

**My journey as a teacher: A report on my internship as an elementary
school teacher**

Anika Nawal Ava

14303008

Department of English and Humanities

August 2018



BRAC University, Dhaka, Bangladesh

66, Mohakhali, Dhaka

An Internship Report
Submitted to the Department of English and Humanities
Of
BRAC University
By
Anika Nawal Ava

In Partial Fulfilment of the Requirement
For the Degree of
Bachelor of Arts in English
August 2018

Acknowledgement

I found it very difficult and sometimes I found it impossible that I could finish this, but with the grace of the Almighty I have finally submitted my report. I am very much grateful to the Almighty for giving me strength and made me capable of finishing this. I would like to thank you my two supervisors S. M. Mohibul Hasan sir and Dr. Md Al-Amin sir for assisting me to finish this report. I would also like to thank Mohammad Mahmudul Haque sir, Shenin Zia Uddin miss, Mahmuda Akter miss, Pritilata Sharma miss. Their teaching always inspired me to become a teacher.

Additionally, I want to thank the vice-principal of the school where I completed my internship, for approving my application to join as an intern. Next I would like to thank my on-site supervisor for her cooperation. I would also like to thank all the other teachers of the junior section, without their help it would become so difficult for me to complete my journey.

Lastly, I would like to thank my family, my parents and my brother and sister. Without their support, encouragement and attention, it was impossible to finish my report. And last but not the least, my friends I would like to thank Farhana Anisha, Upoma Ghosh, Nafisa Nazmul, Israt Jahan Roushni apu, Nazia Masood and Md Rakib Hossain Khan. They all were there with me and supported me in this crucial time, as well as they helped me whenever I got confused in anything. However, I tried to mention the names of everyone to whom I am thankful, but if I miss someone I am apologising, but I am thankful to all of you. I am blessed that I got their assistances and helps.

Table of contents

Chapter-1: Introduction	2
Chapter-2: Literature Review	4
2.1 Concepts of becoming a good teacher	4
2.2 Skills and knowledge for becoming an excellent teacher	5
2.3 Language teaching methodology	7
2.3.1) Grammar Translation Method (GTM)	7
2.3.2) Audio-lingual Method	8
2.3.3) CLT- Communicative Language Teaching	8
2.3.4) Storytelling	9
Chapter-3: Reflection of my teaching	10
Chapter- 4: Obstacles and Learning	18
4.1 Obstacles during internship	18
4.2 Learning from my journey	19
4.3 Using this experience in future teaching	20
4.4 Things I want to do differently in my future teaching	20
Chapter-5: Conclusion	22
References	25

Abstract

This internship report details my four month journey as a teacher and what I have learned from this journey. I have also discussed what I have done well and what I feel I could have done better. I describe my contribution in terms of my students' learning, as well as my continuous effort to help my students to learn better. In this report I have also critically reflected my teaching, citing examples from my teaching experiences. In my teaching I attempted to implement what I have learnt attending various courses during my undergraduate study. However, I feel it is not always easy or possible to implement what the books suggest; rather I need to innovate and make activities more fun and enjoyable for my students. I have discussed a few of these experiences.

I consider myself lucky to get the chance to do my internship at a renowned English Medium School named Brighton (pseudonym) school. The internship was four months in duration. During this internship, my responsibility was to help children to improve their English skills. Along with that I was also attempted to make them interested in study, specially developing their English speaking skills. The school follows the textbook like "*The Radiant Way, 2nd Step*". Along with the suggested text I used some other interesting stories like Aesop's Fable to teach my students. Finally, this experience makes me rethink about teaching and helped me to get many practical experiences.

Chapter One: Introduction

“A good teacher is a doctor who heals the ignorance and an artist who inspires creativity”

I never thought of becoming a teacher in my life, and I have no prior teaching experience before this internship. While I was attending classes at my undergraduate level I really liked the way our faculties taught in the class. Attending in their classes and observing their teaching I became interested to become a teacher. Though I was required to conduct some microteaching in two of my undergraduate courses, this internship was the first opportunity to work as a teacher at a school. Although, it was just a four months internship, I feel I lived the most treasurable and enjoyable moments of my life. I would like to present few details about the school that I got for completing my undergraduate internship, the students, school environment and the valuable experiences that I got during this journey.

Nowadays, English medium schools are becoming popular day by day and many parents prefer English Medium School than Bangla Medium School for their children. However, only those who can afford to pay the expenses of the English Medium School can send their children to English Medium School. For this internship, I have chosen an English Medium school. The name of the school is Brighton School (pseudonym), a well reputed English medium school in Dhaka which established in 2002. This school has classes from Playgroup to A' Level and they follow the Edexcel curriculum. The school started their journey with one branch, but now they have seven branches in Dhaka. Recently the school opened two new branches in Dhaka. I did my internship in Uttara branch. For approving the permission of joining as an intern, I went to the vice-principal of Brighton School. I talked to her initially and asked her if there is any opportunity to do my internship at her school. She asked me to submit my application and other relevant documents. After considering everything she approved my application. Initially she asked me to sit in STD III and IV classes and observed how other teachers teach. Later she asked me to talk to the in-charge of Uttara campus, as

they need some teachers. I was assigned to teach English class of KG – II and Std. III. I used to teach there three days in a week as I had to attend undergraduate classes on rest of the days of the week at my university.

At my first day, I observed the class of Std. III and K.G. II. The English teacher whose class I was observing is one of the experienced teachers of this school. The in-charge of this branch asked her to explain and show me every necessary things and the in-charge also asked her to be my mentor and supervisor during my stay as an intern at this school. After observing one week, I started teaching K.G II and Std. III. With that my journey as a teacher started formally. I was very nervous initially, but I have put my every effort to overcome these difficulties. I have also taken maximum preparation to make my teaching successful. In the later part of this report I will provide some of these details. I will discuss some of the students' activities, how they responded to my instruction and their preferences for learning style. During my internship, I faced numerous difficulties. I will briefly discuss some of those difficulties and my efforts to overcome these difficulties. I have learned lots of things and the most important thing I learned to be more penitent and attentive. And this has become more important when I realised someone is learning from me.

However, during this internship and while I am writing this report I have read related literature and tried to relate my teaching with the published literature. In the next section I will briefly discuss some of these literatures.

Chapter 2: Literature Review

Before start working as an intern teacher, I went through various related articles with an aim to understand more about the teaching profession as well as about the qualities of a good teacher, and also for understanding the knowledge and skills required for an excellent teacher and lastly, about the techniques which I tried to apply while teaching. In this section I will discuss a few things from those articles, which will focus on the qualities of a good teacher, skills and knowledge – which a teacher needs to have in order to become an excellent teacher and various teaching methodologies that I have taken into account while I was teaching.

2.1 Concepts of a good teacher:

In the published literature there are many researches (e.g. Korthagen, 2004) that talk discusses about the concept of good teacher. However, in different research different terms such as excellent teacher, good teacher, brilliant teacher, and star teacher has been used. Many researches have been done on the qualities of good teacher. One research has been done in 1953 by the faculty of Southern Oregon College of Education. McAULAY (1954) mentioned about the research and the qualities of a good teacher that have been figured out from that research. He stated that a teacher needs to be morally accurate and value the ethics and culture of that respective community that he or she teaches. Honesty, sincerity, unselfish, understandable with the problems of students as well as their guardians need to be in a teacher. Besides, some religious faith and civic interest and lastly she or he must have the ability to adjust according to the community. Next comes the personality traits for instance, a teacher needs to have a good sense of humour, must have sympathy, love and understanding attitudes, patience, tolerance and having an interest of helping the students. Additionally a teacher must have some religious background knowledge and training in order to become an

elementary section teacher. Also, they need to keep updating themselves for the betterment of the students. (p. 22-25)

Howes, Whitebook and Philips (1992) mentioned about the teacher of child day care. Most of the parents, policy maker think that a good teacher has had lots of experience on caring children with patience. They are understandable towards the children, and as they love children they love to do this job (p. 400).

Sir Wilshaw (2012) said, “No two teachers are the same, nor should they be. We must encourage the teachers to focus less on following rigid lesson plans and more on playing their strengths” (p. 16). Moreover, these qualities also vary from teacher to teacher because of the diversity. He also added different successful teachers from his own experiences and he mentioned about two Mossbourne Academy, both the teachers were different in personalities and approaches, both were good teachers. They were aware of the key things of teaching and their students used to enjoy their lessons very much. (p. 17)

2.2 Skills and knowledge for becoming an excellent teacher:

It is not an easy task to determine what skills, knowledge and qualification a teacher needs in order to perform his or her task successfully. Stronge (2002) stated that effectiveness is an abstract idea, it depends on students achievements, as well as he showed a framework for effective teaching, and those will help to become an effective teacher. For becoming an effective teacher one has to have professional knowledge, instructional planning, instructional delivery, assessment, learning environment, professionalism. (p. 4-12) Darling-Hammond (2008) mentioned that a teacher needs to go through few special training before joining as a teacher or else the consequences may lead them to leave the profession, blaming the curriculum as ‘dumbing down’ and lastly end up with blaming their students. Moreover, besides training a teacher needs to have subject knowledge and knowledge about curriculum,

knowledge about teaching and learning and knowledge about the learning context in order to perform his or duties. (p. 9-21) Hourigan (2006) mentioned four important components of learning and teaching. Those are:

- What should be taught, why it is important (knowledge-centeredness)
- Who learns, how and why (learner-centeredness)
- What kind of classroom, school and school community environments enhance learning (community-centered)
- What kind of evidence can be used to see if effective learning is really occurring (assessment-centered)

Additionally, there is always a chance to improve and make one's teaching better and this is because the types of student's keeps changing and all the students will never have the same level of understanding and acceptance. And a teacher needs to keep herself updated for her students. (p. 77-85)

Moreover, Ratzel (2013) revealed his self-realization of his own journey as a teacher, he mentioned about the journey of becoming a better teacher, the missing craving of learning of the students as there were less encouragements for asking and answering their own questions, things that need to change as a teacher and lastly he suggested how others can continue the journey of a teacher. He learned by experiencing and wanted to inform her experience with the other teachers also. Furthermore, a teacher needs to have good communication skills, need to be clear with his objectives, must have the ability to cope up with any situation and many other things. (p. 10-12)

2.3 Language teaching methodology:

In this section I will briefly discuss about the teaching techniques that I was taken into consideration while working as a teacher. In this regard, I would like to emphasise that I did not follow any particular method straight; rather I used different techniques and activities that seems appropriate to me. Techniques such as, GTM (grammar translation method), Audio-lingual method, communicative language teaching method, I also used proficiency guideline to evaluate their condition regarding the level of learning in terms of improving the four skills speaking, writing, listening and reading. Lastly, I used the storytelling method as because I took their English literature class and for making a communicative classroom this method was very helpful. Therefore, all the things I have used during my internship and all the literature regarding my topic will be discussed below in this chapter. As well as, I would like to add some relevant examples with those literatures.

2.3.1) Grammar Translation Method (GTM):

Grammar Translation Method is known as the ‘Classical method’ or traditional method in the history of teaching methods. This method used to apply mostly for learning the classical languages. In this process, learners go through the rules at first and then will go through the examples; this method is also considered as the deductive method of teaching language. Gollin (1998) mentioned that deductive method is most closely associated with grammar-translation method in language teaching. (p. 88) Moreover, Prator and Celce-Muricia prepared a list, where they mentioned few major characteristics of Grammar Translation and those are:

- i. Classes are taught in the mother tongue, with little active use of the target language.
- ii. Much vocabulary is taught in the form of the lists of isolated words.

- iii. Long elaborate explanations of the details of grammar are given.
- iv. Little attention is paid to the content of text, where is used as the exercise. (as cited in Brown, 1994)

2.3.2) Audio-lingual Method:

This method is mainly an oral-based approach. Freeman (2000) talked about some points of this method. This method helps students to learn about the grammatical structure with the help of drilling. There are few types of drilling for instance, repetition, inflection, replacement, restatement, rejoinder, restoration and others. However, this method came from behaviourist theory of skinner as it involves with positive and negative reinforcement which help learners to motivate in both negative and positive ways. (p. 35) Additionally, Harmer (2012) also mentioned audio lingual as the behaviourist model. This method relies heavily on drilling and reinforcement as well as repetitions. (p. 79)

2.3.3) Communicative Language Teaching (CLT):

According to Savignon (2018), the central theoretical concept in communicative language teaching (CLT) is a process of 'Communicative competence' (p. 1). In this teaching approach, learners learn language in a communicative way. The instructor tries to make their learning task as much as communicative and it helps a learner to learn the language in an effective way. The role of an instructor is not so dominant rather students take the active role in this method. Harmer (2012) stated that Children need to have a purpose to communicate like they need contents for making communicative approaches. (p. 85). Freeman (2000) regarding the CLT mentioned that students seem more responsible for managing their own learning. (p. 89)

2.3.4) Storytelling:

In a language class, an instructor can choose any of the strategies for teaching. Storytelling is one of the strategies for language teaching. During my internship time I used to take an English Literature class and for this subject they follow the book “*The Radiant Way 2nd Step*”. However, as it was literature and book only has poems to teach and therefore, I followed the storytelling strategy. Ilmu (2016) mentioned in his article that learners need an interactive speaking strategy for improving speaking. Moreover, he also mentioned that the learners are interested in listening their teacher’s storytelling and especially those stories which were based folktales. When I stand up in front of the real class I found it different and also a bit difficult as I was afraid of public speaking. However, through this opportunity the fear of public speaking got improved at the same time I felt more comfortable as a teacher as well.

Chapter Three: Reflecting on my teaching

One most important things that I felt is, one must have love and passion for teaching is very essential to become a teacher. It is important that a teacher enjoys his profession and feel proud to be a teacher and if he/she do not feel for that he/she will never be a good teacher. I never wanted to choose teaching as my career, but in my undergraduate life. I got the most wonderful faculties who helped me and inspired me a lot to choose and make me loved for this profession. Furthermore, when I started teaching I felt that I really love teaching, the school, children other colleagues and the environment. Every day I looked forward for going the next class and I continuously tried to improve myself. Gradually I discovered that my students really liked me and I also like them very much. I never feel it as a burden or boring job.

An excellent teacher knows what and how he/she wants to teach and there is a saying that 'A good teacher knows how to bring out the best in students.' Students also love those teachers who understand them and they love to learn from those teachers. For instance, is the students understanding the lessons, how much they have understood, the lessons being taught in the class are those effective for them or not. While I was teaching I had regular contact with my teacher and I shared with him what I thought I was doing well and the difficulties I was facing in my teaching.

I had very high expectation from my students. I wanted to see that they do not only excel in the examination and get good grades; rather I wanted to see that they develop their skills. I encouraged and motivated them to become interested in learning, thinking creatively and learning by doing and learning independently. For instance, I asked my students to read the new lesson by themselves before starting that new lesson. In the beginning only few students used to read the lesson before being discussed in the class, and I used to motivate them by

saying 'very good' 'thank you so much' and the other who did not read, I simply told them to read instead of getting mad at them or scolding them and also explained to them that this reading will help them to understand the texts effectively. After that I explained the poem to the students. Students who studied at home, I used to bring them front of the class told them to read the poem loudly and sometime if the context goes with a role play activity I asked them to do that. They have a poem 'Humpty Dumpty' which is more extended than the rhyme I played that with my students. I also noticed that if I praise them saying 'very good' and tell them 'I will let you play if we could finish earlier' or 'if you help me to finish earlier' they become more attentive and try to put their maximum effort in finishing the task. Moreover, I always maintained a positive attitude with the students for instances, entering the classroom with a smile, saying good morning, if they do something good besides their study topics or teach something which is very good I used to appreciate that and was also respectful towards them. During my internship, I rarely faced any indiscipline among the students. They always see them obeying their teachers and their teachers are also very affectionate to them.

Another important principle that I was keen to ensure that my students are learning in an environment with lots of joy and at the same time they are making good progress in their learning. I adopted various techniques and methods to ensure that. For example, I tried to cheer them up when they made progress as well as when their outcomes were good. I used to give them small size 'star stickers' which they liked the most and some other 'cartoon character stickers'. I used to mark them out of 10 or 15, depending on how much they have done in two weeks. Students felt very much appreciated if the teachers give them stars or marks to evaluate them; they pay more attention in their classroom activities and to finish the task that the teacher assigned to them. However, sometimes it was challenging for me to manage a new boy, though all the other students were very comfortable in the classroom as well they could finish their lessons and home works very well, but there was a new boy, who

joined after the half yearly exam and also came from a Bangla Medium School was struggling to keep pace with other students and it seemed to me he was finding it difficult to mix with other students. It was challenging for me to ensure that like other students he feels comfortable in my class and with the proper guidance he was making good progress in the examination as well as in other classroom activities. He was also facing difficulties in terms of speaking English. He could understand his teacher's, even if the teacher was saying something in English, but he struggled whenever teachers used to ask him to say something in English. He needed extra attention and guidance. When I gave the class to do some class work for writing, I used to stand beside him and assist him if he faces any problem or stuck in any questions I tried to make him answer the question by giving him hints from the lecture and asking small questions, as well as giving him hints by the gesture. Scrivener (2005) asserted that gestures, proper monitoring, and interaction with the students are the important part of classroom management. (p. 67-69) If there was any mistake in terms of spelling, I used to rewrite those words, sometimes I gave him to write five times or sometimes ten times depending on his spelling type and mistakes amount. And before he finished his journey in K.G II his improvement was very much visible. He gained confidence and slowly he started to take part in all other activities with other students. Regular guidance and monitoring of teacher and the support of his parents helped him to improve.

During the internship time, I took the English literature class of K.G II; they follow the book 'The Radiant Way' second step. Their syllabus was more or less fixed and there was only poem to teach them. I always tried to make my classes interesting and tried my level best to make them speak in English. However, one of my main focuses was to develop their speaking skills as they mostly used to use Bangla for communicating. Few of the students started using English, but most of them are fond of speaking in Bangla and I need to work on that besides teaching the English literature. This was another challenging task for me because

students rarely used English as the medium of communication after the class hour. Therefore, I decided to show them interesting video clips for making them interested in speaking English. I was successful in this process; it directs them to increase the use of English even outside the classroom. I also tried to let them listen to the poems before starting the lesson in the class, but sometimes it was not possible because all the poems' audio was not available in the internet. However, when there is no audio or video available to use in the class I myself read them loudly for my students. Sometimes I asked one of the students to read loudly as well.

Planning is one of the important aspects of teaching that a teacher needs to complete before he/she enters into the class. These include determining learning outcome, lesson objectives, classroom activities, nature of teaching and learning in the class, selecting methodologies for various classroom activities and assessing students during and after the lesson. It is very important to deliver a planned lesson in the class in a well-organized and structured way. The classes in the school where I was doing my internship were forty five minutes long. I had to make lesson plans and have to keep in mind about the class time, total students and student's type. I felt that the time was too short to make it interactive and effective class. I had to make firm plans for making my class effective within the scheduled time. Therefore, I divided the class time in three different sections, first ten minutes for opening, in the middle I kept twenty five minutes for the lesson and last ten minutes for checking and feedback.

However, in my first week I faced difficulties to finish my lesson on time and I took five to seven minutes more than the scheduled time, even though I had a lesson plan for my class. Later on, I figured out that the students started asking questions as soon as they have finished their writing and they finish at different times and I had to repeat the same answer for different students. During the first week, I discussed these things with other teachers and they suggested me to write the answer along with the question and ask them after they finish the

writing. This problem occurred during the Q/A session and on the other day I asked them to write answer for instance, during making sentence class I used to write the word on the board and ask one of the students to make one easy sentence with that word. If any student fails to make sentences, I tried to give them hints, sometime I asked them to search the word in the book and sometimes I asked their other classmates to help them. Instead of telling them the answer I used to elicit the answer from them.

Another challenge was for me to deal with students with different level of ability and proficiency in the same class. Because all the students are not equally bright, some were not as good as the others; some were average standard, and a very few were the best among all. If a teacher teaches all of these different kinds equally, then there will be problems because all will not get or understand everything at the same point and for this a teacher need to adapt teaching to respond according to the strengths and needs of the students. It took one and a half weeks to understand the student's capability and their language and other proficiency, soon after that I split my teaching in different sections. There were eight students in total; two of them were very much attentive and responsive, as well as good students. And the others were average along with the newcomer boy. The new boy was an average student, but he used to face difficulties while understanding the question. I need to give more attention to him for instance, I used to take remedial classes after the school, and I used to give importance when I started new lessons. During the new lesson I made sure that he understood the whole poem properly. And day by day he improved with the proper guidance. Moreover, I used to give them home works according to their needs, if someone needs to give emphasis on Q/A I give him or her to write the Q/A and sometime I gave them to write two or three times. Moreover, I used to give extra home works in the weekends.

Another challenging task for me was to ensure and practice accurate and productive evaluation. This was important for judging the students how far they have learned; is the

learning effective or not, if not where is the problem? Do I need to change the process of teaching them, and many other related questions. However, the school has some ways to evaluate the students. For instance, marking class works (MCW), marking home works (MHW), surprise tests, class tests, pop quizzes, midterm exam, and half yearly and final examination. I joined their school after half yearly exams and continued till their midterm exam. During that period I took MCW, MHW, class tests, surprise tests, pop quizzes and lastly midterms. I used to maintain a grade sheet which was provided by the school authority. I keep notes the marks their and update time by time to check the progress of the students. Students who were making less progress I talked with their guardians and tell them to pay attention when she or he study at home and beside that I keep monitoring them during class time. I always kept in mind that the assessment should not only to grade students, punish students or to create hostility among classmates. Rather, I tried to use it as tools to diagnose students' problems and to see how far they are learning and what else they need to learn. I tried my best to give feedback and often I discuss with them how they can overcome their problems and improve. For this, I used to use several techniques such as sometimes I used to give them instant feedbacks, sometime drilling, sometimes repeating. With an aim to develop their speaking skills, I used to follow the drilling and repetition. Although it is not encouraged very much in CLT to practice drilling in isolation, but I have found it is effective. However, this kind of practice is supported by McCoy and Pany (1986, 549) who stated that word drill, word supply, sentence reread, word meaning and etc. are helpful in developing students' language skills.

I learned a lot from the policies, rules and regulation of the school and the importance disciplinants and punctuality as the school is the place of discipline and punctuality.

Brighton is a very strict school in terms of maintaining rules and regulations. It maintains a very good and safe environment for the students. The school has a specific time for the

teachers and the students to come to the school. Teachers have to be present by 8.10 a.m. and students have to be present before 8.20 a.m. If they failed to come within 8.25 they get punished for being late and they had stayed in office room for the first period. They have to perform national anthem before the school starts its academic activity. Students follow all these things very politely. There was never any indiscipline problem, but few students' sometime were late due to traffic or sometimes for rain, and in rare cases sometimes negligence from students. If anyone has missed any class he/she has to explain the reason being absent in the next class. However, this thing never happened in my class all of them used to come exactly on time. On the other hand, motivational and inspirational advices are written on posters in all over the campus premises as well as in the classrooms. For instance, 'we should obey our teachers', 'we should respect our elders', 'we should help our parents', 'we should not hurt the poor' and many other quotes and lines.

I would also like to reflect to what extent I have fulfilled the duties and responsibilities as a teacher. As an intern teacher, I learned a lot and that is the basis for my future endeavour to become a teacher. At the same time I always tried to do my duties with utmost responsibilities and sincerities. I always thought how I can contribute to the school, to help students in their learning and developing themselves in other aspects and most importantly fulfilling the duty of the teacher from wider professional perspective. Starts with the time, I always come to work on time and was never late during my internship period. I understand that the traffic system in Dhaka is one of the main causes of being late, so I started with plenty of time in my hand. I maintained a very good relationship with my colleagues as well as with the staffs. I engaged with them in various matters and whenever necessary I worked with them collaborate, and also if I had difficulty in doing any task I took help from my colleague, and whenever I can I also tried to help them in various matters, things regarding students and their guardians. About the stuffs like sisters and peons of the school, I greeted

them nicely with salam and a smile, and they also do the same things. I took some additional classes in STD. I, II and IV if the regular teacher was on leave or absent. I took part actively with my students in various co-curricular activities and events like Science fair, Art competition, Bangla poem recitation competition, sport day. The in charge of Brighton was very much pleased with my performance and offered me to join as a permanent teacher from the next session. I really enjoyed working in that school and the environment was so cooperative, besides some administrative problem I never had to face any problems.

Chapter Four: Obstacles and Learning

4.1. Obstacles during internship:

My journey as an intern teacher was very fantastic and enjoyable, but still there were problems and obstacles that I faced during my internship. Nevertheless, at the end of my internship journey, while I look back I have a feeling that these obstacles taught me how to manage difficult conditions. It also helped me to become a better teacher.

The first obstacle that I faced is the fear of speaking in front of the students. As a person I am very shy and find it difficult to speak in front of the audience. I took the English literature class of kg II and I had eight students in that class. It's always been a challenge for me to speak in front of people. In my class I used to get nervous and started stammering. It was really embarrassing for me. To overcome this, I used to talk in front of the mirror for hours and used to give a small presentation in front of my family members, which I hardly did before for improving my presentation skills. However, I believe teaching is also kind of presentation; a teacher also needs to present the lessons for her students. I used to prepare lesson plans before going to the class and when I used to start a new poem that time I used to practice more and more because I had to explain it clearly so that my students understand it clearly.

The second obstacle was conveying the meaning of a word without using the Bangla meaning. My students were very young and their level of vocabulary knowledge was not rich enough if I tried to explain something in English. So, sometimes I had to use Bangla and sometimes I used pictures or other explanation to explain a new poem or story. It was middle of the February, I was teaching them word meaning of a new poem, there was a word 'border' and they were not getting the meaning, which was 'an outer part or edge of things' I need to show them while demonstrating the meaning or drawing the picture in the board.

I also find it difficult to write something on the board. My writing on the board is not clear enough and for that I used to ask them every time I write something if they understand my handwriting or not. After dealing with my handwriting I had to deal with their handwritings. Dealing with their handwriting was not an obstacle, but I had to check their copy very sincerely, because they used to make lots of mistakes even though they write from the board. For this I needed lots of time to check their copies and I could not finish checking during class time and I had to take their copies at home with me after the class.

Moreover, there were few more obstacles that I faced while dealing with the authority. For instance, the notice of unexpected holidays, notices of teachers meeting, teacher-parents' meeting. I needed to keep in touch with the admin section people for that, I used to ask them for the notices before I leave the school premises.

4.2. Learning from my journey:

The experience of four months was beyond expectation. I enjoyed my teaching; I enjoyed everything about my internship. I also learned many things and I would like to mention that, I learned to deal with small kids. I learned to keep patience which is a very important thing for a teacher. I learned to manage a class with 35 minutes because at the beginning I could not finish my lesson plan within the time. I learned how to hold the attention of the students because they used to get bored so easily. I also learned that little kids do not like to study in continuous classes. They wanted break as well as they need a friendly environment in the class so that the teacher can make them interested in their lessons.

Besides the teaching and the students, I have learned few things from my colleagues. They helped me a lot in my teaching; few teachers helped me by giving previous session's exam questions, lesson plans of other English teachers so that I could make mine. They were very much cooperative and I never felt helpless in tension or nervousness. However, my on-spot

guide was the in-charge of Brighton school. She used to come for observations during my classes and if I had anything that I need to improve or correct, she used to talk and explain to me after the end of my class. She always helped me along with the other teachers.

4.3. Using this experience in future teaching:

Spending four months as a teacher was one of the best experiences in my life, I will keep all the learning and experience in my mind. However, I never had any experience of teaching, I never gave tuition to anyone I would love to explore more in this profession. Though I never wanted to be a teacher, but now after having this small journey I have changed my decision. Now I would like to explore more, have a passion to know and learn more about teaching and I will definitely try to become the best teacher. Nevertheless, in this few months I have realised one thing that, only good grades is not sufficient to become an excellent teacher, there are lots more things necessary to become an excellent teacher. These include personal qualities, presentation skills, managing behaviours, understanding children, love for teaching and learning, knowledge about the subject matter and knowledge about teaching and more importantly a passion for becoming a good teacher. During my internship, I made mistakes and I learned from my mistakes and I tried not to repeat those mistakes again. In the near future, it is my ardent desire that I want to be the best and the most favourite teacher of my students.

4.4. Things I want to do differently in future teaching:

The journey as an intern teacher was so pleasant and wonderful and I have learned a lot. I will continuously try to improve my teaching and I will try to be the best teacher for my students. I will try to make my each lesson interesting and enjoyable. I always tried to make the class interesting for them. When I started new lessons I used make moves. I used to act and bring a few students in front of the class and make them act according to the poem and

they used to enjoy that thing very much. Before starting any new lessons they were very excited for acting in front of the class. I will continue doing what I found effective and helpful for the students. However, I will also try to find what best I can do to make my lesson more effective, interesting and enjoyable for the students.

Chapter Five: Conclusion

I have never thought of becoming a teacher. However, my internship journey encouraged as well as inspired me to develop myself as a teacher. Moreover, my faculties of the university also made me interested in the teaching profession. During internship, I made mistakes while teaching. Sometimes I taught the students, but they did not understand. Sometimes they did not bring their homework copies and sometimes I failed to present myself as the way they wanted me. I always tried to correct myself. I took help from the in-charge miss as she was very cooperative and before I imply something I used to ask her about that. For instance, I wanted to do a small presentation from the poems or stories, whatever I taught them, but miss said that it will too much for the little kids. She explained that sometimes two line long answers became difficult for them to learn and five minute presentation will be too much for them to cope with. During my internship, I have learned many things and I want to keep all the learning's in the core of my heart. I will always cherish all the good moments of my teaching and all the moments with my students. Though I have a few students, but I always tried to teach them with the heart. I never felt that I was only teaching them for a short period of time and that this is just for the sake of internship. Rather, I always felt that I was deeply attached to them and has been teaching them for a long time. It was a bit challenging for me to bring the best out of my students.

I always tried to be with my students; I tried to help my students not only as their teacher for the educational purpose, but also tried to help them as a friend and also as a guardian. I told them to share their problem within the study or outside of the study. I also talked to their parents. There was one student who used to disrespect his mother. His mother complained that he does not want to listen to her and all the time he kept playing games, watching YouTube as well as if his mother tried to make a conversation with him in English he never speaks with her. I talked with the boy and counselled that boy. I tried to show him different

kinds of moral lesson related animated short films along with the other students and they used to like those short films very much. I used to do this activity once in a week. As a result of it that boy stopped being rude to his mother. I kept in touch with that guardian and according to her report, I was successful enough to make him able to practice English with his mother and also he rarely did any misbehaviour with his mother.

I told my students that I will give those stars and a smiley sticker on the basis of a weekly speaking performance. I told them to guide each other for speaking in English and if there is any problem and they do not know how to say that in English, I as well as the other teachers was there to help them. I used to give them an assignment on their favourite superhero; they needed to tell me anything about their favourite hero in English. Their in-charge miss, who was my on spot visitor, was very happy with the performance and the improvement of the students.

Finally, based on my experience I would like to recommend some suggestions for the school.

- Firstly, I would like to suggest that they need to color and redecorate the classrooms. Although they were nicely decorated, but those seem very old to me.
- Secondly, the school needs to have a playground for the junior section students and also for the elementary section kids. As well as they need to increase the playing equipment's for the students.
- Thirdly, I would suggest they need to increase the multimedia uses in classrooms.
- Lastly, I would like to mention about the number of teachers. They have a very small number of teachers for elementary section and this number need to increase.

To sum up, I would like to say I had the best four months experience of my life. I enjoyed each and every moment of this internship. I made new colleagues. They were very nice and welcoming. I was the youngest among all of them and they helped me as much as possible.

Due to this internship opportunity, I got a chance to work with some wonderful teachers and got some real life teaching experience. I have started the journey in January and continued till April. By this time I have faced so many matters as well as many questions and also problems. I also found that what we learn in our theoretical courses in the classroom, it is not always easy to implement in the real life teaching. Implementation of various approaches, methods and techniques depend to a great extent on teachers' skills and experiences.

To conclude, I would like to say before I start my internship, I was very nervous because it was the first time I would be teaching in my life. But after I finish this I am confident about myself and I believe that I can be an excellent teacher. I learnt a lot from my students, reflecting on my teaching, and from other colleagues and supervisors.

Reference

- Brown, H. (2007). *Teaching by principles*. 3rd ed. White Plains, NY: Pearson Education, pp.16-17.
- DARLING-HAMMOND, L. (2008). Securing the Right to Learn: Policy and Practice for Powerful Teaching and Learning DeWitt Wallace-Reader's Digest Distinguished Lecture. *The Journal of Education*, 189(1/2), 9-21. Retrieved from <http://www.jstor.org/stable/42748658>
- Gollin, J. (1998). Deductive vs. inductive language learning. *ELT Journal*, 52(1), 88.doi: 10.1093/elt/52.1.88
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed., pp.161-174). Pearson Longman.
- Hourigan, R. (2006). Reviewed Work(s): Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do by Linda Darling-Hammond and John D. Bransford. *Bulletin Of The Council For Research In Music Education*., 167, 77-85. Retrieved from <https://www.jstor.org/stable/40319292>
- Howes, C., Whitebook, M., & Phillips, D. (1992). Teacher characteristics and effective teaching in child care: Findings from the national child care staffing study. *Child & Youth Care Forum*, 21(6), 399-414. doi: 10.1007/bf00757371
- ILMU, D. (2016). Improving the EFL Learners' speaking Ability through Interactive Storytelling, 16(1), 15-20.

Larsen-Freeman, D. (2004). *Techniques and Principles in Language Teaching*. (2nd ed., pp.11-136). Oxford University Press.

McCoy, K. M., & Pany, D. (1986). Summary and Analysis of Oral Reading Corrective Feedback Research. *The Reading Teacher*, 39, 548-554. Retrieved April 01, 2018, from <http://www.jstor.org/stable/20199154>

Ratzel, M. (2013). A Teaching Journey. *Educational Horizons*, 91(3), 10-12. Retrieved from: <http://www.jstor.org/stable/42900584>

SAVIGNON, S. (2018). Communicative Language Teaching: Linguistic Theory and Classroom Practice, 1-5.

Scrivener, J. (2005). *Learning teaching: The Essential Guide to English Language Teaching*. 3rd ed. Macmillan Education, pp.67-69.

Stronge, J. (2002). Qualities of effective teachers (3rd ed., pp. 3-30). Alexandria, Va.: *Association for Supervision and Curriculum Development*.

Wilshaw, M. (2012). THE GOOD TEACHER. *RSA Journal*, 158(5550), 16-17. Retrieved from <https://www.jstor.org/stable/26204113>