etc. moreover, research by Shihab (2011:212) claims that critical reading refers to a way of any debate to connect previous knowledge with original one. Critical reading can be defined as become skilled at estimating, sketch supposition, and locate termination based on the facts.

On the other hand, Langer (1990) thinks that “Critical reading is a dynamic process since a student’s fine understanding of a text is ‘subject to change with time, as a result of conversations with others, the reading of works, pondering and reflection. The student who possesses good critical reading skills is able to go ‘beyond the information given by asking questions, making hypotheses, seeking evidence and validating assumptions’”. (as cited in Marschall and Davis, 2012, p. 64).

(e) Extensive reading:

Greenberg (2006 : 82- 83) suggests that extensive reading basically gives less focus on particular utterance acknowledgment, lexis, and sentence creation. Rather, extensive reading supports students to conjecture or discard words they do not know. Moreover, there are paybacks of extensive reading in both second and foreign language acquisition. Through extensive reading, students can enlarge their reading abilities in target language, expand positive outlook towards reading, and increase various features of talents in the target language, such as, vocabulary and writing.

On the other hand, Carrell and Carson (1997) think that “Extensive reading has two characteristics: reading a large number of reading materials and focusing on the meaning rather on the language”. According to Renandya and Jacobs (2001) say that, “Extensive reading helps develop sight vocabulary, general vocabulary, and the knowledge of the target language”. But Kreshen (2004) defines “extensive reading as ‘free voluntary reading’ ”. He considers that “extensive reading is ‘superior to direct instruction in terms of acquisition of reading, vocabulary as well as grammar and writing’ ”. (as cited in Tran, 2006, p. 174).

Apart from skimming, scanning, intensive and extensive reading, critical reading, Grellet (1992: 14 – 18) comes up with several other reading techniques. They are:

(a). Inference:

Inference or inferring refers to the use of language rules, common sense and background indication which facilitate readers to find out the significance of the unknown essentials.

(b) Understanding relations within the sentence:

To be competent in this technique, students have to be instructed about grammatical rules as early as possible. The students should look first for the prime organization of the sentence, such as, sentence + verb. To apply the technique, the learners at first split sentence into sense groups and highlight, box and identify the important elements of each sentence in a passage.

(c). Linking sentence and ideas:

Linking sentence and ideas refers to the words by words relationship within a text. In other words, the terms linking sentence and ideas can be called as reference. To discover the flow of synonymy, hyponymy, comparison and nominalization within a passage, students have to understand the communicative value of the passage. The text is not made

up of independent sentences or passage but it is a network of related ideas that are declared, launched throughout the passage with the help of references. If the reader is not able to comprehend some expressions of the passage, some of the details and thoughts will perhaps run away from him. If the reader does not be aware of inter or intra sentential connectors, he/she becomes unsuccessful to make out the communicate significance of the passage since those words operate as indicator the function of what follows (e.g. proclaimed end, an example, an idea). From the very opening, learners should be trained not only to identify with then when they come across them but also to look out for such signs. This will be helpful to learners when read quickly because the straightforward acknowledgment of those connecting words will aid them to realize the growth of argument in the passage.

(d) Predicting:

Predicting is not a practice in a sense. Rather, it is a talent based on all the reading methods. It is a mixture of core performances, such as, anticipating and skimming.

Smith (2004) thinks that, “Prediction is the core of reading. When we read, we use prediction: we ask questions, and if we can get the questions answered, we comprehend. A particular meaning is the answer that a learner gets to a particular question”. (as cited in Tran, 2006, p. 174)

(e) Previewing:

Previewing is a skill relating the use of the table of content, the addendum, the introduction, and the section and paragraph headings for finding out where the required information will be fit. This skill is crucial during skimming and scanning. This technique is also considered as a study skill.

According to Bill Cosby (1980 : 72) previewing is a method through which learner can group thoughts of profound reading like magazine, newspaper articles, business news and

non – fiction books. Through previewing, readers can able to sample eight or ten pages reports or stories in an hour. And, once the students have done with the preview articles or reports, they can able to know which parts of which stories are worth for a closer look. It is important to mention that previewing does not give readers all the points. Rather it saves the reader's time because previewing refers to fast, general view of lengthy, unknown material. In other words, this rapid and general view of new material can be defined as light analysis.

On the other hand, Terry L. Rose (1984: 544) defines previewing as comparatively straightforward and inexpensive to exercise. There are three kinds of previewing actions which are most familiar in classroom situations: (1) oral previewing, in which the reader reads the assigned text aloud before the reading lesson, (2) silent previewing, in which the learners read give passage silently, (3) listening, in which teacher reads the passage loudly and learners follow all along silently.

In the school, teachers mainly allow the processes of oral previewing and listening during class period.

(f) Clustering:

Research by Bill Cosby (1980 : 73) illustrates that, clustering mainly refers to amplifying readers' reading rapidity and knowledge. It instructs readers to look at set of words of the passage instead of one at a time to enlarge the reader's reading swiftness. This technique is a wholly different way of observing what the learners read. To be efficient in this technique, readers have to pick something light to read and then read passage as swift as possible. Reader have to pay attention on seeing three to four words at once rather than one word at a time. After that, readers need to revise the passage at a normal speed to observe what they have missed the first time.

In my school, during examination of English First Paper, students have to read a given passage and give answers of questions related to the passage. In that time, students try to

read the passage as soon as possible so that they can give answers, related to the passage, in time. Sometimes according to instruction of teacher, students also used their normal speed of reading if they think; they have missed some clues of passage at the first time. I think, during examination, clustering becomes an effective way for students.

(h). Schema theory:

Schema theory is a combination of reader's previous knowledge and writer's idea which he has written in the book. In the article titled *Schema Theory and Knowledge-based process in Second Language Reading Comprehension: A Need for Alternative Perspectives* Hossein Nassaji (2007) mentions, "One of the major insights of schema theory lay in drawing attention to the constructive nature of the reading process and to the critical role of the reader and the interaction between the text and the reader's background knowledge" (p.80).

On the other hand, Armbruster (1986: 253 – 254) explains that schema is a course of action through which readers generate knowledge in their memory. When readers read texts, they try to generate their background knowledge which becomes equivalent between the particular content and organization of the materials. Schema theory engages readers to carry on their search throughout the text. It offers an outline so that the readers can gather information from the text. The fundamental idea of schema theory is that connotation does not exist in the text alone rather it is a result of the relations between the reader and the text. Moreover, there are two types of schemas which play a vital role in learning process. They are:

(a).Content schema:

Content schema refers to the understandings about objects, events and situations. For example, when we think of a restaurant, at first we think of checking in and a host or hostess welcoming the guests of that restaurant. After that, we select a table to sit and select the food items by studying the menu. After observing the menu and selecting the

desired food items, we call the waiter and place an order of selected food items with that waiter. So, this example of thinking about a restaurant is an example of content schema.

(b) Textual schema:

Textual schema refers to the knowledge about get-together of structured discussion. It comprises the knowledge about discourse structures which are universal form in every forms of text, such as, paragraphs, particular discourse structures (e.g. stories and scientific articles).

Moreover, Cook (1989) states that “The mind stimulated by key words or phrase in the text or by the context activates a knowledge schema”. (as cited in Shihab, 2011, p. 212) Shihab (2011: 212) claims that schemata are considered as flexible method. They go through a returning process and changes which are collected actively and economically, such as, information is accumulated in memory and provided when required with the sum of endeavor. They are two ways to activate of schemata. They are as follows:

(a). Latest ideas come from the outside world and it is accepted cognitively. The idea can be related to previously identified information piled up in recollection through repossession and recalling. In this process, new theories are incorporated the previous ideas which are altered.

(b). Latest thought can be a symbol of new psychological configuration. In this case, the absence of previous knowledge will guide to building up new schemata.

In my school, in the class when a teacher tells students to write instantly about ‘Journey by Boat or Train’ and ‘The Childhood Memory’ and ‘school library’, the students start to generalize their experience about their journeys and memories. Then they start to write the paragraph or essay on given topic. I have also practiced this way of instant writing in

class with the students when I have told the students to write about “Your Grandfather” or “Your last birthday celebration”.

2.5. Reading Fluency:

Mellard, Woods and Fall (2011 : 3) defines fluency as the capability to read text with rapidity, exactness, and appropriate expression. On the other hand, Wise et al. (2000 : 340) defines oral reading fluency as interpreting written manuscript into oral production with rapidity, and correctness. Research by Ya – Yu Lo et al. (2011 : 115 – 116) claims that reading is a process which is connected to the text and reading fluency is an essential and life- long skills. But Welsch (2006 : 180 – 182) mentions that our educational system always gives less significance on reading fluency, during stressing translating and commanding.

Harris and Hedges (1995) defines fluency as ‘freedom from word identification problems’ that might hinder comprehension”. There are two types of readers. They are: (1) “Print- bound readers, in which readers read slowly, tend to pause after every word and ignore or misinterpret punctuation”. In my school, I have experienced this kind of print- bound readers when I have told them to read a given passage from the book in front of the class. (2) “Context readers, in which readers tend to read with speed and parody but with inaccurate word recognition, skipping, adding, or substituting words and sometimes inventing new stories that bear little resemblance”. In my school, when I told students to read out passage, students are used to skip words seemed to be difficult for them.

(as cited in Mellard, Woods, Fall, 2011, p. 3 – 4).

2.6. Classroom Management:

In the article titled *Creating Lessons to Motivate Students* Desroches (2000) has defined classroom management as 'discipline'. He elicit his points saying, " A well managed classroom more often comes from thorough curriculum planning and instruction, interesting, success-oriented activities and frequent feedback to students" (Desroches,2000,p.1)

Synder (1998: 1) explains that classroom management is an intricate interactive procedure and based on the environment of the classroom. Through classroom management, teachers can promote an atmosphere where learning can take place. Classroom management refers to the daily activities of the classroom, such as, careful monitoring of the total environment including instruction and student learning. The classroom activities become effective when the students are signed up in their activities effectively, when the responses are made between teachers and students effectively, and when the teachers' awareness motivates the students' attention towards learning. Well – managed classroom is recognized through the physical structure of classroom.

2.7. Characteristics of Classroom management:

Matus (1999) has said in his article *Humanism and Effective Urban Secondary Classroom Management* " An effective classroom manager goes that extra step to help students be successful, even though it means progressing through the curriculum at a very slow pace and segmenting instruction into small components" (Matus,1999,p.306). He also elicits his points saying, "Teacher can motivate students through rewards such as extra credit or points on their averages. Also, even when work is substandard, an effective classroom manager can find some aspect of student's work to compliment. Though the product may be poor, a teacher can usually reward the effort that went into an assignment. An effective classroom manager can help students feel good about themselves and their abilities by using compliments and words of encouragement- not only about academic performances but also about themselves as people regardless of how they do in school"(p. 306).

Research by Frishy and Martin (2010 : 147 – 148) illustrate that an successful classroom management can be defined as instructor for the students. Instructors play a vital role for maintaining interaction and building up a supportive environment in the classroom. It is essential to build up relationship with the students because rapport is an essential characteristic of an effective classroom management.

Evertson and Weinstein (2006), Wang, Haertel and Walberg (1993) say that “Classroom management is one of the most important factors in providing education to students” (as cited in Savas, 2012, p. 3000). To be a successful classroom management, according to Richer (2008 : 47 – 48) a teacher should have abilities to recognize students’ weak points and convert those weak point into strengths which will enhance students’ self-confidence and aspiration to learn. Teacher becomes successful classroom management by following some strategies which help his/her to direct a classroom with no difficulty. They are: (1) be self-assured (teaching is a profession of strong determination. So, teacher should not allow students to manipulate and take advantage of his/her sympathy), (2) know the students (a teacher should be well known about student’s belief, way of life, language proficiency and other social moral thoughts), (3) Over plan (teachers should not allow students too much idle time. Rather the teachers should provide more and more activities for students to attain their goals), (4). Prepare for the most awful situations (teachers have to aware of student’s emotions. Verbal abuse and abusive nature towards classroom environment of students become harmful for students), (5) be steady (teachers should consistent promoting discipline and consequence policies throughout the class).

2.8. Classroom management techniques:

Synder (1998) has talked about some classroom management techniques in his article titled *Classroom Management for Student Teacher* “1) creating a structured classroom environment, 2) establishing classroom rules from the first day of class, 3) being consistent in the application and follow- up of those rules, 4) creating opening routines for the students, 5) pacing activities to allow for maximum time on task with students, 6)

maintaining teacher eye contact, 7) using non- verbal and verbal clues to regain student attention, 8) stopping student talking and disruptions early- before they escalate” (p.4).

2.9. Motivation:

In the article titled *Intrinsic and Extrinsic Motivation: Evaluating Benefits and Drawbacks from College Instructor’s Perspectives* Simon (2010) says, “Motivation is an internal state that arouses learners, steers them engaged in certain activities. It is conveyed in other words, such motivation often determines whether and to what extent students actually learn a challenging task, especially if the cognitive and behavioral processes necessary for learning are voluntary and under their control” (p.153).

According to Masgoret and Gardner (2003 : 173) motivation can be defined as goal oriented behavior. Through motivation, teachers can able to direct the students’ attention towards a number of features. A motivated student becomes proficient and dutiful towards his/her activities. A motivated student has ambition and aspiration. Motivated student enjoys activities, experiences strengthening from success and frustration from failure, makes attribution relating to achievement and breakdown and make use policies to reach his/her goals.

2.10. Types of Motivation:

Gardner (1972, 1985, and 2007) and Lambert (1972) assert, “Motivation refers to the long term stable attitudes in the students’ minds” (as cited in Cook, 2008, p.137). Research by Cook (2008 : 137 – 138) claims that there are two types of motivation. The instrumental motivation refers to learning the language for a concealed purpose unrelated to its use by local people, such as, learning language to pass an examination to get a certain kind of job or to get admitted into a university, school and college. On the other hand, integrating motivation reveals that whether the students classified with target culture and people in some common sense or refuse.

On the other hand, Masgoret and Gardner (2003) say, “the integrative orientation scale presents reasons for learning a second language that emphasize the notion of identification with the community”. On the contrary, “the instrumental orientation scale presents practical reasons for learning the language, without implying any interest in getting closer socially to the language community” (p.174-175).

2.11. Relationship between Teacher and Student:

According to Frishy and Martin (2010 : 147), teaching can be defined as a empathy – oriented field and the performers in this field are teacher and student. Rapport means the interpersonal relationship between teacher and students. It is important to mention that by this relationship teacher and students come in the classroom with rational goals. Rapport has two proportions: a personal connection and agreeable communication because rapport refers to an overall feeling between two people, consists of mutual bond and trust.

On the other hand, Wilson, Ryan and Pugh (2010 : 246) claim that rapport refers to the closer or caring relationship, union and agreement between teacher and students. Rapport is directly related immediacy which refers to the emotional accessibility. Immediacy consists of student insights about professor’s verbal and non – verbal behaviors for communicating in the classroom.

In the article titled *Do Your Students Care whether You Care about Them?* Meyers (2009) says that verbal immediacy includes “ (1) Use personal examples or talk about experiences had outside of class, (2) Ask questions or encourage students to talk, (3) Get into discussions based on something a student brings up even when this isn’t part of the lecture plan, (4) Use humor in class, (5) Get into conversation with individual students before or often class, refer to class as ‘our’ class or what ‘we’ are doing, provide feedback on student’s individual work through comments on assignment, (6) Ask students how they feel about an assignment, (7) Invite students to meet outside of class if they have questions or want to discuss something, (8) Ask questions to solicit students’

viewpoints or opinions, (9) praise students' work, actions, or comments, (10) Have discussions about things unrelated to class with individual students or with the class as a whole” and non- immediacy includes “(1) Gesture while talking to the class, (2) Look at the class while talking, (3) Smile at the whole class while talking, (4) Move around the room while talking to the class, (5) Have a relaxed body position while talking to the class, (6) Smile at individual students in the class, (7) Use a variety of vocal expressions when talking to the class”(p. 207)

Considering the points of verbal and non- verbal immediacy, through the article titled *Rapport Building in Language Instruction: A Micro- analysis of the Multiple Resources in Teacher Talk* I have found that “Establishing a good relationship with student is extremely important in creating a conducive learning atmosphere in the classroom and importance of social language or chatting as an opportunity for the teacher to contract with the class, and help students to feel relaxed and ready to learn”. So it can be said that “Good teacher- student rapport enhances language learning” (p. 284-285).

2.12. Discipline:

Jeloudar and Md. Yunus (2011: 150) claim that though promoting discipline within the classroom, teachers can direct student's behavior or behavior management. The another form of discipline is classroom management because establishing well classroom management is such a action through which teachers can responses to their students' misconduct. A successful classroom management involves placing suitable lessons, showing new content as well as employed students in suitable practical activities. Teacher can generate a non – disturbance classroom in several ways. They are : (1) giving confidence students about their responsibilities, (2). Teacher can set up rules through which students can maintain their behavior in the classroom, (3). Teachers can give students rewards for good behavior and punishment for misbehaviors, (4). Overall, teacher can instruct the classroom environment in such a way so that the students can feel relieve and control their behavior. Promoting discipline within a classroom is

possible, when the authoritative figure gives less emphasis on students' obedience and teachers' voice and more on students' self regulation.

On the other hand, Sterret (2010 : 73) argues that, a friendly – natured teacher always tries to connect with the students. Through providing a supportive and structured environment throughout the school, the teacher tries to create a communicative environment for the students. For example, at school, during morning assembly students speak to each other, share time with each other and so group activities. Through this assembly, students are able to build a rapport with other students and maximize the instructional time. A 20 – 30 minutes morning is a place for the teacher to promote instructions according to the students' interests.

Establishing classroom communities and non- disruptive classroom environment is possible, when the strategies of discipline will be clear to the teachers and students. Harris (1973) in his article titled *Boundaries, Set Theory, and Structure in the classroom* has talked about the ways of structuring classroom behavior. He has defined “the method of structuring classroom behavior” as “more democratic”. It provides “students a chance to discipline themselves”. He also adds that “establishing norms for classroom behavior takes three main steps- the recognition of crucial boundary areas, statement of limit about these boundary areas, and adoption of rules that recognize those limits. Boundaries areas are seen as a particular type of behavior that go in the classroom and are described as sets because they have a finite membership process requires that people be clear about what their limits are in relation to these behavior”. He also adds that learning situation should be structured “in a way that recognize and supports student autonomy” (p. 285). He also defines disciplines as “good rules”. The good rules include, “their maintenance should be very clear. Students should know what will happen if they ‘break the law’. The enforcement of the rules should be open to all. Positive reinforcement should be given when rules are respected”. The author has experienced that “the more student input, the more the rules are negotiated, the more they are respected”(p. 290).

In my school, I have also seen that the teacher controls the discipline of classroom saying 'Don't be late in my classes' if a student comes late in class. The teacher also says that 'keep quiet' if the students start making noise during class time. And sometimes I have noticed that the teacher gives students punishments if they are not properly dressed up or students fail to complete their homework or students get too noisy and loud.

2.13. Voice and delivery:

In the article titled *The Teacher's voice: Vocal Training in Teacher Education* by Bele (2008) it is said, "The voice is vital tool in imparting knowledge and teaching, and appropriate voice use is important in maintaining pupil's attention and interest. Teachers need a voice which projects well and appropriately in all circumstances and which is also pleasant to listen to, even when being at its most authoritative"(p. 44). He elicits his points saying, "a teacher's voice use is often intentional, e.g. as a disciplinary instrument. To ensure effective communication in the classroom, the teachers must be able to communicate with the pupils without being exposed to voice damage" (p. 45).

Research by Alderman (2001: 40) illustrates that, teacher's voice is an indispensable tool promoting discipline in a mismanaged classroom. But the teacher has to alert and talk softly when the teacher delivers his voice in the classroom. Teacher's voice should not be delivered forcedly. During giving feedback, teacher's voice should be friendly in nature towards the students.

In my school, I have seen that when a teacher talks angrily with the students during class time, the students get scared and lose their interest to study. And they also assumed that the teacher who has shown his anger during class time is an angry person and the students always want to avoid that teacher onwards. As a result, in the students' mind, a tendency to get fear grow up and they starts to maintain the rules of discipline in that teacher's class in fear and forcedly.

2.14. Effective Feedback:

Vojdanoska, Cranney and Newell (2010) have given a clearer conception on feedback in the article titled *The Testing Effect: The Role of Feedback and Collaboration in a Tertiary Classroom Setting*. He says, “feedback is highly effective when it allows students to learn the correct answer to any questions they answered incorrectly”(p. 1184). Moreover, Butler and Winne (1995) proposing that “feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory”(as cited in Vojdanoska, Cranney and Newell,2010,p.1184).

On the other hand, feedback is defined by Warning (2008) in his article titled *Using Explicit Positive Assessment in the Language Classroom:IRF, Feedback and Learning Opportunities*. He asserts” in the language classroom, teachers routinely find themselves in the position of responding to learners’ display of knowledge. These responses may be broadly referred to as ‘feedback’ (p. 577).

In the article titled *Creating a Positive Classroom Atmosphere: Teachers’ Use of Effective Praise and Feedback* it is a myth to believe that “Teachers’ feedback is an essential component of the learning process and can help create a positive classroom atmosphere in which mistakes are valued for their potential to enhance learning and in which academic success and appropriate behavior are reinforced”. He also adds that “to be a effective teacher, feedback should be (1) intentional, (2) overt, (3) prompt, (4) direct, (5) specific, and (6) positive”. He also elicit his points saying “Feedback can be presented in a variety of instructional formats either verbally, visually (e.g. pictures, flash cards, manual signs, computer-based modeled), or using a combination of the two” (p. 21).

2.15. Types of Feedback:

Investigate by Conroy et al. (2009 : 21 -23) illustrate that, there are two types of feedback which is used to deal with correct and incorrect responses. They are as follows:

(a) Instructive Feedback:

Instructive feedback means teacher's reaction towards the students for their correct actions or responses. Instructive feedback also refers to the helpful instruction on target materials. It provides a chance to reply and help to correct student response. Instructive feedback becomes successful when teachers support the correct response or behavior (e.g. that's right, very good, and excellent) and supply additional related or novel information.

(b). Error correction:

Error correction means teaching exact response when teachers find out any fault in students' academic behavior. There are four steps of error correction. They are: (1) telling the learners that their responses are incorrect (e.g. No, it's not noun), (2) providing the correct answers (e.g. it's pronoun), (3) give students another chance to present correct response (e.g. students, tell me the definitions of noun and pronoun) and (4) admiring students for their co – operation (e.g. You are right. You have identified noun from the given sentence correction.

Chapter Three: My Experience

I had joined at St. Sylvester Tutorial on 17th September, 2012. It is a Bengali Medium School, situated at Laxmibazar, Old Dhaka. The aim of the school is to provide a supportive environment for learning. This school also gives students books which are selected by NCTB, Dhaka. Bengali is the medium of instruction in this school. The school consists of two levels, such as, primary level and secondary level. However, all of teachers of this school have completed their graduation in different subjects and also finished the courses of teaching programme to be perfect teacher. First of all, I have appointed as a teaching assistant of class three. I have also worked as a teaching assistant of class four. For few days, I have taught the students of class six in the absence of the regular teacher. Along with English, I have also taught Bengali to the students of class four when the regular teacher was on leave. However, while teaching the students, I have perceived many practical ideas on various teaching practices, such as, eye contact, gesture, classroom management, motivation and feedback giving. Moreover, as my main focus of intern report are reading skill and sub-skills of reading skill. That's why, I have given emphasis on practicing pronunciation and vocabulary while teaching English.

3.1 Students fear of English and teachers:

While doing my internship, I noticed that students are burdened with textbooks and classroom activities. For example, students had to do their activities from the books named *English for today*, work book, story book called *Radiant way*, grammar book and so on. They have to do Desk work (class work of selected items), tell the memorized answers to the teachers and so on. While doing internship, I also noticed that the students

are always concerned about passing the examination whether it was final examination or class tests. Their reading of English was totally exam oriented and the teachers were used to teach the students according to the syllabus provided for examination.

I had joined the school almost at the end of the year. In this sense, I was new to the students and there was nothing to teach new to the students. From the very beginning of my internship, Principal Ms. Pronoti Rozario allowed me to teach the students of class three as a teaching assistant. I personally felt that the students had an extreme fear of their English teacher. The senior teacher scolded students as they forgot to bring syllabus in the class. So, everyday students were bound to bring the syllabus in the classroom. The teacher also beat the students they overwrote in the answer's scripts. Moreover while teaching the students, I found that whenever I told them to write answers and something else all of the students used blue ink pen while accomplishing the tasks. I asked them that "why don't all of you use other ink pen while writing? Is it a co- incidence or rules that all of you use blue ink pen while writing?" One of my students answered me that "The teacher before you has given us order to use blue ink pen and if we use other ink pen she was used to scold us". Moreover, while checking the answer scripts, I just used red pen and put circle marks around the wrong spellings. But I did not write any comments for their wrong spellings and told them to bring their parents' signature. So, one of the students said, "Miss, you have forgotten to write a comment and tell me to bring the signature of my parents". At first, I did not understand what he was trying to say. But when I asked him, "What are you talking about?" He told me, "Ayesha Miss was used to tell me to bring parents' signature if I did any mistakes. And you forgot to do so". However I wrote a comment his script and told him to take signature of his parents. I got that the students were feeling scared when I was checking their scripts. But I did not able to find out the exact reason of their fear. But one day while talking with other teachers, one of the teachers was telling "The students are doing a lot of mistakes and until beating the naughty students classroom environment can not be maintained". So, in this way, I was able to found that the extreme fear of students about their teachers.

However, I think that the students had a great fear of their textbook as well. They did not want to read the passage or story in the classroom. They always wanted that the teacher might read the passages and stories for them. It happened because they always assumed that if they did any mistakes while reading the teacher might be scolded them. That was the reason behind their habit of memorization. And I think that unless the habit of memorization is removed from the students' mind, it becomes impossible to develop the reading skills of students.

Another reason behind the fear of the students regarding the reading and habit of memorization was that the textbook which were assigned for the students were written using difficult words. For example, while working as assistant of the senior teacher of class three, I observed that the story book called *The Radiant Way* was written in hard English words. So it was quite impossible for the students to read the story from the book if the teacher asked them to read story from the book. So my suggestion is that the teacher should provide reading materials with known and commonly used words. And along with this, the teachers can continue the class and teach the students through playing games, funs and cartoons so that the students can feel free while learning English and with their teachers.

3.2. Apt use of textbooks and Suggestions:

While teaching students of class three as a teaching assistant, I found out that the English classes were more teacher oriented than the student oriented. The common features of the English class at this school were that the teachers were busy to read and talk more in the class and the students were inactive and silent listeners in the classroom. While teaching the students of class four, I wanted the students to read the passage by themselves. Along with this, I wanted to ask them the questions from the passage after finishing their reading. But I found that they did not prefer my way of teaching. Rather, the students always insisted the teacher to read the selected passage for them. Another demand of the students was that after finishing the reading, the main task for the students was to perform their duties according to the instructions of the teachers. Moreover while teaching the

students of class six, I found out that the selected textbook called *English for Today* was written in CLT method. And this book was made of using four language skills; speaking, writing, reading and listening. But while teaching the students, I noticed that like other teachers I also used to read the passage and the students preferred to listen. Moreover, the students had to do one task in the classroom which was writing question answers. In this way, the students were able to develop the skills of listening and writing only. Mainly, the teacher was used to dominate the class and there was no opportunity for students to read or speak out. So, it can be said that the main activities of the English class were reading and writing, which referred to the method of GTM. Throughout my internship, I did not find that the students were working in pairs or groups. Although I tried to apply the CLT method, it did not seem to be preferable to the students. And there were no audio and video systems in the classroom to practice the CLT method. I understood that the students became habituated to GTM method. Moreover, the students like to study according to the syllabus of the examination. For this reason, the students had no involvement in reading process.

However, from my experiences of teaching, I can say that the learning process of Bengali Medium School has influenced the students' mind in such a way that willingly the students have no wish to develop their reading skills. For example, in every Thursday, a class test was used to be held at the school. It was the common feature of this school to provide suggestions of class test by teacher for the students. And according to the suggestions, the students were prepared themselves for the class tests at home by memorizing. The next day, that's mean on Thursday, the students were used to vomit those memorized items in their examinations' scripts. If somehow any of the question did not set according to the suggestion during the examination and if the students were unable to give answer of that question, then the guardians blamed the teacher who had set the question paper by saying, "That particular question was not set from the suggestion provided by teacher for the class test. And that's the reason; the students were unable to give answer of that particular question". So, it is clear that the students are not even read the textbooks thoroughly from the examination preparation and I can say that I students

depend more on the suggestion provided by teacher before examination than the textbooks.

3.3. Vocabulary:

Lack of vocabulary is another reason for the failure of English of the students of Bengali Medium School. I have realized this problem while teaching the students of class four and six. Already I have told that the teachers provide syllabus for examination for the students. While working as a teaching assistant of class three, I had observed the syllabus very closely. I noticed that the items of the syllabus were some selected words for word meaning, list of paragraph and essay, selected words for making sentence, selected items for grammar, word lists of antonyms and synonyms and so on. I had also taken few classes in class three as a subject teacher when the regular teacher was on two days leave. Between these two days, there was an assigned day for class test. So, for the examination preparation, the day before the examination, I had to tell the Bengali meaning of those selected words given in the syllabus for examination. However, to communicate, I was used to tell the students to notice the words whichever I had written on blackboard. In this day, one student named Shadiq asked me that “Miss, what is the Bengali meaning of the word introduce?” I wanted to tell him the meaning of the word Introduce very practically. For this I told another student to stand up and come in front of the class. I also told shadiq to come in front of the class. After that, I told both of the students to share their names to each other. (Shadiq said “Hi! I am Shadiq and Munir said that “Hi! I am Munir.”) After that, I told the students that “Now not only Shadiq and Munir but also all of the students in this classroom have been introduced with these two students from their conversation”. I also asked Shadiq that “Now can you understand the way people introduce with each other?” His response was positive.

Another day, I was teaching the passage called “Karim” to the students of class six. The story was about Karim and his house. In that class, at first I had to read out the passage for the students because in my previous classes I had experienced that the students did not want to read because of their lack of knowledge of English vocabulary and fear of teacher. After finishing my reading, I asked one student to tell the meaning of word ‘yard’. But he was unable to give me proper answer. When I realized his weakness, I asked him, “Is there any open place in front of your village home?” He answered me, “Yes miss, there is a open place in front of my grandfather’s house.” After that I told him, “That open place is known as yard”. Then he told me, “Yes Miss, my grandfather used to sit when the sun rose”.

However, I personally feel that when the students are unable to understand to meaning of words in the passage, they do not feel any interest in this mechanical reading process. Even, they feel ashamed to think that the fellow students will laugh on their weaknesses. I feel that they are afraid of asking the teacher the meaning of words because they feel that the teachers will scold them or give reports to their parents about their weaknesses. Moreover, from my experience of my internship in that school, I have always heard from the senior teachers that students do not study at home. I have observed that the teachers never give emphasis on searching Bengali meaning of words into the dictionary. For example, while teaching passages from the textbook, the students were asked me the Bengali meaning of words from the passage and told me to translate a Bengali sentence into English. I was used to do that for them. But at the same time, I always told the students to keep a mini- dictionary with them and I also told them, “If you keep dictionary with you, you will able to find out the Bengali meaning of English words while you need to know the Bengali meaning of words”. I also assured the students, “if you learn how to use dictionary with you, then you will not wait for your teacher for translation purpose. But I got that the students were not interested to word hard for their studies, especially searching meaning of words from dictionary. And after feeling this I become surprised to think that the teachers scold or beat the students if they forgot to bring the syllabus or textbooks whereas the teachers never insist students to build up their habit of searching meanings of words into the dictionary.

3.4. Pronunciation:

It is known to all that the knowledge of vocabulary of the students of Bengali Medium School is below the standard level or very poor. I have experienced this problem of students' pronunciation throughout my internship. Already I have mentioned that I have worked as a teaching assistant for the students of class three. And I have also mentioned that in every class, a class test was held. For this reason, several times I had to write the suggestions (selected items) on blackboard according to the instructions of senior teacher and told the students to write the suggestions in their scripts so that the students could study according to the suggestion at their home. While they finish their writing, I was used to check their scripts whether their spelling of words were properly written or not. I did this so that the students could not face any problem at home during preparation for examination. However, While checking their scripts, I found out that one student had written 'tramlatl' instead of 'translation' and 'funbaltc' instead of 'fundamental'. After checking his script, I became surprised to see those mistakes although he had copied the words (a part of suggestion) from the blackboard. Moreover, while teaching the students of class six, I had faced the same problem. It was an examination hall and I got an opportunity to invigilate the examination hall. While walking into isles of branches, I saw that one student was writing the paragraph 'Traffic Jam'. I observed that the student who was writing on topic 'Traffic Jam' did a spelling mistake. He was writing 'popation' instead of 'proportion'.

I think, pronunciation problem occurs with the students because there is no practice of teaching appropriate pronunciation in the English class. I feel that the students do the spelling mistakes because the abilities of pronunciation are below the standard level. Moreover, they have a fear of asking the teachers about the correct pronunciation. They also feel ashamed of being criticized by the teachers and fellow students of the classroom. For example, once a student of class three pronounced the word 'library' in a wrong way, the student was sitting next to her was smiling and the teacher did not say anything to the student who was smiling. Such kind of act more or less discourages other

students who want to participate in the class. Moreover, while doing internship, I do not find any sound systems in the classroom and the teachers have no intention to use the sound systems and CLT method while teaching the students English. My suggestion is that the teachers should keep some extra time to practice pronunciation. For practicing pronunciation, the teachers can arrange recordings of the passages from the textbooks so that the students can pronounce the words correctly. By this way the students can be able to write the correct spelling of words in their scripts whether in examination or in the classroom.

3.5. Medium of instruction:

Through the point of ‘medium of instruction’ I want to refer to the language the teachers are used in the classroom while teaching the students. I have experienced during my internship that while teaching as well as instructing the students, the teacher was used both Bengali and English. Already I have mentioned that I have worked as assistant of the senior teacher of class three. While working with the experienced teacher, I observed that the regular teacher was used to translate the story from the textbook from English to Bengali. Moreover, when I taught the students of class three in the absence of the regular teacher, I taught the students from the book *Word Book*, I had to translate the words from exercises into Bengali. Moreover, while teaching the students of class four, I had to translate the passages, paragraphs and essay into Bengali for the students. I noticed that the students of class six were used to memorizing the definitions of grammatical items in Bengali. Once I told a students to read out the paragraph named ‘Early Rising’. That student told me that ‘Miss, it is very difficult and there are many words whose Bengali meaning I don’t know. Please miss; translate the paragraph into Bengali for us’. I also saw that other students’ demands were also similar as they were also asking for translating the paragraph into Bengali. So, finding no other way, I translated the paragraph into Bengali. Moreover, when I wanted to teach the students the passages from their selected book *English for Today* I had to translate the passages and activities related to the passages into Bengali. Overall, I want to say that if I gave students any sorts of class tasks I had to instruct the students using Bengali.

Throughout my internship, I have used Bengali to teach the students. I have also found out that the teachers have to use both Bengali and English while teaching because the textbook of class six contains some philosophical and argumentative notions which is difficult to understand for the students. That is why, the burden of those notions and high thoughts of topics make the practice of reading of English difficult for the students. As a result, they lose their interest to read those topics in English. So, I think it can be considered another reason behind translating passages from English into Bengali. For example, while teaching the chapter 'What Farmers need', I noticed that the chapter was based on the farming process. The students were not enough knowledgeable about farming process. As this chapter was included in their final examination, the students of class six were demanding to read this chapter in the class. I also agreed with them. But as they claimed that the chapter was difficult, I had to translate the whole chapter including its activities into Bengali.

From my experience of my internship in this school, I always notice that the teachers as well as parents never give emphasis on learning English properly. Rather they just insist students to pass the examination with a good mark. That's the reason; the students never willingly involve themselves in reading process and talking in English. Students are used to learn English through translating and memorizing and if they fail to do so we, the teachers and parents start to blame the students. The teachers and guardians only think of passing examination, as I have said before. But we never insist students to become expertises in English.

3.6. Techniques of Teaching Grammar Rules:

During my internship, I taught the students of class six. While teaching the students English First Paper, I found out some grammatical items in the book named *English for today*. One day while I was teaching them the chapter 'Sabina's home', I told the students to do activity number two. The activity was about to give questions' answers. And while

checking their scripts, I found out that some of the students were forgetting to add 'es' or 's' although the subject was third person singular number. I had got the same mistakes again and again while writing an essay, paragraph, dialogue and so on. Moreover, I had got the same mistakes while checking their home works. Almost all day I had to repeat a dialogue to fix up this problem and the dialogue was that "Students, you have add 'es' or 's' with the action verb when the subject will be the third person singular number. Moreover, the students had a problem of using apostrophe s after the noun. For example, while teaching them chapter called "Where do you live?" I told the students to correct the following sentences. For this purpose, I also wrote several incorrect sentences on blackboard and the sentences were given below:

(a). The (goats) _____ milk are good and the (chicken)_____ and (ducks)_____eggs are large.

(b) (Shahanara Begum) _____ house and yard are very clean.

I also gave students instruction that "the subject ' goats' indicate the plural in number and the subject ' Shahanara Begum' indicates the singular in number". Although I gave some hints before starting their answering, while checking their scripts, I got incorrect answers from several students. For example, some of the students had written 'Goat's' instead of goats' and some of the students had written "Shahanara Begums' instead of Shahanara Begums'. Another day, while teaching the students clapter named 'Around Sabian's House' I told the students to make sentences using prepositions; such as; in, behind, in front of, around, near, far, at the side of, beside. I also instructed them to read the passage very attentively. But while checking their scripts, I found out that the students were confused between the prepositions, behind and beside. In the passage, the kitchen was beside the house and Sabina kept the cows in a shed behind the house. But one of the students wrote completely incorrect sentence using own idea. He wrote that "Sabinas' village behind Sherpur' and another sentence was tubewell are behind the house". According to rules of school, at first I told him to bring his parents' signature. Then I told him the concept of present indefinite tense as a whole. Even, in that class, I again read out

the passage called ‘Around Sabina’s House’ and translated it into Bengali. Moreover, I told them the Bengali meaning of those prepositional words and also make some sentences using those prepositional words for them.

I had realized that some of the students did not understand the concept of countable and uncountable noun clearly. While teaching the students the chapter called “things”, I told the students to fill the gaps using the given words, such as, some, many, much, lot. While answering, one of my students told “many of bread” instead of “some of bread” and “much slices” instead of “many slices”. And another student did the same mistakes while answering. She told “much of them” instead of “many of them” and “much bread” instead of “lot of breads”. Although it was their second class on the chapter called “Things” some of the students made such kinds of mistakes. In this class, I got disappointed a bit and tried my best to make them correct. I told that in previous class, I had jotted down several books and also counted those books. I also added that “Those things are able to count called countable noun and those things are not able to count are called uncountable noun”. Moreover, while teaching the students from the book called *Practice Communicative English Grammar and language*, I found out that some of the students wrote ‘a’ before the word ‘honest’ instead of ‘an honest’. Moreover in that class I wrote some exercises of article from book and asked some students. Among the students, one of my students told ‘the Bangladesh’ instead of ‘Bangladesh’. I corrected him through asking him a question. I asked him “Which article will sit in front of ‘people of Bangladesh’?” He was silent looking down in hesitation. I told him that “Through ‘people of Bangladesh’ we refer to the all the people of Bangladesh. That is why, the article ‘the’ will be before ‘people of Bangladesh’. Moreover, I told him that “If we indicate one part of Bangladesh, then we can add the article ‘the’. For example, we can say ‘the northern part of Bangladesh’.”

Since I worked as an assistant to class teacher of class three comprising 18 students, I had observed that the students mainly memorized the definitions of grammatical items such as parts of speech, language, alphabet, vowel, consonant and so from the book *Teaching of Grammar*. On the very first day, the senior teacher instructed the students to write

antonyms of some words. Unfortunately, the senior teacher went from the class for a while leaving all students in my hands. I became alone in the class with the students. Although I was new to the students, one of the students asked me the antonym of the word 'Beauty'. I said that "Beauty! Tell me are you beautiful? Or your friend is beautiful than you." It seemed that she was showing her reaction. She answered me in Bengali that "I am beautiful and she is ugly". Then I just told her the English meaning the word "Kutchit". Afterwards, I also tried to use Bengali or easy English while working as an assistant or teaching the students as subject teacher.

However, throughout my internship, I have realized one thing that students are used to learn grammar through memorizing without understanding anything. Mainly they do it by reading the content of English textbooks. Because of their habit of memorization, they forget within a few minutes what they had read at home and as if they forget almost, they are unable to do the classroom activities properly.

3.7. Classroom Management:

Since I joined the school almost at the end of the year on 17th September, 2012, I did not teach the students the rules and regulations of the classroom. But as a teaching assistant, I had controlled the classroom even more than the regular teachers. While continuing a class, as if the students of class three were too young, they were used to talk loudly and take away other's things. Moreover, they were used to make faces and leave the seats again and again. So as an assistant always I had to tell the students not to talk loudly or leave the seats. They also quarreled with each other by their bags. So in this case, I had to say the students not to fight with each other. I felt that the students listened more to the teacher if the teacher instructed them softly. As a teaching assistant I always tried to maintain discipline in the classroom in such a way so that the senior teacher could be able to teach the students in a proper way.

Moreover, while teaching the students as a subject teacher, I always tried to create a friendly environment throughout the classroom. While entering the classroom I used to tell the students “Good morning or Good Afternoon, students”. Along with this, I always asked a question to know whether they are fine or not by calling particular students’ names. After asking a question, I always insisted the students to speak loudly if they did not speak loudly while answering. Moreover, I always tried to create a supportive environment in the classroom so that the students could participate in the conversation and show their interests while a discussion held about a topic. Moreover I observed during teaching students that to maintain the discipline in the classroom, students always needed to busy by giving various activities. Otherwise, the students made noise if they had nothing to do. To keep them real happy, sometimes after finishing the class works and if I saw there were few minutes left for finishing the class time, I asked particular students by their names and asked them about their favorite hobbies, players, foods, best friend, teachers, parents and so on. I felt that the students willingly participated in the activity while I told them to do so. In this way, I arranged a communicative environment throughout the classroom.

3.8. Disruptions in classroom management:

During internship, I noticed that when I was not prepared for the class, the students became upset. And I felt uncomfortable while I found out that the students were confused. It mostly happened while I delivered lecture in a big classroom. In a large classroom, it became very difficult for me to manage discipline among the students. In the large classroom, I needed to talk loudly while delivering lecture. Moreover, it seemed that the half of the students who were used to sit front branches, they were within my touch. And other students who were used to sit back branches, they were out of my touch. Moreover, when I stayed in front of the class, the students who were sit back branches were used to make noise. And when I used to stay at one corner of the class, the students who were sitting another corner were used to make noise. Even sometimes I went to the back the students who were sitting in front started to make noise. For example, the class

six and class four comprised so many students and I had to take classes in a large classroom. As if both of the classrooms' size were big, I had to talk loudly while taking class. Moreover, I had to maintain affection towards each of the students in that classroom. It became a difficult task for me as a teacher. But while working as an assistant of class three comprising only 18 students, I felt that it becomes so easy to handle the students as well as classroom environment. For the teachers, it became so easy to remember the names of students. For example, when the teacher had done with checking the scripts, the teacher commanded students to put down their heads on desk and sit quietly so that other students would not feel disruption while doing the classroom activities. In my school, there were several classrooms which were located side by side. In this situation, they students from another class used to throw their things to each other. So it became so difficult for teacher to maintain the class. However, in such cases, the teachers from both of the classes including me worked together to maintain each of classrooms' environment.

3.9. Voice delivery:

Through carefully voice delivery of teachers, students can understand the lesson or topic. When teacher delivers his or her voice forcedly, the students lose their interests from their studies. But when the teacher delivers his or her voice softly and with full of affection, then the students can easily gain their concentration towards their studies. I noticed that especially in English class, as the students were showing less interest in this subject, I had to talk a bit louder whether it was a large classroom or smaller classroom. From the very beginning of my teaching, I used to ask in my real low voice. The students were used to tell me that "Madam, repeat again. We don't understand anything". Afterwards, I was determined to prepare myself to speak loudly while taking class. Working as an assistant of class three, oneday the senior teacher told students to marking certain passages from the book which are important for their examination. I got that a student was unable to do so. I helped to mark pages. And while marking the pages I was speaking with students so privately so that the other students' mind could not distracted.

Moreover, I used to talk privately in the examination hall if any of students had questions regarding their questions' paper. I used my real low voice so that the students did not feel disturbance while answering the questions.

3.10. Teacher- student relationship:

The relationship between teacher and students refers to the mutual understanding, harmony and sympathetic relationship within students and a teacher in a classroom. This relationship helps to promote a supportive environment so that the students can participate in communicative function in the classroom. While working as an assistant I noticed that the experienced teacher knew the students' names and knowing the students' names is the main characteristic of the concept of teacher - student relationship. Moreover, although I was new to the students of class four, one of my students was telling me that "Miss, I have broken the pencil. And I can not sharp the pencil properly. Please miss, sharp the pencil". I sharped the pencil for him. It was Bengali Second paper's class. And I told them to write down seven kinds of 'Bivokti' in rows of a table. Moreover, I was used to keep balance of showing my anger and affection towards the students. I got angry when some students forgot to bring their syllabuses and books while teaching the students of class six and four. Moreover, while working as an assistant of class three, I had to help students to open their Tiffin boxes and sometimes I had to stay with senior teacher during break time. Moreover, the students asked me for help if they did not understand whatever had been written by the senior teacher on blackboard. While class test, the students asked me about their confusion regarding the question paper in the presence of other regular teacher. It happened because they felt that they could able to rely on me. During my internship, I noticed that some teachers showed excessive anger if the students did any kinds of mistake. I always felt that the students who came to me for help, felt safe while asking me for help. I think that the relationship between teacher and

students will be strong enough when the students will be free to go to their teachers for any kind of help.

3.11. Parents' meeting at school:

Through strengthening parent- teacher relationship, the teacher can increase awareness among parents about their student's success and failures of their academic life. On the very first day, while I was talking about the permission of internship with the principal, one guardian came to the office and told Ms. Karuna Halder that his son had lost the grammar book which was given by the school. That teacher immediately issued another book for the student and gave it to that guardian. Moreover, while working as an assistant of class three, one of the students was physically disabled. In such a case the senior was used to allow that student's guardian to help while writing, opening books and handling her materials such as rubbers, pens, pencils, bag. I also felt that that student did not feel comfortable to talk other students. So the senior teacher was also sympathetic towards that student. Moreover a parent meeting was also held in each of the week. On that day parents were able to know the successes and failures of their children from the teachers. The day in which the result was published the teachers from every class were used to call the parents to handover the grade sheets of their children. In this way, this school was able to maintain rapport with guardians of the students as I had seen while doing my internship.

3.12. Feedback Giving:

Feedback giving is an important part of learning process. While working as an assistant of class three, I had seen that the senior teacher had beaten one student who had written the word 'wisdom' in a wrong way. He had written 'wis' in one line and 'dom' in another line. And between 'wis' and 'dom' he had given a semicolon (-). But I think beating a student creates fear in other students' minds for the teacher. For feedback giving I used facial expressions to help students to realize their mistakes. For example, I

used to give students to read out passages. While reading the passages, the students used to read assertive and interrogative sentences in the same way. So, to solve the problem I used to make an eye expression for them. When they saw my expression, they got scared and tried their best to read out properly. Moreover, some students were used to write answers through one word “yes” or “no”. I used to correct them while checking their scripts without scolding them. Moreover, oneday, a student came late and asked in Bengali that “Madam, asbo?” I insisted softly to tell it in English. He responded to my correction and said that “Madam, may I come in?” Once, a student of class six was telling me after finishing his task that “Miss, hoye geche.” I told him that “Whatever you have said just now, translates it into English.” He responded to my correction but delivered a incorrect sentence. He said that “I has did the work”. I told him that “The subject “I” is the first person and it will take ‘have’ as it’s be verb and action verb will be ‘done’. He was then able to say the correct sentence and he repeated the correct sentence “I have done the work, Miss”. I always tried to insist students softly that the students would speak in English during English class. Moreover, I corrected the students’ voice level while greeting me. I was used to greet student while entering the classroom. I always insisted the student to greet me loudly so that I could hear that standing in front of the class. In this way, I made students aware of their common errors.

3.13. Discipline:

Through promoting discipline throughout the school compound, teachers can be able to build up the sense of responsibilities among the students. To be authorative figure, the teachers can enrich the sense of independence among the students. By establishing the norms of discipline, the students become disciplined and able to understand their limits while staying in the school or classroom. At my school, the there was no field in where the school authority could arrange the assembly. So, the teachers always taught students how to show respect towards the country by singing the national anthem inside the classroom. It was instructed to the students that they must greet the teachers when they enter classroom. Teachers always taught the students how to behave with the elder persons, especially those who worked as a teaching assistant for helping them during

class time. I also found out that the teachers also insisted that students show respect towards those persons who worked as maid servants (known as ‘Khala’) and helped the students when they wanted to go to toilet. Inside the classroom, the senior teacher as well as I also gave emphasis on maintaining discipline. For example, one of my students was used to make faces and seizing the hairs of the other students. The students who were the sufferers, complained me against him. In this case, I called that student who disturbed the students by mischief with other students and corrected him with affection. I got that the students understood his mistakes and said “sorry” to me for his mistakes as well. In this way I became successful to maintain discipline in the classroom. I always tried to create an image of mine as a teacher in students’ mind so that the students could be able to show respect towards me without being punished or rebuked. I have seen that in the name of teaching discipline, the teachers are used to beat the students and show their excessive anger towards the students. I think that students will become disciplined when the teachers will be able to teach the value of discipline in a friendly way without showing extreme anger towards the students.

3.14. Motivation:

Students’ perceptions regarding their studies and school depend on how they are being motivated by the teachers. In Bengali medium school the teachers’ motivation mainly focuses on the students’ passing the examination. However, the students use Bengali during English class and the teacher also does the same while taking an English class. Moreover, while working as a teaching assistant of the class three, I observed that the teacher talked about the class test or examination before starting a passage so that the students could be able to assume that this passage might be important for the examination. I also noticed that the students waited for the feedback and marks of their class tests. If any of students failed to achieve the highest number, he or she started to blame himself or herself by saying that “Madam I was not able to memorize the questions’ answers properly during the examination”. It happens because they are motivated by teachers only to pass the examination. For this reason, the teachers’ motivation of Bengali medium school can be defined as defined as instrumental motivation. It is instrumental motivation

because teachers are motivated or helped the students in their studies so that they can pass the examination with good marks. There is no sign of integrative motivation in learning process in Bengali medium school because the teachers as well as parents does not introduce English as a foreign language to the students rather they always give emphasis on memorization the essays, paragraphs, grammatical items according to the given suggestion so that the students can pass the examination only. That's the reason; whatever they read in school does not help in their further education in future. It is important to mention that during parents meeting, the teachers also share the students' obtained marks among the guardians if any of guardians asked the marks of certain students. It creates pressure on those students who have obtained poor marks in the examination. Moreover, the teachers always give good marks to those students who memorize well. Moreover, it is established feel that motivation is the reason behind students' actions and reactions towards their studies, schools and so on. I also feel that if the students motivate and encourage for their studies in a positive way by teachers and parents, their responses become positive and if they motivate and encourage negatively, they gradually lose their interests towards their studies.

3.15. Body talk:

According to Millar, body talk refers to the body movements and gesture in the classroom through which the teachers communication meaning. He adds that Teachers routinely use gestures to convey information to students because they can either add to or replace words .And the best ways for teachers to check body movements, postures and gestures is to record themselves teaching an actual class (p.29-30).

However, I have taken English class of class six as a subject teacher. It was hard for me to teach the students as if it was my first time of teaching. Once I were teaching them the chapter, 'Newspaper'. I first read out the passage. In between my reading, one student asked me "Miss, where is Brazil "(Miss, Brazil Kothai?). I got confused. I told her. But I did not express my confusion in front of the student. I tricked her and told him that

“Brazil is a foreign is a country and famous for playing football. Do you like Brazil football team?” His response was positive. I was able to do second activity successfully with the students. When I told the students the third activity of the chapter, the students as well as I got confused. The activity was asking for the newspapers’ names, its cost, and the important events of Bangladesh and important news of the world. Although I was able to provide the news of the important news of Bangladesh and the names of the newspapers but I did not able to provide any information about the costs of the newspapers. So, to avoid this activity in this class, I had to tell the students, “We will do this activity on the next class”. I felt that I messed up the class because I was not prepared in this class. And the students got confused listening my lecture. Afterwards, I promised myself to prepare my lecture for the students properly from the next class.

3.16. Rewards:

While teaching the students, I used to announce rewards if they read out the given story or passage properly and finished the class tasks correctly. For example, I was used to tell that “I am going to give chocolates to those students who will able to read the correctly and write the given tasks correctly without any spelling mistakes”. Moreover, I was used to write ‘excellent’, ‘very very good’ and ‘ good’ while checking the scripts. Even, oneday when I was found out that one of my students was able to fill the gaps with given clues. I touched his shoulder and told the class that “isn’t he a good student? Give claps for him, students.” I got the positive responses from the students. I also noticed that the students were used to listening to me and tried to finish the tasks correctly to get rewards. I think the concept of positive reinforcement influenced the students’ minds a lot, especially the students who were weak. They tried their best to be praised or got rewards from the teachers.

3.17. Punishment:

While teaching the students, I was used to giving punishments to those students who did not obey me, made noise and broke the discipline. While teaching the students of class four, one student was used to sitting back branch and disturbing other students by passing their hairs or giving pinches. It became the daily incident for the classroom. The students were to complain against him. Although I warned him again and again, he did not listen to me. And I also assured that he would be a good boy one day. But my assurance never came true. And finally I had to take him to principal and the principal called his parents for meeting.

Moreover, during my internship, I had got several opportunities to invigilate the examination hall. It was the examination hall of class six. During examination hall, one student was seeing answer scripts with the help of other student who was sitting before him .It was annoying matter in the examination hall. While I noticed it, I warned both of them said “see your own script”. But gradually I noticed that other students also started to copy from other students also started to copy from other students’ scripts. I was new in teaching profession. But as a teacher, it was my duty to control the examination hall. For this reason, I took back some students Answer scripts and told them to wait for five minutes to get back answers scripts. By this way, I was able to control the other students. I found out that other students became conscious about the rules and regulations of the examination hall and did not try attempting to copy from others scripts in the examination hall.

Chapter Four: Pessimistic features

I have experienced several depressing aspects during internship. Before joining the school, I submitted an application and mentioned my requirements to teach the students of class six. But after joining the schools the principal Ms. Pronoti Rozario told me that “you have no previous teaching experience. You have to work as a teaching assistant for first two weeks”. She also added, “You can teach the students when any teachers will be a leave”. For example, I had taken class of six when the regular teacher was on leave. However, I had worked as a teaching assistant of class three which was at 9. 15 a. m. and class four which was held at 1. 30 p. m. The principal had appointed me as teaching assistant in both classes English and other subjects as well. For example, oneday the principal assigned me for taking Bengali class four. But it was hard for me to teach Bengali second paper because the grammatical items of this subject because I had learned a long before and I was not prepared for this Bengali class. I was teaching the grammatical item called ‘Karak’, one student asked me the way to identify the “Koron-karak’. I totally forget the key features of the ‘Koron-karak’ and the ‘Bivokti’ which was related to this ‘Koron-karak’. It happened because I did not prepare for that class and whenever the students asked me I had first read the chapter a bit little and after that I was able to give the students answers. Moreover In this class, I always asked to the students that whether their regular teacher had taught them this chapter or not. It was an embarrassing situation for me during my internship. Moreover, I was busy all day long while staying at the school by checking the scripts of home works and class tests

according to the instructions of the senior teachers. I found out that if I did any mistakes the senior teachers became furious on me. For example, the teachers used cut one marks for one spelling mistakes but once I cut ½ marks for one spelling mistake. Moreover, if I get late to seize the scripts of those students who were caught while doing copying, the other teachers got angry on me. Moreover, it seemed that the principal always tried to give me orders on how to deal with the students but in this case my supervisor Ms. Ema Begum always helped me a lot. For example, whenever I tried to practice the reading materials using the method of CLT method because some exercises of the book were based on CLT method, the students were had an intention to skip those items. There was a chapter called 'Captain Cook' comprising of some activities based on CLT method. In one activity, the students felt hesitation to ask questions to their peers. When I realized it I made question for them and asked them the answers of the questions. I also allowed some students who were in fear of speaking. So it can be said that I was sympathetic towards students and for this reason I faced the anger of my supervisor many times. I was always felt that the students were getting fear of their teachers. However, always I tried my best to change my outlook according to the orders of principal and other teachers. It was true that I had faced some troubles from the very of my internship but I was able to overcome all the obstacles in my last time of internship. These were the few things which troubled me during internship. But those troubles helped me to understand the teaching profession a lot.

Chapter Five: Conclusion

Along with some unenthusiastic occurrence, I have got pleasure by teaching the students. It was a huge time I have spent at that school as a teacher. I am grateful to my supervisor and other respected teacher for helping and encouraging me. The time I had spent at the school adds a new era in my life because I had got an opportunity to pass my time with the young minds. During internship, I had got pleasure by delivering lectures for students, managing classroom while students became undisciplined and invigilating the examination hall. Most importantly, I had learnt from my experience of teaching about how to deal with the students practically. For example, I encouraged the students to speak in English during English class. Even, I insisted that the students practice vocabulary and pronunciations to improve their proficiency level in English. I motivated my students in the classroom and towards their studies through practicing the concepts of positive reinforcement and negative reinforcement. I used gesture, body talk while teaching the students so that the students could get interest while reading the reading materials and listening the teachers' lectures. Overall, I have gained such an experience which will I never forget.

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