ESL Classroom Management: Teaching Methods and Techniques at the Elementary Level

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Table of Content

Abstract

This report is based on the classroom observation and experience of teaching English to elementary level class in Excel Academy. This paper is focused on the teaching methodologies, different aspects of classroom management issues and how ESL methods are applied in elementary classes (nursery). Classroom management is an important issue for the new teacher as well as an experienced teacher. Teacher needs to focus not only on the teaching skill but also on classroom management issues to avoid disruptive behavior of the students. A teacher needs to choose his/her teaching methods depending on the nature of the subject matter, the students, the goal of the course and the school facilitators. This report reviews some ESL methods like Grammar-Translation Method (GTM), Direct Method, Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), etc. The functions of these methods are different as Grammar-translation method focuses on the L1 or native language, the Direct method focuses on the target language, the Audio-lingual method helps in habit formation through repetition of correct utterance, encouraged and supported by positive reinforcement, CLT aims to have a meaningful communication in the class. This report also includes some problems faced during the internship and some recommendations regarding it.

Chapter-1: Introduction

To accomplish my under graduation degree in ELT & Applied Linguistics, I was required to do my internship in an academic institution. I got the opportunity to work as an intern teacher in Excel Academy School which is in Dhanmondi-7. It is an English Medium School, and I was appointed there as an intern for nursery classes. It was a great experience working there. There were two shifts for nursery – morning shift (8 am to 10:45 am) and day shift (11 am to 1:45 pm) and I was given an opportunity to be an intern teacher of morning shift nursery classes.

It was quite challenging for me to cope with all the students as well as in a new environment. During my internship, at first, I observed classes of my onsite supervisor for a few weeks. While observing her classes, I learned several teaching techniques, important issues of classroom management, how to develop a teacher-student relationship, classroom activities and responsibilities of a teacher and many other issues of the teaching profession. It helped me know their teaching process, whether teachers are using any teaching method or not, how they apply those methods and techniques and how all things help students to learn their second language. As a part of my undergraduate program, I completed some ELT courses for example- ELT Methodology, Teaching Technique, Teaching Practicum, Testing and Evaluation etc. which helped me connect my theoretical knowledge with my practical experience.

I tried to implement those techniques which I have learned from my onsite supervisor during class observation and my theoretical knowledge which I have learned during my undergraduate years. When I started teaching, at first I thought it would be as simple as micro teaching that I did in my ELT courses. But real life teaching is completely different from micro teaching and it was quite difficult to manage students especially if you are teaching elementary

level students. What I realized during my internship is that to teach elementary students, teacher really needs to have a lot of patience and the skills of managing the class.

Therefore, teachers need to focus not only on the teaching methodology but also on the classroom management issues. Managing the class was really a challenging task for me at the beginning of my internship as there were 35 students in the class and I noticed that GTM, CLT, Direct method especially Audio-lingual method are more suitable teaching methods for elementary students. Therefore, during my internship report, my focus will be on the teaching approaches and management issues and how ESL methods are applied in elementary level class.

Chapter- 2: Literature Review

2.1 Classroom Management:

Classroom management is an important issue in ESL classes. To ensure successful learning, teachers need to have the skills of managing the classroom properly. Teachers use different methodologies to teach language but for effective learning, teachers need to focus not only on the teaching methodologies but also on classroom management issues. Turan (2006) defines classroom management as an establishment of classroom activities in a learning-centered manner and as a guidance of student behavior in order to achieve educational goal (cited in Yilmaz & Sahin, 2016, p.1387). It refers to the process which shows how teacher organizes the class, how teacher and student works together as a team and how teacher manages the entire class and how teacher creates positive environment in the class so that effective learning can be done. Classroom management is a broad area to explain. Different authors have different views on classroom management. Scrivener (1994) describes classroom management as the combination of both decisions and actions where the actions can be called to those which are done in classrooms and decisions are about deciding individual's actions, timing of activities, how to prepare students for the activities and deciding who will do which activities (p.55). There might be a lot of decisions or actions that a teacher needs to do while taking a class. Sometimes teacher has to take an instant decision in the class when he notices that the class is not going according to his plan. According to Wolfgang (2009), Classroom management can be defined as 'the arrangement of students/groupings, materials, and furniture, and the movement of these over time, moving from one large group lecture to small cooperative groups or lab tables'(cited in Borden, 2013, p.10). Ming-tak and Wai-Shing (2008) viewed classroom as an 'art of establishing good climate and managing instructions effectively' (p.3).

Learning can be effective only if the teacher has the skill of managing the class properly and also has the ability to use effective teaching methods. But managing the class properly is not an easy task. It is a big challenge for the experienced teachers as well as for the new teachers. Janet O'Halloran, a third grade teacher at McKenney Elementary school in Olympia, Washington, believes that setting up classroom management should be 'at the top of a beginning teacher's list of things to do'(cited in Borden, 2013, p.2). Effective teaching and learning is not possible in poorly managed class. As a result, both teacher and students have to suffer. Marzano et al. (2003) states that if a classroom is well managed, it will provide such environment in which teaching and learning can flourish (p.1). Effective teaching and learning somehow depends on the teacher. A good teacher has to play different roles in the classroom and one of them is classroom manager. Marzano et al. (2003) consider good classroom manager to those teachers who know to use specific techniques in the class depending on the context of classroom and the learners (p.11). If a teacher is able to gain/develop his basic classroom management skill, it will help him to develop his confidence and to create an effective learning atmosphere. An effective classroom manager must be prepared with the materials and should know how to engage students from one activity to another activity.

2.2 Importance of Classroom Management:

Classroom management is an essential skill that a teacher should have for successful teaching and learning. Ming-tak and Wai-Shing (2008) have talked about the two purposes of classroom management that is effective teaching and learning is possible only if there is a good positive learning atmosphere in the classroom and the second one is classroom management is a positive and developmental way to ensure the progress of the students (p.5). Sometimes it is difficult to manage a classroom full of students for the teacher but an effective classroom

management plan helps teacher keep the classroom under control especially if he/she is teaching the elementary level students. According to Bosch (2006), "Classroom management plan gives structure to everything that goes on in the classroom from seating arrangement to the lessons to the grading of homework assignments to the relationship among classmates" (p.3). It helps the teacher keep the lesson plan running smoothly. Having good classroom management skill helps teacher to develop their confidence and it will affect other aspects of the class such as rapport, eye-contact and convincing students to do what we need them to do. In the article by Reese (2007), Reese shared her four Cs of classroom management: Commendation, Communication, Consistency and Content. These represent a successful way to establish a good and friendly environment in the class especially in the elementary school (cited in Huth, 2015, p.6). In order to run the class properly, teacher needs to identify the student's capabilities. The British educational theorist Pajares (1992) noted that if teachers can identify the student's capabilities, it will help them to adjust with their student's behavior and to plan their lesson accordingly (cited in Li Xu, 2012, p. 1397). Strother (1985) stated that well- managed classroom helps students to know what is expected of them and how to succeed (p.725). It helps teachers to know their student's expectations as well.

2.3 Aspects of Classroom Management:

Classroom management includes seating arrangement, group work and pair work, classroom instruction, gestures, using different materials and techniques in the class, maintaining proper discipline, monitoring the class etc. Managing classroom is a challenging task for the new teachers as well as for the experienced teachers. Most of the time new teacher feels insecure about managing their class as they do not have any practical experience of teaching. Only a teacher can decide which aspects of classroom management are important for his/her classroom.

According to Bosch (2006), "Effective classroom management does require some skills such as planning, organizing and reflecting as well as an aptitude for teamwork and perseverance" (p.3). Few aspects of classroom management are discussed below:

1. **Seating arrangements:**

Seating arrangement is one of the important parts of classroom management which is essential for effective learning. The way teacher arranges seats in class depends on many issues for example - the class size, the type of students, what type of activities the teacher will do and the techniques that the teacher will use. If students are not comfortable in class, it will be difficult for a teacher to involve them in class activity. Even if students seating are not arranged in a proper way, it would be tough for the teacher as well to deliver lectures and also to monitor them. Therefore, it is related to the other aspects of classroom management. Teachers need to choose appropriate seating arrangement for the students so that they may feel comfortable and enthusiasm in the class and can participate in the class activities properly. According to Wilson and Kendall-Setter (2013), "Student seating arrangement can also be regarded as a part of the layout of the classroom even if this equates to the physical arrangement of students rather than furniture" (p.141). Andrew-Power and Gormley (2007) found that in one secondary school where seating arrangement are common expectation for all classes and provides positive statement about the value of seating plans as a part of classroom display:

- It encourages proximal learning.

- It allows students to work with a range of people (cited in Wilson & Kendall-Setter, 2013, p.141).

Student seating arrangement has been studied from a variety of perspectives. Harmer (2007) talked about different types of seating arrangements like orderly row, horse-shoe, circle, separate

table seating etc. (p.162). Orderly row seating are very well known seating arrangement because most of the academic institution follow these kinds of seating arrangement. Rosenfeld and Civikly defined this traditional seating arrangement as 'something like tombstones in a military cemetery' (cited in McCorskey and McVetta, 1978, p.99). This type of seating arrangement is basically good for teacher-centered classroom. Harmer (2007) states lecturing are easier in orderly row seating since it helps the teacher maintain eye contact with the students (p.162). It has disadvantages as well. Sommer (1967) points out that students in the front row tends to participate more than the students in the central and the students in the central will participate more than the students on the back side in row seating arrangement (cited in Locke & Ciechalski, 1995, p.101). Harmer mentions that horse-shoe seating arrangement gives opportunity to the students to share their ideas and information through interaction (p.163). McCorskey and McVetta (1978) suggest if both student-student and student-teacher interactions are important to the learning in class, then horse-shoe seating arrangement would be best (p.103). Harmer (2007) considers separate table useful in mixed ability classes (p.163). Harmer (2007) mentions that teacher's position is less dominating in circle seating arrangement (p.163). It gives everyone a chance to speak and makes equality among the students. According to Scrivener (1994), "Having the teacher in the circle helps to clarify his role as an equal rather than as someone separate and different" (p.63). There are also many other kinds of seating arrangement like clustered, semi-circle, cafe style, paired seating, table rows etc. These types of seating arrangements helps students to learn quickly and helpful for cooperative learning. Shepherd and Linn (2015) consider semi-circle seating arrangements suitable for cooperative learning as it allow for both teacher-student interaction and student-student interaction (p.100).

2. **Monitoring:**

Teachers should not have only the teaching skill but also the monitoring skill. When students are engaged in an activity, at that time, it is important for the teacher to check whether students have understood the instructions or not, how well they are performing the tasks and evaluate their strength and weakness. Gathering data to give proper feedback is one of the main purposes of monitoring. According to Gower et al. (1995), "Monitoring helps the teacher to decide on whether a correction is needed or not when it is time to go on the next stage of the lesson, whether further examples are needed, etc" (p.50). Monitoring does not mean to interrupt the students again and again while doing any task. Sometimes it might happen that when a teacher offers help or corrects students while doing any task, they might feel interrupted. It also happens that sometimes students might need ongoing advice, support, input and encouragement from the teacher while doing task. Therefore, teachers need to monitor the class based on the task and the context. Scrivener (1994) mentioned few of the monitoring style in the class for instance-monitoring discreetly, monitoring actively, participate etc. (p.68). He added that a teacher who is monitoring the class actively will be walking around in the class and viewing different groups and offering spontaneous advice/correction as well as responding to questions from the students whereas in discreet monitoring teacher do not offer help, advice directly unless students face any problem and ask for help from teacher (p.68).

3. **Giving Feedback:**

The comments/ suggestions that the teacher gives to the students based on their performance are known as feedback. Successful learning involves effective feedback and correction. Through feedback, the teacher helps students to understand that where their mistakes were and how to improve their performance. Penny Ur (1996) mentioned two main components

of feedback-assessment and correction (p.242). He added that assessment helps the learner to know how well/bad he/she has performed whereas while doing correction, some specific information is provided on the aspects of learner's performance through explanation so that learners can improve their performance (p.242). Harmer (2007) mentioned two types of feedback – written feedback and oral feedback (p.142).

- **<u>Written feedback:</u>** In written feedback, teachers give feedback on a written note based on the learner's performance. It can be used both for written and speaking activities.

- **<u>Oral feedback:</u>** In oral feedback, the teacher gives feedback verbally based on the learner's performance and provides suggestion so that they can improve. Oral feedback is used basically for speaking activities for example- presentation.

In case of functions, feedback can be two types, they are-

- **<u>Positive feedback</u>**: The feedback which motivates the students and helps students to learn from the lessons is called positive feedback. Bashir et al. (2016) state that at the time of providing feedback, it is important that after getting the feedback students should have a positive feeling about that feedback (p.39).

- **<u>Negative feedback</u>**: Negative feedback demotivates the learners, and they lose their interest in learning something.

4. **Giving instructions:**

   Giving instruction is one of the important aspects of classroom management. The teacher has to focus on his/her language and gesture to give instruction properly. Gower et al. (1995) discussed some techniques which make the instruction more effective (p.40). He added that-

- Teachers need to use simple language while instructing the class to avoid confusion and uncertainty.

- The teacher needs to give clear instruction, and teacher needs to have loud voice enough for that.

- Teacher needs to use some set of words for the instruction. Common instructions are- Listen, everyone, Stand up, Look at the board, Try again, etc.

- It is important to use gestures (body language, eye contact) while giving instruction. As a result, it becomes easier for the students to understand the instruction.

- If the activity requires a series of steps, then teachers need to break the instruction down rather than giving out all the instruction altogether.

5. **Classroom Interaction:**

The interaction between student and teacher is an important part of teaching and learning process. It is used to analyze teaching and learning. Classroom interaction shows the student's involvement in the classroom. Baker (1992) viewed 'classroom talk and interaction as practical activity' (p.9). It gives a floor to the students to share their opinion in the class. The other form of classroom interaction is between student and student. It allows students to work with other students who develop their skills of doing team work. In a learner-centered classroom, student talking time (STT) needs to be more than a teacher talking time (TTT) whereas teacher talking time is more than student talking time in the teacher-centered classroom. While engaging students in the activities, teacher, and students need to interact with each other a lot. The interaction between teacher and student and student and student is important to engage learners in the communicative activities.

6. **Lesson plan:**

The lesson plan is a vital component of the teaching and learning process. According to McLeod (2003), "The best classroom management strategy is to plan an interesting lesson that

meets all students' learning needs" (p.44). It helps the teacher to be clear about what he wants to teach/do. Planning the lesson is basically a thinking skill. It imagines the lesson before it happens. It also helps in creating the interest of students towards the lessons. It helps the teacher to understand the objectives properly and helps students to know what they will learn the lesson. It also helps the teacher to be systematic and organized.

7. **Activity:**

To make the lesson more interesting, teachers need to engage students in activities. Engaging students in participation is an important aspect of teaching. Involving students in classroom activities helps the teacher to get an idea of the students' understanding level about the topic being taught.

2.4 Different Teaching Methodologies:

Teaching methodology refers to the general principle, pedagogy, and management strategy used for classroom instruction. A teacher needs to decide a particular method to be used in the classroom which he/she thinks is suitable for the learner as all the learners do not learn in the same way. Therefore, it is needed for the teacher to know all the different methodology and techniques otherwise it will be difficult for the teacher to implement those techniques in the class. There are different types of teaching methods and approaches for second language teaching. Among them, some of the teaching methods are more suitable for elementary level students who are discussed below:

I.   Grammar-Translation Method (GTM)

II.   Direct Method

III. Audio-lingual Method

IV.   Communicative Language Teaching (CLT)

I. Grammar Translation Method (GTM):

Grammar translation method is one of the popular methods of language teaching. Most of the educational institutions have been following this method for many years especially the Bangla Medium schools. Larsen-Freeman (2004) mentioned that this method is also known as a classical method (p. 11). He added that a fundamental purpose of learning a foreign language is to be able to read literature written in the target language (p.17). According to Aqel (2013), "It is pedagogic methods that facilitate learning of four language skills and make a foreign language more comprehended to English language learner especially in their first level of learning" (p.2470). This method is suitable for the teacher-centered classroom. Grammatical rules, memorization, and translation of a text are the main aspects of this method. Although this traditional method helps students to improve grammatical rules, the students cannot use these rules flexibly and appropriately in communication. Therefore, it can be said that it has disadvantages too. This method prevents students from developing their communicative competence.

Richard and Roger (1986) sum up the principal characteristics of Grammar translation method:

- A fundamental purpose of learning a foreign language is to be able to read literature written in the target language.

- Reading and writing skills are given more priority rather than speaking and listening.

- Memorization and translations are used as a mode of learning the language. Texts are required to translate from L1 to L2 or vice versa.

- Accuracy is given more priority then fluency.

- Class instructions and classes are being taught in first language. Students have full freedom to use their L1 in the class.

- Grammars are taught through a deductive method in which rules are explained at first before giving examples and learners are asked to practice exercise based on the rules (p.3).

Larsen- Freeman (2004) provides some typical techniques associated with Grammar-Translation Method:

- Translation of a literary passage (texts are translated into the class from target language to native language or vice versa)

- Reading comprehension questions (students are asked to find information within the text and answer the questions).

- Antonyms and synonyms (finding antonyms and synonyms of words)

- Fill in the gaps (filling the gaps in sentences with the particular grammatical item)

- Use words in sentences (students create sentences to show that they know the meaning and use of new words)

- Memorization (memorize some vocabulary items, grammatical rules from the reading passage (p.19).

II. **Direct Method:**

The direct method is the opposite method of Grammar translation method. It is directly connected with target language without translation into native language. In this method, the teacher is expected directly to use the target language in class because language can be taught well in the classroom. Vietor (1882) discussed that direct method helps the students to understand the language that helps with ease of language. Language that depends upon the use of sentences of how to communicate with each other, not for the words that help students to learn the earlier speech (cited in Batool et al. 2015, p.54). Rivers (1968) show that student always

understands to communicate language by listening and also the speaking a good way that depends speech with the best action (cited in Batool et al. 2015, p.54). Through this method, it is possible to involve all the students in an activity. That method is helpful in early stage, but it does not work well in higher classes.

Richard and Roger (1986) sum up the principal characteristics of the direct method:

- Class instructions is given in the target language

- No translation is allowed in the class.

- Grammars are taught inductively (provide examples at first from which students figure out the rules).

- Emphasized more on communication and pronunciation.

- Visual materials (p.9).

Larsen- Freeman (2004) provides some typical techniques associated with the direct method:

- Reading aloud (students are asked to play or dialogue out loud in the reading section of a passage)

- Question-answer session (students are asked questions and answers in their target language in full sentences)

- Dictation (teacher read a passage several times, and students are asked to write down as they listen to it)

- Fill in the blank exercise (all the items are in the target language, and no explicit grammar rule is applied here)

- Oral communication (p.30).

III.   Audio-lingual Method:

According to Larsen-Freeman (2004), "audio-lingual method is an oral-based approach" (p.35); hence, it is an oral approach like direct method. In this method, teachers want their students to be able to use target language communicatively. Students learn through imitation and repetition drills. The purpose of teaching them by following audio-lingual method is habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement.

Noori in Anggraeni (2007) describes some of the principles of the Audio-lingual method which are as follows:

- Students are encouraged to induce grammatical rules.

- Students are involved in language games and role play.

- Substitution drill, chain drill, and transformation drill are used.

- Dialogues are memorized by reversing roles between teacher-student and student-student.

- Students listen to a native-like model such as the teacher of the tape recorder.

- Students repeat the dialogues after the teacher through repetition drill.

- Teacher corrects student's error immediately and directly (as cited in Nita & Syafei, 2012, p. 67).

Larsen- Freeman (2004) provides some typical techniques associated with the Audio-lingual method:

- **Dialogue memorization**: Students are asked to practice their role with the teacher. Once students have learned their line, they can switch their role to learn the other person's lines. Here students memorize dialogue through mimicry.

- **Repetition drill**: Students are required to repeat with the teacher what he/she is saying.

- **<u>Chain drill:</u>** Communication occurs through chain drill in which students; one by one ask and answer questions of each other.

- **<u>Question-answer drill</u>**: students are required to answer the teacher's question very quickly.

- **<u>Use of minimal pairs</u>**: students are asked to identify the difference between two words in which two words differ in only one sound, for example-ship/sheep (p.47).

IV.   Communicative Language Teaching (CLT):

The goal of CLT is to enable students to communicate in the target language. It is a learner-centered approach to language learning. Knowledge of the form of language is not enough to learn a language. Learners need to know the functions of language. Larsen-Freeman (2004) mentioned that language functions are emphasized over forms in CLT (p. 131). This approach helps learners to use the target language as much as possible.

Five basic features of communicative language teaching are listed by Nunan:

- Emphasize on learning to communicate through interaction in the target language.

- The introduction of authentic texts into the learning situation.

- The provision of opportunities for learners to focus not only on the language but also on the learning process itself.

- An enhancement of the learner's own experience as important contributing elements to classroom learning.

- An attempt to link classroom language learning with language activation outside the classroom (cited in Asl et al. 2015, p.21).

Larsen- Freeman (2004) provides some typical techniques associated with Communicative Language Teaching:

- **Role play**: role plan can be two types- one can be set up in which students know what they have clear idea about the role, and they know their dialogues. This type of role play is presented in a structured way. In contrast, there is another type of role play which is presented in a less structured way. Here students are given a situation, and they have to decide their roles and dialogues by discussing with their group members.

- **Language games**: Games like information gap can be interesting for the students. Here one student will predict what other members of the group are going to do on their weekend as they do not have any idea what others are going to do. In this technique, other members of the group will only respond to the prediction if the prediction is comprehensible. Otherwise, none of them would respond to it.

- **Scrambled sentences**: Students are required to put the sentences in the correct order as the sentences are given in scrambled order.

- **Authentic materials**: Authentic materials such as materials from newspaper article, magazine, television, etc. are used in the language class for communication purpose by the teacher so that students can be familiar with the real use of language.

- **Picture Strip story**: in this technique, one student will show the first picture of the story to other students, and they will predict that what can be the second picture of the story. It can also work as a problem-solving the task (p.13)

Chapter-3: Implementation of Theories

3.1 My Experience as an Intern:

To complete my undergraduate degree, it was mandatory to do six credits dissertation which offered two options that either I had to do thesis or I have to do an internship in a school. I have decided to do Internship because it was a great opportunity for me to have practical experience of working life as I have never worked before in a school. I got the opportunity to work as an intern teacher in Excel Academy School which is in Dhanmondi-7. It is an English Medium School, and I was appointed there as an intern for nursery classes. When I joined the school, I was a little bit nervous at the first day as I did not know what the rules are, what I have to do, what will be the procedures of teaching and how will be the teachers and the students, etc. But my onsite supervisor made me comfortable and introduced me to the students and the other teachers in a warm way. She was one of the senior teachers of the school. It was quite challenging for me to cope with all the students as well as in a new environment for first few days. But my onsite was very cooperative, and her guidance helped me a lot throughout the internship.

The school has strict disciplines and guidelines for the teachers and students. For example- all teachers have to be present in the school within 7:45 am to get attendance. If anyone comes after 7:45 am, then their attendance will be counted as a late attendance. There are many other disciplines, rules, and guidelines in the school that a teacher has to follow. By doing an internship, I could be familiar with the rules and disciplines of a school that a teacher has to follow which will help me in future when I will start working in the field of teaching. During Internship, at first, I observed classes of my onsite supervisor for a few weeks.

While observing the classes, I learned several teaching techniques, important issues of classroom management, how to develop a teacher-student relationship, classroom activities and responsibilities of a teacher and many other issues of the teaching profession. I tried to implement those techniques in my teaching that I have learned from my onsite supervisor and my theoretical knowledge of ELT which I have learned during my undergraduate years. From my three months' experience of an internship, I would say that teaching students might look easy, but it is not an easy task. Before started teaching, I thought it would be as simple as micro teaching that I did in my ELT courses and teaching elementary students will be easy and it will be easy to deal with them. But when I started teaching, the situation was completely different that I thought. After the internship, I realized one thing that teaching elementary students are the most difficult thing than the adult learners. Teachers need to have a lot of patience to teach elementary students and also need to have the managing skill along with the teaching skill.

3.2 Findings based on my classroom observation:

As I was given opportunity to work as an intern teacher of nursery classes, therefore I observed the classes of my onsite supervisor for few weeks in order to know their teaching process, whether teachers are using any teaching method or not, how they apply those methods and techniques and how all these things help students to learn their second language. Throughout my class observation, the things I have observed are given below:

- The classroom was very colorful. It was decorated with class schedule, birthday charts with passport size photo of the students and some colorful posters of learning things for example- poster of the names of solar planets with pictures, poster of opposite words with pictures and poster of alphabets with colorful pictures. Larsen-Freeman (2004) mentioned

in De-suggestopedia method that learning is facilitated in the cheerful environment (p.78).

- The managing process of the class was very helpful. The teacher used gesture, eye contact, etc. which encouraged students to interact with the teacher. She was very caring and friendly. All the kids were very comfortable with her. She had good ability to handle the kids without scolding them or giving them any punishment which I liked the most. Teacher and students' interaction was good enough.

- The teacher instructed in a simple target language so that students can understand easily. All instructions were given in target language. But if any student fails to understand the instruction, then teacher use the native language to make them understand. Before every task, the teacher used simple language and gave clear instruction to the students so that they do not face any problem. Larsen- Freeman (2004) states that limited use of native language is allowed in CLT (p.132).

- Students were asked to do the coloring after finishing their class work. I observed that students were very excited to do the coloring of the pictures that is why they finish their writing very quickly so that they can start their coloring. Here I observed one thing that until or unless students finish their writing, the color pencils were not given to the students. So, somehow it forces the kids to finish their writing task quickly and because of the excitement of doing coloring, students finish their writing very quickly.

- Teacher corrects the errors gently using a soft voice when students make any mistake. In fact, teacher monitors the class actively and walks around and sees if any student needs any help or not while doing any task. Whenever any student faces any problem, she helps

them and offers advice and corrections. Sometimes teacher helped them learn to write by holding their hands.

- I have noticed another thing that is student's responses were positively reinforced. The teacher said 'very good' when any student gave the correct answer. This type of positive reinforcement develops the correct habit.

- Student's seating arrangement of the class was cafe style, and five students sit at each table. Their seating arrangements were not fixed. The teacher decides every day who will sit on which table otherwise it can be seen that same students are sitting in the front sided table and some prefer to sit in the back sided table. As teacher decides their seating, every student gets chance to sit in the front sided table. The teacher did not allow sitting together all the talkative students at the same table because they create problems in the class by sitting together. To avoid this type of situation, their seating arrangement was decided by the teachers. Café style seating arrangements help the teacher to maintain eye contact with all the students and helps students to interact with their teacher.

- No two teachers will teach in the same way, just as no two students learn something in the same way. Each teacher has a different style of teaching and follows different teaching methods. Similarly, not all the students learn in the same way. Each of them has a different learning style. The most effective teachers vary their teaching style depending on the nature of the subject matter, the students, the goal of the course and the school facilitators. I observed that teacher did not follow the same method for every lesson. For example- sometimes she used to teach rhymes using audio-lingual method; sometimes she used GTM or Direct method for teaching writing alphabets.

3.3 Employment of Teaching Methods:

As I am not a professional teacher, I was a little bit nervous whether I will be able to teach them properly or not, I will be able to control the class properly or not. I shared my problems with my supervisor, and her support and guidance helped me a lot. It was a crucial moment for me as my onsite supervisor was watching my activities during the class time. It was a new experience for me as I taught in a school for the first time.

Teaching Rhymes:

In the oral class, I started the class with the rhymes that they already know before starting the new ones. I asked few students to tell me one rhyme that they have learned from their teacher. Few students were very excited and told rhymes in front of the class and some of the students were feeling shy to say anything. After that, I started teaching them new rhymes – Old Macdonald had a firm…., Five little monkeys jumping on the bed… etc. with actions. While teaching the rhymes, I said one line of the rhymes with actions and they repeated the same with actions after me. I repeated the new rhymes few times so that they can learn it through repetition. Here the students repeat utterance aloud as soon as they heard it. But the utterance has to be brief so that the students can retain them and repeat it accurately. I have also shown them the video clip of the new rhymes to make the classes more interesting. Here I have used Audio-lingual method to teach them rhymes. Students were learning through imitation and repetition drills. Students are asked to repeat the lines of the rhymes after me. This drill is being used to teach them the lines of the rhymes. Students tried to follow my direction and respond as accurately as possible. While teaching, actions were being used to illustrate meaning. These rhymes have a trick, and the trick is to use familiar tunes to create new tunes. These rhymes are the perfect choice for nursery classes because they can easily learn these rhymes. In these rhymes, we can

see change of one or two words in the lines like 'on that firm he had some ducks…' Instead of 'on that firm he had some cows…' while teaching them rhymes, I used actions to give them the meaning of the rhymes. The fingers and hand motions that are used to illustrate the rhymes to the children. Sometimes children who are uncomfortable in saying rhymes with the teacher are willing to go through the motions of the rhymes with the teacher.

Teaching General Knowledge:

In the oral classes, I have also taught them some general knowledge, for example – the name of the months, seasons of Bangladesh, etc. I repeated these things several times so that they can learn it through repetition. The teaching of the oral skills with accurate pronunciation and the ability to respond quickly and accurately is the main objective of the audio-lingual method. The purpose to teach them by following audio-lingual method was habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement. In fact, I focused on their pronunciation as well while teaching them because these oral classes focused on both speaking skill and pronunciation. Some students were saying 'October' instead of saying October- /ɒkˈtəʊbə/ which we actually say in Bangla. I tried to correct them in a soft voice instead of shouting at them. As their seating arrangement was cafe style and five students sit at each table. After teaching them the general knowledge, I asked one member from each table to tell me one season's name of Bangladesh. That is how all students participated in the class.

Letter Dictation:

In writing class, I started the class by greeting the students. I told them that we are going to do something interesting today. My onsite supervisor already taught them the alphabets, and they know all the letters. In the class, we will do letter dictation. But before that, I decided to play a game by using flash card to check whether all the students know the letters or not. If they

do not know all the letters, they will not be able to write the letters during the dictation. I have used letter flash card just to make sure that students can identify the letters. At first, I mixed up all the letter flash cards and asked students to come one by one to pick up one card randomly. That is how all the students got one letter flash card. I have instructed all the students not to show their cards to the other students and also instructed that when I say any letter and whoever has the card of that letter, he/she will raise his hand and will show me the letter. After that, I have started saying letters randomly and the students who had the cards of those letters, they raised their hands and showed me their cards. I think this is one of the easiest ways to figure out that whether students can identify the letters or not and we can also identify those students who have problems in identifying letters and needs more help. Here, I have used the Task-based learning Method. Students are learning through a game or task. They were excited for when their turn will come and when I will say the letter that is on their card. Using flashcard is the good way to involve students in the process of learning. Flash cards were very colorful, and it helped me to draw the attention of the students. It helps the students to get instant feedback and correction from the teachers. For example – when I said /d/, one of the students showed me the card 'b' instead of'. I immediately corrected him by saying that it is /b/, not /d/.

After that, I have instructed them that the way I have said the letters randomly and you all have shown me the cards of those letters, similarly, I will now say some letters randomly, and you will write that letter in your copy. For example – if I say /b/ then you will write 'b' in your copy. That is how they did the letter dictation. All the instruction was given in target language. I think the direct method has been followed in the way I did letter dictation Method. Writing is an important skill to be developed from the beginning of language instruction. While dictating the

letters, I repeated the letters two or three times so that they get enough time to write down what they have heard.

Teaching Opposite Words:

In the oral classes, students have learned some opposite words. I have used some pictures to teach them the opposite words. Pictures were being used to give them the meaning of those words. For example – picture of a 'fat' girl and picture of 'thin' girl, a picture of a 'big' tree' and picture of a 'small' tree. I tried to give them the meaning through the use of pictures. I did not translate the meaning of the words into the native language. Here, I have used the Direct Method to teach them the meaning of the words. Then I repeated the opposite words several times and asked the students to say the words after me. They were repeating the words after me. The words were being taught through imitation and repetition. Here I have used the Audio- lingual Method for teaching. Therefore, we can say that language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. Besides, I have also taught them new rhymes. Here we can say that the process of teaching the opposite words is the combination of both direct method and Audio-lingual method.

Writing Capital Letters:

To teach them the capital letters in the writing class, I have followed the Grammar-Translation method. I have written the letters A, B, C, D, etc. on the board and showed them on the board how to write them. I gave them instruction like to write 'D,' at first give a straight line and then give a right half circle. That is how I have instructed them for all the letters. As they have watched different videos on alphabets in the previous classes, therefore, they were familiar with all the letters. As classroom task, students were given their class work copies where few letters were written like A, B, C, D, etc. and gave few dots under those letters so that they can

learn writing the letters on those dots. As a result, it helps them to learn writing letters within the lines. As it was taught in a very traditional way, therefore, I think, the entire teaching process comes under the Grammar-Translation method. There was not that much scope for communication and focused more on writing. By following this process, they have learned all the capital letters.

3.4 Employment of Techniques:

Along with teaching skill, the teacher also needs to focus on the classroom management issue. Giving feedback is an important aspect of classroom management. Through feedback, students can be aware of their mistake and help them to overcome their problems. I tried to give students positive feedback when they gave correct answer by saying 'very good' to motivate them and encourage them for learning. In oral class, when any student came in front of the class and recited one rhyme with actions, I asked other students to clap for him or her just to encourage them. In writing class, whoever finished their writing first, I gave them stars on their hand to encourage them to complete their writing quickly. As a result, it establishes a positive environment in the classroom where all students feel safe, comfortable and welcome. Conroy et al. (2009) state that teachers can encourage children's learning and prevents problem behaviors from occurring by creating positive and engaging classroom atmosphere (cited in Diedrich, 2010, p. 13).

In order to have effective learning, teacher needs to create positive learning environment in the class. As I mentioned before, the classroom was very colorful which is very important for the young learners. Besides, there should have a good relationship between teacher and student in order to create positive learning environment in the class. That is why, after joining school, at first I tried to build good relationship with the students. As they were young learners, therefore I

made different crafts with paper just to make a friendly relationship with them. Students were so happy by getting all these. Through interaction with them, I could identify which students are more active and which students are introvert and does not like to participate in the class. Elementary students always expect attention and friendly behavior from their teacher. When they feel safe with the teacher and enjoy the class, they really want to attend class regularly. But if teacher and student relationship does not have good relationship, then it is hard for the parents to bring their children in the school as they lose interest in coming to school and attend the classes. Baker (2006) states that in case of elementary level students, positive teacher-student relationships are connected to children's successful adjustment to school, academic achievement and school likings (cited in Hussain et al. 2013, p.2).

While teaching on the first day, I had some problems in giving instructions. As my voice was not loud enough that is why some students had problem in understanding my instruction, and at that time I realized that instructions are an important aspect of classroom management. It has to be clear, and for that, teachers need to have a loud voice.

While students were doing their task, I walked around and tried to look at every table whether they were doing their tasks or not. I tried to monitor their work actively and offered help whenever they had any problem. Like my on-site supervisor, I set up their seating arrangement to ensure the mix up of active and weak students. I also did not allow all talkative students to sit together at the same table to avoid disruptive behavior. Element students always busy to talk among themselves and always make noise in the class because of which I set up their seating arrangement.

To make the class more interesting, I showed them a video clip of rhymes which was very colorful. All the students enjoyed the video. In fact, while teaching, I used some games by

using flash cards and pictures to make the class more enjoyable. As they were elementary students, it was too difficult to grab their attention for a long time. That is why; I used colorful things to draw their attention to the lesson. According to Gower, Phillips, and Walters (1995), "watching video is usually more motivating than the audio clip, and it is easier to understand because of the visual clues available" (p. 91).

Environment plays a vital role in the classroom management. Though the seating arrangement is café style, still there was enough space in the class for the teacher to walk around in the class and check whether every student was doing their task properly or not. As I mentioned before, the classroom was very colorful. It was decorated with class schedule, birthday chart with passport size photo. The wall was decorated with the drawing of the students and different colorful posters like the poster of alphabets, opposite words, etc.

Chapter-4: Challenges faced During Internship

There is no doubt that the school environment and their teaching process was good. The teacher always tried to build a friendly relationship with their students. However, there were some problems that I faced during my internship which was discussed below:

- **Large class:**

As a beginner teacher, it was quite difficult for me to control the class because there were 35 students in the class. As they were elementary students and the seating arrangement was café style, it was quite difficult to handle them. The age group of the students was between 4-5 years. They always look for a chance to talk with each other as young children always like to talk and play with other children. When I start to teach something, they start to make noise in the class which was disturbing, and it also distracts the other students. But still, I had to keep my patience to control the class. They always fight among themselves and come to me complaining about each other while teaching which was disturbing and stressful. As it was a large class, it was hard to concentrate on all the students to check how well they were performing. Besides, when I asked something to a student and listen to his/her response, at that time they look for a chance to talk to them.

- **Time Management:**

The class time was about 35 minutes. It was difficult for me to manage the time. As they were elementary students, it took a lot of time to teach them because I had to give them the same instruction again and again. In the writing class, some students failed to finish their writing due to a shortage of time.

- **Multimedia facilities:**

As it was a large class, I faced some problems because, in the first few days, some students failed to understand my instruction because my voice was loud enough. Due to large size, the students of the back side were not able to listen to my instruction. It could be better if there were a multimedia facility in the class for example- arrangement of the mike to deal with the large class size issue.

Chapter- 5: Conclusions and Recommendations

It can be possible to generate a well-organized class by proper use of teaching methods and techniques. It is the teacher's responsibility to help students learn through different communicative activities and teaching technique. A teacher can be called efficient only if he/she has the skill of managing the classroom properly along with the teaching skill. But the environment of classroom and family also plays a huge role for the young learners in learning any language. Most the students have internet access in their home which helps them to learn the English language. Even some of the parents use English with their children who also play a huge role in language learning along with ESL teaching methods. During my internship, I have learned many things regarding teaching techniques and management issues from my onsite supervisor. It was overall great experience as I got the opportunity to have practical teaching experience. Though I am not a professional teacher, still I tried to make the class interesting by using different methods. Usually, Bangla Medium Schools follow GTM for teaching, but English medium schools try to follow Audio-Lingual and Direct method for elementary level with some help of GTM. However, I faced difficulties in managing the class as they were elementary students. It is a challenging task for a beginner teacher like me. One thing I realized that is teachers needs to have a lot of patience to teach elementary students as well as to deal with them and their problems. Therefore, I would say that managing a class effectively would not be tough for a teacher if he/she has enough knowledge of teaching methods and management issues.

Recommendations:

To make the class more effective, the following suggestions are proposed:

- The class should not be large. The number of students should be limited to 20-25 students so that teacher can observe every student's performance and deal with every student's

problem. Besides, the class size should not be large to avoid disruptive behavior of the students as they are elementary students. When the class size is large, it takes a lot of time to manage the class than teaching. Therefore, I think it is important to minimize the class size to maintain discipline in the class and for better learning.

- There should be an arrangement of mike in the classroom as it is a large class. Young learners always look for a chance to talk among themselves and always make noise which is the main problem of having a large class. In this situation, teachers have to repeat the instruction again and again. Besides, the school is located beside the main road in Dhanmondi because of which so many noises come in the class from outside which is disturbing. This situation has a negative impact on learning because it causes indirect problems in learning through distracting students. As a result, students fail to listen to the teacher's instruction especially those who sit back in the class. I had to speak out loudly all the time and had to repeat the same instruction again and again. Therefore, it would be better if the school arranges mike in the class especially for those class which is large.

- The class timing was not that much suitable for the nursery students. The class starts from 8:00 am to 10:45am. It is difficult for the student to wake up early in the morning and attend the classes. as a result, some students starts crying after coming in the class because they do not want to come to the school as they are feeling sleepy. Some students can hardly concentrate on the morning classes. These types of situation wastes the class time. In order to avoid such situation, I think it can be better if the school changes the class time and starts classes from 9:00 am instead of 8:00 am.

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