

An Experience of Managing a Large Classroom

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April 2016



Inspiring Excellence

BRAC University, Dhaka, Bangladesh

An Experience of Managing a Large Classroom

An Internship Report

Submitted to the Department of English and Humanities

of

BRAC University

by

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In partial fulfillment of the requirements

for the Degree of

Bachelor of Arts in English



Inspiring Excellence

BRAC University, Dhaka, Bangladesh

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Acknowledgement

At first I would like to express my cordial gratitude to the Almighty Allah for giving a wonderful family from where I gained the strength and ability to finish the report within the scheduled time. My special thanks to Dr. Firdous Azim, Chairperson, Department of English and Humanities for allowing me for the internship.

I am deeply thankful to my supervisor Sabreena Ahmed for supporting me throughout my whole internship period. Her Co-operation and affection really helped me to complete my Internship. I learned a lot of things from her.

I would like to thank all of my teachers of ENH department from where I have learned so many things during my graduation period.

The Internship report might never have been completed without the necessary academic knowledge, assistance of reference books, several international published journals of renowned academicians, web page and some practical knowledge.

Lastly, I would like to thank my friends for their love, support and co-operation throughout my university life.

Declaration

I hereby declare that The Internship Report entitled “An Experience of managing a Large Classroom” was undertaken by me in partial fulfillment of the requirements for BA in English Language Teaching (ELT) degree from BRAC University. I also would like to confirm that no part of this has previously been submitted for any other degree elsewhere and this is being produced for the first time.

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Lailun Nahar Auni

Date: 7th April 2016

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Chapter 1

Introduction

I am Lailun Nahar Auni, the student of BRAC University. I am from the Department of English and doing my major in Applied Linguistics. To fulfill the requirement of my under graduation, I have to complete my dissertation. Due to my Dissertation, I got the chance to complete my internship in “Heritage International School”. It is located in Narayangonj, Chashara. It is one of the best English medium schools in Narayangonj along with all the modern facilities.

I started my internship from 13th September and ended on 15th of December, 2015. I had took the class of grade 4. After two weeks observation, I got the chance to take the class under my supervisor in that school named Mr. Rosy. I had mainly taken the subject of English Grammar and Literature. By taught them the Grammar and Literature part, I had got the chance to experiential students speaking, writing and reading skills.

In the school I have learned several teaching techniques, ideas and the responsibilities from the other teachers as well. The teachers of the school were very helpful. During the time of my internship, I have learned how to manage classroom, how to control the classes and how can teachers interact with students. “Heritage School” where I have done my internship give me the platform to play the role of a teacher before starting my job career. Every day I have learned so many things regarding the teaching that would help me in my next career.

During my internship, I have applied many aspects of teaching which I have learned in my under graduate. On the other hand, I have learned many new aspects as well while working. However,

doing the internship I have faced some difficult situations and among all of them controlling the large classroom was one of the crucial one. Now, in this report I would like to focus what difficulties I have faced during my internship and how I overcome or cope-up with that situation and maintain the class.

Chapter 2

Literature Review

For taking a class it is very important for a teacher to apply method while teaching. For this reason, Different methods have been established for ELT class in which the teacher as well as the students feel comfortable for their learning. Every method has their own characteristics and different from each other. A teacher should select the method for his/her classroom in such a way that the students easily get the points for learning. As a result, almost every year new methods are discovering for ELT purpose. Every method has some positive points along with some negative points. No one method is fully perfect thus a teacher cannot follow or apply only one method for his/her teaching in the class. The learning will be more fruitful when the teacher would fulfill students need according their necessity.

According to Harmer (2007), “the originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. When method have fixed procedures, informed by a clearly articulated approach, they are easy to describe” (p.62). There are many methods in ELT that teachers are using in their class while teaching. Among all of them some popular methods are-

* The Grammar Translation Method

* The Direct Method

*The Audio Lingual Method

* Communicative Language Teaching

- * Total Physical Response

- * Task Based Language Teaching

- *Content Based Language Teaching

Every method has their own characteristics such as- in GTM (Grammar Translation Method) classes are taught in the mother tongue with little use of the target language while in ALM (Audio-lingual Method) the target language is mostly used in the classroom instead of the native language. In GTM reading and writing skills receive most attention while in ALM oral/ aural skills get more importance. In GTM students learn grammar deductively whereas in ALM students learn grammar inductively (Freeman, 2000, p.16).

In my class my supervisor mainly follow the Direct Method for her teaching. It has also some of its own characteristics such as-

- *Classes are taught in the target language

- *Speech and listening comprehension are taught

- *Grammar is taught inductively

- *Teacher's language ability should be native speaker proficiency

- *Native language should not be used in the classroom (Freeman, 2000, p.27).

However, sometimes she also changed her teaching style whenever it is needed. When she felt that this method does not go to student necessity, she applied another method in which the students easily captured their learning. For example: In Direct method grammar is taught inductively but in the class she taught grammar deductively. As the students easily got their

points in deductively method thus rather following the style of inductively she used deductively method. If a teacher follows the method while teaching, the learning become easy and systematic. Therefore, almost all the teachers try to follow any particular method in the class while teaching.

2.1 What is Large Classroom?

There is no singular definition or answer about large classroom in which we can consider a classroom as a large classroom. It varies from country to country or culture to culture. In many countries where a classroom is full 25 or 30 students is considered as large classroom. “From a teacher’s perspective, though a class is “large” whenever it feels large” (Shaeffer, 2006, p.1). In most the research it shows that, a classroom should not be considered large about its number of students hence it’s considered large when the teacher could not cope up with the situation that occurs in the class. According to Locastro (2011), “what class size is large or too large depends to a great extent upon the individual teacher’s perceptions and experiences” (p.494). A good and experienced teacher never afraid of teaching a large class rather s/he thinks that it is an opportunity for him/her to take this challenge. Teaching in large class is very hard to maintain because there exists many problems. So an experienced teacher loves to face this type of difficulties rather to run away from the situation.

2.2 Opportunities in Large Classroom:

In large classroom it creates many problems and for this the teacher as well as the students faced so many difficulties while learning. Though in large classroom there exists many problems but there also remain lots of scopes for a teacher to improve his/her teaching quality. Teaching in large class is a challenge for a teacher but it can also offer many opportunities for you to improve

your teaching and to make it more enjoyable and rewarding for you and your students (Bowman, 1983, p. 117). In a large classroom teacher can easily bring out students idea and thought from students. For example: In large classroom students easily share their ideas and interesting life experience to each other,if a teacher motivated the students then the students easily share their feelings with their teacher as well as their pupils. Moreover, inlarge classroom students' can easily know how to be responsible and helpful to each other. To learn effectively in large classroom most of the teacher divide the whole class into different groups while doing any project work .Thus, the studentsget the opportunities to show respects, keeping patience as well as to listen each other (Locastro, 2011, p.495).

According to Shaeffer (2006), “large classes offer a teacher the opportunities to improve your interpersonal skills as you try different ways to get to know student as an individual through their work in class or their lives outside of it”(p.2). Therefore, we can say that the large classes are not only difficult for the teacher but also it has many scopes in which a teacher can improve his/her teaching quality.

2.3 Some tips for managing largeClassroom:

According to Hess (2001), “In large classes there are always enough students to get interaction going, and there is a rich variety of human resources. Furthermore, there are many possible ‘teachers’ in the class, and as she says, we will never get bored because the challenge is great!” (as cited in Harmer, 2007, p.125).

A teacher never should give up his/her spirit if s/he fills to manage the large classes. Teacher should always face this situation with courage and also having patience. If a teacher controls the large class properly then the classes would be more fruitful and fun for the students. Apart from

this, the students of large classes learn the same thing whatever the students of small classes can learn. It can be happened only when the teacher drilled some technique to control over the class. However, research shows that class size does not automatically correlate with students learning. Students in large classes can learn just as well as those in small ones (Bowman, 1983, p. 117).

To control a large classroom a teacher can follow some techniques in which s/he can manage the classes peacefully and the students can get enjoyment as well. One important thing is that a teacher can do it when the class is full of students and then the teacher can divided the whole class into 2/3 groups. While you are teaching the first group, the other groups can be given practice or drill exercise on the previous day's lesson that they can do on their own with little supervision from you (Passigna, 1997, p.1).

Moreover, the students should be used to on group work. While working the teacher should taught the students how they should behave, talk, work and learning the lesson. Making groups are very important in large classroom because it becomes very tough for a teacher to control the whole class at once. Therefore, the teacher should make the class into some groups and train all the students how to lead a group. By doing this the students become habituate how to lead or face any kinds of situation. In the group discussion the teacher has to sit all the students in that position that everyone can listen to each other and also can participate. Thus, the students become more independent among themselves and will be able to share thoughts and feelings.

In addition, it is better to make a group by mixing up weaker and stronger students. By this, the weaker students can get courage from the stronger students and would be able to perform better than before. Despite from all these, the teacher should give special attention to those students

who needs s/he more. That is why, it is best to seat with the pupils who need more help for a teacher and by this, the teacher can easily see them during direct group instruction. (Pasingna, 1997, p.5).

Beside this, while working in group or pair the students easily captured the learning as well as they do not get bored. According to Harmer (2007), “they are bigger, so humour is funnier, drama is more dramatic and a good class feeling is warmer and more enveloping than it is in a small group” (p.127).

2.4 Difficulties in Large Classroom:

Nevertheless, there exists many problems in large classroom henceforth there remain many scopes as well in which a teacher can enhance his/her teaching style effectively. Some teachers can easily cope-up with the situation while some teachers faces lots of difficulties for maintaining the classroom. A teacher faces many difficulties in a large classroom when s/he teaches in the elementary or beginners level of students. In this age all the students are very small in age or just starts their study. Thus, the kids are not accepting the teacher as the total situation are totally unknown to them. As a result, the teacher have to keep patience to control over the students.

Beside this, quarrelling among the students are a very common object in the elementary class thus sometimes teacher lose their patience to take the class. As they are very small in age therefore most of the time they do not respect the teacher or do not want to listen teacher's advice or order.

Despite from this, one more problem in large classroom is the space in the class. In most of the time there remain a little space in a large classroom. For this reason, this limited space

sometimes become a huge problem for the students. Almost all the time a large classroom remain noisy and this limited space makes the class more difficult to control. Consequently, it become more challengeable for a teacher to take the class. According to Shaeffer (2006), “very few classrooms are ideal settings for learningand, especially in large classes, space is usually limited. Often hot, crowded, and noisy, small classrooms overflowing with many students offer a poor learning setting for you and your students” (p.5).

However, in some of the large classes the space of classroom are quite large and in that situation the teachers has to be sure that the students are not facing any kinds of difficulties about hearing any audio track or any film clip or any activity. Nevertheless, s/he should always be concern about the students who seated in the back benches in a large classroom. In most of the cases, the students who are seated in back benches pay less attention to their studies compare the students who seated in front to the teacher. Thus, a teacher have to pay more attention for those students who are less attentive in the class whether they seated in the back or in front.

Chapter 3

My Experience

To complete my dissertation, I have decided to do an internship as it will help me to acquire the practical experience of my work. For choosing the institution, I have chosen an English medium school named “Heritage School”. I have chosen grade 4 students for my internship. After completing two weeks observation my supervisor in that school gave me the chance to take the classes. The supervisor of mine named Ms. Rosy did not hand over me the full responsibility to take the class. At first, she took a little part of the lesson and then gave me the chance to take the class.

In the class, I mainly monitored the whole class that what the students were doing, helped the students if they found difficulties while learning the lesson, checked their copies before the teacher did and taught them the lesson after the teacher instruction. While taking the class, I have learned many things which would help me for my post graduation as well as in my future career. After completing my internship, I think I have got some important ideas that how to manage or control a class. It is an opportunity for me that due to internship I get the chance to learn many techniques which are very essential in teaching ELT class.

3.1 My first day as a teacher:

In the first day I was very nervous because I did not have this type of experience before. On the first day when I entered the class with the teacher all the students were surprised to see me. The

teacher greeted the students and began the class. Before starting the class she introduced me with the students' by saying that I was their new teacher and would observe what they were doing whether they were studying or gossiping etc. I sat on the last benches and started to monitor that how the teacher conducted the whole class. In this way my first two weeks had gone and after the two weeks Mr. Rosy gave me the floor to conduct with the students. During these first two weeks, I had made a good understanding almost with all the students in the class. If the students faced difficulties, they asked me for help without any hesitation.

3.2 Teaching Literature:

In literature class, basically the composition were given to the students for practicing. After finishing the composition, the students had to answer MCQ, T/F and short answers. In one class, Ms. Rosy gave a short story where the students had to answer MCQ, T/F and short answer. At first the students were just lightly go through the whole story like skimming. Skimming is one type of reading skill in which the students can get the main idea of any text/story or can get the gist of a text.

According to Scrivener (2011), "the learners would attempt to find the answer quickly, without reading every word of the passage, by 'speed-reading' through some portion of the text" (p.265). However, when the teacher told the students that they can answer the MCQ, T/F and short note by reading the story from that time all the students were started to read the text very carefully. Here, we can see that the students were using the scanning of reading skill. When the students are searching the specific information from the text that time scanning are using. "Move eyes quickly over the text to locate a specific piece of information without reading the whole text or unpacking any subtleties of meaning" (Scrivener, 2011, p.265).

I noticed that while answering the short notes they had faced many problems of arranging the appropriate answers and also the tense. They were mixing present and past tense in their answers and could not get the suitable answers almost in every question. For example:

Suraj Ali was a poor but an honest man and works in a mango orchard.

After completing this part, Ms. Rosy corrected all of their copies along with detailed feedback. After getting the teacher's advice and feedback the students got the point that what they made mistakes and what they had to answer.

We can see that feedback is very important for the students' performance; by this the students can get the chance to know where they make mistake as well as get to know the correct things. For a teacher, giving feedback is very crucial duties of him. According to Gower, Philips and Walters (1995), "By providing ongoing feedback you can help your students evaluate their success and progress"(p.163). If a teacher gives his/her feedback regularly on student's performance, the students would be able to recover their problems and also would better their performance.

3.3 Teaching Writing:

In my class, my students were very smart in free hand writing. In writing class, Mr. Rosy gave them a particular picture where they had to write some sentences about the picture. According to Harmer (2007), "pictures are extremely useful for a variety of communication activities and it can also be used for creative language use, whether they are in a book or on cue cards, flashcards or wall pictures" (p.179). In one class, a squirrel's picture was given to the students. The students had to analyze the picture within 10 lines and they could write only the related things of that picture. After finishing the writing of picture composition, I noticed that the teacher corrected all

of their mistakes in their copies individually and discussed why these items were wrong. In the next day, the teacher again gave them another picture and asked them to analyze it. The most noticeable part was on that day the teacher did not give them a detailed feedback of their mistakes like the previous day. She just only underlined the wrong sentences or words. For example:

The squirrel had two ear, two eyes and many teeth.

In this sentence we can see that there have many grammatical errors. To show them their specific mistakes she just underlined the wrong sentences. As a result, the students did not get the idea that where they actually made mistakes.

On the next day, Ms. Rosy took a review class and gave the same pictures of the day before last class. I noticed that all the students were using new sentences rather to use the same sentences what they had written in previous class. Moreover, all of them were avoiding the mistakes whatever they had done before in their writing.

3.4 Teaching Grammar:

During the time of my internship, I mostly got the chance to take the grammar classes and in the class Ms. Rosy mostly took grammar test of the students after taught them. By taking grammar test, teacher can find out student lacking's about grammar and s/he can work on it. According to Hughes (2003), "it would be very useful to have diagnostic tests of grammar which could tell us- for individual learners and groups- what gaps exist in their grammatical repertoire. Such tests could inform not only teachers but also learners, so that they could take responsibilities for filling the existing gaps themselves" (p.173).

3.4.1 Suffix and Prefix:

For using suffix and prefix the teacher used the deductive method. At first, she told them what Suffix was and to understand them more clearly she used some examples. As she was following the deductive method of teaching therefore she gave the definition or rules at first and then used the examples to clear the rules. In deductive method we know that, rules come first and then the examples.

Example of Suffix

Care+less= careless

Use+ful= useful

Example of Prefix

Im+possible= impossible

Dis+honest= dishonest

3.4.2 Noun and Article:

To teach the students Noun and Article form, Ms. Rosy did not apply any particular method, she just asked them to read it or did it in their copy. To change the plural form of Noun there have some exceptional examples which never changed. Before taught them these items I thought she would clarify why these were different but she did not do it. Nevertheless, instead of doing this she just asked the students to memorize them.

Such as: sheep- sheep.

She did not explain to the students that why sheep remain the same rather to change the form. In addition, to teach them Article she gave them an exercise to do it and the students were just did it. As they were from grade four, it was very easy for them to do the exercise. I found the same thing in their copy that almost everyone was able to write down the correct answers.

3.4.3 Phrase and Idioms:

For teaching the students “Phrase and Idioms” Mr. Rosy using the Elicitation approach. At first, she wrote down one example of “Phrase and Idioms” in the board and asked the students what can be the meaning of that example. For example: “At one’s best” means best performance. To get the answer from the students firstly she elaborated the word best and then related this word with one’s activity. Consequently, she was giving so much related example of that phrase so that the students tried by their own to get the meaning of that phrase. Everyone was trying to give the answer to their teacher. As “Phrase and Idioms” were a little bit difficult items for them compare to other grammatical features thus she applied this way so that they could remember them easily and could remember those items for a long time.

In Eliciting method, the teacher brings out ideas and answers from the students by using different techniques such as asking questions or presenting specific situations. It is a tremendous method for the students because through it the teacher get to know her/his students’ ability or interest of learning. Through Elicitation the teacher brings out students’ knowledge, suggestions and ideas. You can do this by asking questions and by encouraging and guiding contributions. (Gower, Philips and Walters, 1995, p.36). Furthermore, by this method the students become habituated to talk much or participate more in the class and also take responsibility for their own learning.

Chapter 4

Discussion

4.1 Feedback to the students by the teacher:

A teacher becomes more successful whenever s/he manages his/her class effectively and the students can learn their lessons properly. Therefore, managing a class is very important for a teacher. "The skills of creating and managing a successful class may be the key to the whole success of a course" (Scrivener, 2011, p.54). There have some criteria's for managing a class and I think Ms. Rosy sometimes became fail to maintain the class. The biggest problem which I had found in my class was not giving the proper feedback in students' copies. Everyday all the students' copies were checked by Ms. Rosy but while checking she did not give them proper feedback. In most of the classes, she underlined the wrong sentences or wrong words rather to write down why these items were incorrect. For this reason, when she took review class over that topic students made the same mistake again.

By not getting the accurate feedback from their teacher this was occurred. Teacher gives feedback to their students so that they cannot made the same mistake again in their future performance. According to Harmer (2007), "teacher's gives feedback because we want to affect the students' language use in the future as well as comment upon its use in the past. When we respond to first and second written drafts of a written assignment, therefore, we expect a new version to be produced which will show how the students responded to our comments" (p.151).

It was not that, Mr. Rosy did not give the feedback on students' copies, she gave feedback only that time when the students were present less in number in the class. Nevertheless, when she

gave sufficient feedback and took the review class over that topic the students did very well. So, we can see that, feedback plays a great role to improve students' performance. As a great number of students were stay in one class thus it become tough for her to maintain the whole class alone. By failing to maintain the large classroom, students could not get the enough instructions from their teacher and because of that they learned many wrong things for being confused. Therefore, it can be said that if a teacher has to manage a large classroom, s/he should know some strategies about how to maintain a large classroom. According to Shaeffer (2006), "there is no "best way" to teach large classes. You must develop the approach that works best for you based on your teaching style, the characteristics of your students, and the goals and objectives of your lessons and curriculum" (p.4).

It is also true that it is not possible for a teacher to accurate all of the mistakes at a time in a class. Thus she could call the student individually after the class for consultation and aware them about their mistakes. Otherwise, after the class she could give a brief lecture in front of the whole class that what the majority of the students made mistakes in their writing. By this, the students will acknowledge by their mistakes.

4.2 Controlling over the class:

Apart from this, the other management of my class was pretty much good. Whenever, students talked so much in the class or did not pay attention to their studies Mr. Rosy applied some strategies for managing the class. For examples- rotation of seats, red alerts on students, asking questions which I think was a very good way to control over the students. As the students were not so adult sometimes it became very much difficult for the teacher to manage the class smoothly. I noticed that, when the students talked so much and did not listen to their teacher,

teacher often changed their seats. Sometimes she wrote down the name of the student who disturbed so much in the class. While writing the name on the board, teacher told the students that the number from the exam scripts will be deducted if anyone name put on the board. After hearing this, every student got scared for losing marks and become quite. One more way was asking questions the students who made noise in the class. All these techniques were so fruitful to manage a class as it effects so rapidly over the students and by thisthe teacher got a calm environment for teaching.

4.3 Errors and the feedback of mine:

When I got the chance to take the class sometimes I become the controller of the whole class and occasionally I play the role of a resource for them. I think that if I always keep a smooth relation with them, it become very hard for me to control over them. Sometimes the class became so noisy that the teacher cannot maintain it properly. For maintaining the class on that situation sometimes the teacher has to be very strict with the students. According to Harmer (2007), “when teachers act as controllers, they are in charge of the class and of the activity taking place and are often ‘leading from the front’” (p.108).

However, I helped them a lot when they faced any kind of difficulty while learning and that time I became a resource for them. For example: corrected the wrong grammatical structure, told them appropriate vocabularies and also helped them if they failed to understand any instruction. “They might want to know information in the middle of an activity about that activity or they might want information about where to look for something and that time the teacher become a resource for the students” (Harmer, 2007, p.110).

In addition, when students were speak out the wrong things, I instantly corrected them out.I think, if I correct their errors immediate, the students would acknowledged by their mistakes as well as they remind them more. “The aim of instant feedback is to bring about self-awareness and improvement” (Gower, Philips and Walters, 1995, p. 163). Having the instant feedback works more rather to give the feedback delay. I decided to give them instant feedback because Ms. Rosy did not give them instant feedback hence I wanted to know if I gave them instant feedback how they will perform. I would glad to see that my trick works out as the students were acknowledge by their mistakes and tried to never make the same mistake again.

4.4 Students’ role in the class

In my class my students were really active in writing as well as speaking.It is an English Medium School hence it is mandatory to speak in English with everyone. While observing the class I had found that the students were always talk to each other in English. They not only participated with their teacher in English but also they talked with their friends in English. Apart from this, while speaking if they had faced any kinds of difficulties they did not stop or hesitate to utter rather to continue it. They did not bother about their mistakes that they were wrong, they spoke with fluency. Additionally, when the teacher took the review class regarding writing materials they performed really well. They tried to avoid the errors and wrote the new things in their writing. By seeing this, I became very pleased and had understood that they were very active and intelligent about their studies and nearly all the students had the capability to improve their performance. Therefore, if they get a proper guideline or environment they could shine in their career.

Furthermore, they were very helpful to each other and also very communicative in their learning. If any student fail to understand the teacher instructions properly, the other student tried to make him/her understand. “The communicative learners are much more interested in interface with each other and like to operate without the teacher’s direction. Communicative interaction encourages cooperative relationships among students and it gives students an opportunity to work on negotiating meaning”(Freeman, 2000, p.127).

However, the class was mostly balanced with the teacher and the students. It was not that only the teacher dominated the class and the students did not get chance to participate. In my class, all my students were always enthusiasms to participate to any kind of activity. Henceforth, the teacher give a brief description for any topic, the students started to discuss it with the teacher and also among themselves.

Chapter 5

Recommendations

In this world there is no such thing which are fully perfect. Everything has some positive and some negative sides. Though “Heritage School” is a good school with all the modern facilities, there were some problems which I had faced during in my internship. In my report, I would like to focus those problems.

5.1 Absence of group or pair works:

To control over the large class the best way is divided the whole class activities in groups or pair. By this almost all the students get chance to participate in the activities. In addition, there exists many scopes in group or pair works in which the students can work more. By sharing the ideas of each other the students motivated more in the activities and do not feel bore. According to Donough, Shaw and Masuhara (2013), “group/pair work enables learners of different levels and learning styles to share and pool their resources (e.g. linguistic knowledge, world or subject knowledge, strategies) in a smaller and informal environment” (p.231). In my three months of internship, I did not get any class where Ms. Rosy kept any activities in which the students did group or pair works. Therefore, it can be said that if sometimes some class activities consisted of group or pair works, students could be more enthusiast for their learning and teacher also took the class in a relaxed mood.

5.2 Absence of Multimedia Facilities:

At present, almost in every English medium or well established school the authority provide the multimedia system for the students so that they do better performance. Such as: facilities of projector, speaker system, internet connection and many modern facilities. In spite of being a renowned and modern school “Heritage School” does not provide these types of services in their school. If the teacher used these types of multimedia system in the class, the lesson could be more interested towards the students. For introducing the new topic or lesson if the teacher uses any video clip or sound system the students would pay more attention regarding their lesson. By getting the same teaching process makes the students to get monotonous or demotivate towards their study. Thus, it is needed for a teacher to bring some new techniques or apply some innovative ways in which the students become enthusiastic and motivated to learn their lessons. Therefore, it can be said that at this point the presence multimedia systems play an optimistic role to encourage the students pay more attention regarding their lesson.

Chapter 6

Conclusion

To conclude my internship report, I want to say that this three months experienced as a teacher I have totally enjoyed. Due to the internship I got the chance to recognize what is the value and the responsibility of a teacher. From my childhood I always wanted to be a teacher without knowing anything about this profession. But now my passion grows more about teaching profession. As I played the role of a teacher now I have a little knowledge about maintaining a class.

Additionally, now I know how to face challenges while teaching in the class. The big challenge of my internship was to manage a large classroom and now I have some ideas about managing a large classroom. A teacher can maintain his/her large class effectively if s/he wish to do it. Maintaining the class mostly depends upon the teaching quality of a teacher rather the number of the students are in the class. But one thing I need to mention that the teacher needs to be tricky in terms of teaching large classes. Moreover, the teacher of large classes keep more patient while teaching.

Though there were some minor problems I faced at school, I really enjoyed my internship a lot. I felt completely contented and satisfied when I have been able to apply my obtained knowledge of ELT in practical teaching. Though I had learnt many things in my ELT courses, my learning could not be successful if I could not apply those studies in practical teaching in my class. My experience will help me forever to adjust with a new environment and new people as well as the students. I just read about the terms named class room management, teaching techniques etc. but through my internship I have been able to deal with these terms practically.

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