

Report On
**Errors and Mistakes on Writing: A Study on an English Medium
School**

An internship report submitted to the Department of English and Humanities
In partial fulfillment of the requirements for the degree of Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The internship report submitted is my original work while completing degree at Brac University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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I also thankful to the principle of Sunshine International School and my colleagues who have help me a lot throughout my 12 weeks of internship. Without their support and love, it was hard for me to finish my journey as a teacher. I would like to thanks my supervisor Nusrat Miss in Sunshine International School. She guides me a lot to teach the students and helps me in every step through my internship. Overall, this journey of 12 weeks of my life is learning for me that I can use my whole life.

Abstract

This internship report represents my 12 weeks' journey as a teacher in Sunshine International School (Not real name). In this journey, what I have learned and experienced as I have mentioned in this report. I have quoted different authors writing to relate them with my topic. I talked about how I have coped up with the environment and how I have overcome my problems. I describe my effort that I have given to teach my students. I have given examples of students' error and mistakes and mention in which field they do errors and mistakes most of the times. I describe my contribution in my students' learning. I try to use different methods which I have learned in my undergraduate study to teach students. I have described my whole journey as a teacher in this report.

To get a chance to work as a teacher I consider myself very lucky and I am very happy that I work as a teacher in a well-known school that is ACADEMIA School. In these four weeks, I have learned and experienced several things which I have included in this report. The school suggests a book for grammar for class 5 and 6 and that is 'Grammar builders'. Whenever I need any suggestion I use to get help from Nusrat Miss and this book. This book helps me but I often use my learning from my courses that I have learned from my undergraduate study. Finally, I can say that this experience as a teacher gives me a practical knowledge about how to teach students in a classroom and helps me to develop my teaching skill as I have taught students but in home not in a classroom environment. But this experience gives me a new way to think about my teaching.

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1. Introduction

From the early year of my life I wanted to become a teacher and when I started studying in the English department for my undergraduate degree, my desire to become a teacher becomes stronger. I had a strong aspiration that I want to be a teacher whom students will consider a role model.

Moreover, as a student of ELT major I studied a good number of courses related to various aspects of teaching including theoretical and philosophical aspects of teaching. From those courses I gained a good understanding of various mechanisms of teaching although they were mainly based on classroom lectures and discussion. Thus, I decided to do my internship where I will get the opportunity to teach in the classroom and where I will have a chance to apply practically what I have learned in the classroom.

On 17th January 2019 I got the permission to do internship in an English medium school in Dhaka and after completing all the formalities I joined on 20th January. I was very nervous at the beginning. I had some plan about how I am going to teach in my class, but when it comes to actual teaching I found out that there were lots of differences between planning according to what I have learnt in the classroom about teaching and learning and actual teaching at the classroom.

I have also realized that microteaching as part of various courses and teaching in a real classroom are not same. The latter often required prompt decision to take and I had to change my plan according to the situation.

To enrich myself I continuously studied various books and articles and try to understand various aspects of teaching. For an example Scrivener (1994) suggested that, “The skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with your attitude, intentions and personality and your relationships with the learners” (p.79). I tried to build a good relationship with my students from the very beginning and tried to be friendly with them. I also consulted with other teachers and asked them how I can manage my classroom. Moreover, I tried to ponder how I can manage my class and also how I can ensure that learning is happening in the classroom.

The school had some fixed lesson plan as I was working as part of a team. Thus, I had to follow their lesson plan, but I tried to add or change activities whenever I feel necessary. In this regard I would like to state that I would be happy if I could have a chance to make a lesson plan from the scratch by my own. I think it is important to learn working as part of a team and also independently.

The students I was assigned to teach were from level 5 and 6. At the beginning, it was not easy to handle them as it seemed they were more curious about me than their study. They used to ask many things about me: from where I have come, why I have come here, how long I am going to teach them and many other things. But slowly I noticed that they become friendly with me. Within few weeks I found that my hard work did not go in vain. I was successful to make a strong bond with them. They listened to me and they became very attentive in my lesson and they were willing to do the activities I asked them to do.

The journey of this 12 weeks was not easy. But I enjoyed a lot with my students and colleagues. My colleagues and Principle were really helpful. They tried to make me feel comfortable as much as they can. I always tried to make my students feel comfortable in my class and tried to make class interesting by giving them interesting work. Although I stayed there for a short period of time, I realized that I made a strong connection with almost everyone. Principle sir assigned a Miss to help me who was my supervisor. My supervisor was so helpful, she helped me a lot.

I shared my teaching experiences submitting reflective paper on my teaching at my university in every two weeks. In this report I will focus on one specific thing that is how I dealt with error correction. In the next section I will discuss some of the literature relevant to error correction.

2. Literature review:

Regarding the language teaching most of the modern language teaching methodology suggested to focus on four skills namely reading, writing, speaking, listening. To become a successful language learner, one has to master all these equally. Various activities suggested by the different proponents. However, in order to become successful in the academic life writing perhaps the most important skills. Students particularly non-native speakers of English struggle to write in English in their academic life. Making mistakes is quite common and teachers come up with various suggestions. A lot of literature talks about corrective feedback. As most of the students can speak or can understand language but while writing something on the target language they feel difficulties and make errors.

Errors and mistakes are related to each other. In the consideration of linguistics, there are some differences between both of them.

Error takes place due to lack of knowledge. People make errors with their unconscious mind without having proper knowledge. Most of the time errors take place while learning second language. But along with second language learner, first language learner also make error. So, Bloom (1970) stated that, “Children learning their first language also make ‘errors’.”

Mistakes are similar to errors but most of the time mistakes take place because students are not often aware of them or they fail to realize that they are making mistakes. People have knowledge but they do mistake again and again. For example- most of the student become confused while writing small letter ‘b’ and ‘d’. Learners know the simple word- ‘doll’ but while writing they write ‘boll’, it is not lack of knowledge but slip of writing.

2.1: Errors in writing:

Errors have been described by different authors. Phuket and Othman (2015) mentioned that, “Errors used to be recognized as the undesirable problems which teachers tried to prevent. The conception of an error as a negative output of language learning was based on the behaviorist theory of learning” (p.100).

In the book ‘The description of learner language’ it is said that “The study of errors is carried out by the means of Error Analysis (p.47).” Error analysis is the important part of correcting errors.

In the book 'The description of learner language' it is given that "Corder (1974) suggests the following steps in EA research:

Collection of samples of learner language

Identification of errors

Description of errors

Explanation of errors

Evaluation of errors" (P.48)

Those steps help to do analysis on errors. Learners' productions can be written or can be oral. Based on writing, learners' productions take the form of a comprehension, an essay and so on. As my focus is on error and mistakes in writing, so my main focus will be on the writing.

I used to take creative writing class of level 5 and 6. The three months was very challenging for me. I noticed that, many do not even have idea about how to share or form a comprehension or essay in a good way. I tried my best to give them knowledge about how to share their thoughts in a comprehension or essay.

They used to make errors as they lack knowledge how to write a good comprehension or essay. Students used to make various errors. And they used to make grammatical errors most of the time in writing. For example- to tell something about past they use present tense. Once I gave them a comprehension on the topic 'Sports day of your school' as their annual sports day was held on 1

Errors in writing can be different types. In the book 'The description of learner language' it is given that, 'A number of different sources or causes of competence errors have been identified. Richards (1971) distinguishes three:

Interference errors occur as a result of 'the use of elements from one language while writing and speaking another.' An example might be when a German learner of L2 English says 'I go not' because the equivalent sentence in German is 'Ichegehenicht'.

Intralingual errors 'refers the general characteristics of rule learning such as faculty generalization, incomplete application of rules and failure to learn conditions which rules apply'.

Development errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. (58)”

Errors have been classified in different ways by different author. People make different errors in different stages. Stages of errors have been also classified. Dunkin mentioned that, “there are three stages at which synthesizers might make errors.

The first, the primary stage, is when the synthesizer searches the literature and selects from it the items judged relevant to the topic of the review. Errors made at this stage result in bias that might lead to conclusions that represent the findings of only part of the research and omit the findings of the rest, or that give equal status to the findings of good and poor research.

At the secondary stage, the reviewer analyzes the literature selected in order to identify context, methods, and the findings of each study included. This is the stage at which the variety of errors made is greatest. As detailed below, error in identifying facts about contexts and methods leads to the misclassification of studies, and errors in identifying and reporting findings introduce error into the next stage of the synthesis.

This next stage, the tertiary stage, occurs when the synthesizer accumulates the findings identified in the previous stage in order to reach generalizations about the topic under investigation. Errors brought forward from the primary and secondary stages have their fullest impact at this stage, for they can lead to invalid generalizations. (88)”

2.2: Reasons of errors in writing:

Errors in writing occur due to several reasons. Young writers lack knowledge in written language. In the school I have taught they were young writer and they lacked knowledge. Carlisle (1996) said that, “Young writers are quite prone to inaccuracies that seem to stem from an incomplete knowledge of written language and from inexperience with the process of writing. Some of their errors indicate problems with the representation of morphologically complex words” (p.61).

Of the three elements of writing, content, organization, and language, it is fair to say that language has been considered the most problematic difficulty for L2 writers due to their limited language proficiency or limited linguistic knowledge. Silva (1993) explains that inadequate language knowledge, at times, leads to ineffective L2 writing on account of the differences

between first and second language. Olsen (1999) notes that some EFL writers cannot create an effective written work due to the inadequacy of syntactic and lexical competence, which at times makes them confused with the systems of the target language they are learning.

On the other hand, to quote Weigle (2002), “because of the constraints of limited second-language knowledge, writing in a second language may be hampered because of the need to focus on language rather than content” (p. 35). She also claims that it is impossible for L2 students to write in a second language properly without linguistic knowledge regarding grammar and vocabulary. That is, L2 writing can be more difficult if syntactic properties of the two languages are very different, which makes L2 students rely on their first language when writing in a second language.

According to Wang and Wen (2002), L2 writers obviously get stuck when writing in the target language (TL) because their mother tongue majorly affects the use of the second language; consequently, they may at times combine the systems of the two languages in their L2 writing, which is called “language transfer or syntactic transfer” (p.230).

This is considered a severe problem of L2 writing as Fromkin et al. (2003) clarify that L2 learners are so dependent on their L1 syntactic properties that they transfer some L1 grammatical rules in their L2 writing, eventually causing such errors. In order to comprehend L2 writing difficulty in terms of language and syntactic transfer more clearly, a number of researchers as well as scholars have paid much attention to identifying what hardships L2 student writers may confront while writing.

Dulay et al. (1982) discuss automatic transfer when students make use of their L1 structures in the target language habitually. Why do students transfer L1 structures when writing in L2 language? Bhela (1999) describes this as the case resulting from the learner’s assumption of language equivalence. However, no language is identical regarding structures, lexicons, and systems; hence, the students’ prediction of equivalence leads to the cause of error and mistake production in their second language written outcomes. Furthermore, Hashim (1999) defines the term L1 interference as a cross-linguistic and language transfer, which is referred to the interference of the students’ mother tongue when they perform their language competence and performance either in spoken or written forms. Here, it means that L1 interference has, over the

past few decades, become a major problem of those who learn a new language, and it tends to happen in the productive skills like speaking and writing” (p.70).

Interference of L1 in writing L2 is always a major reason of errors in writing. Jie (2008) also supportively explains that the influence of the mother tongue affects L2 learning as “language is taken as a set of habits and learning as the establishment of new habits, a view sprung from behaviorism, under which language is essentially a system of habits” (p. 36)

There is another error that is made by students that is morphological error. Carlisle again mentioned that, “The analysis of the children’s errors supports the results of other studies (Carlisle 1994; Rubin et al. 1991) by indicating that not all morphological errors are due to spelling problems. Instead, aspects of language learning and problems orchestrating the writing process are implicated. One reason for some morphological errors is that children may be overgeneralizing rules as a natural phase of their language learning process; this is a likely explanation for sentences such as, ‘he steed the dolls up’, where the child has made ‘set’ into a regular past tense verb. A second reason has to do with the salience of the morphological markers in the speech stream. Children appear to omit some inflectional markers because of elision with the first sound of the next word; for example, in writing ‘suppose to do’, the child may have omitted the final ‘d’ because in oral language it is not noticeable, coming before the initial sound of ‘to’. A third reason for morphological errors is the difficulty of juggling the various activities involved in writing. In some cases, a child may leave off word endings, but further scrutiny shows that he/she knows that type of morphological form, having used it accurately elsewhere in the story. For example, one LD boy wrote, ‘The boy is playing with his toys on the table and he is read a book’ He used the progressive properly in ‘is playing’, but neglected the ‘ing’ on ‘read’, for some unknown reason. Lack of consistency may result from the burden of trying to remember what to write and carrying out the act of writing at the same time. Clearly, not all errors are the result of inadequate linguistic development. One implication is that a few errors in the use of inflected forms in the compositions of second- or third-grade children might not be atypical. After all, writing is a cognitively demanding activity for young children (Scardamalia 1981), and few parts of the process work automatically and smoothly. However, where a number of morphological errors are made in obligatory contexts, the child’s language and writing capabilities should be examined” (p.71).

Most common error makes by students in omitting determiner. Schneider and McCoy reported in an article that, “Learners of English as a second language (ESL) omit constituents for a variety of reasons. One error that is common for many ASL learners is the dropping of determiners. Perhaps because ASL does not have a determiner system similar to that of English, it is not unusual for a determiner to be omitted as in:

I am_ transfer student from.

These errors can be flagged reasonably well when they are syntactic (and not pragmatic) in nature and do not pose much additional burden on the parser/grammar.

However, missing main verbs (most commonly missing copulas) are also common in our writing samples:

Once the situation changes they _different people.

One explanation for this (as well as other missing elements such as missing prepositions) is that copulas are not overtly lexicalized in ASL because the copula (preposition) is got-ten across in different ways in ASL. Because the copula (preposition) is realized in a radically different fashion in ASL, there can be no positive language transfer for these constructions” (p. 1199-1200). Those example author have shown to prove that how students lack behind in writing. My students also lack behind about some basic knowledge and I tried to make them understand how to make proper use of prepositions.

The most important reason that I noticed in my students was lack of critical thinking. They do not know how to organize an essay or comprehension in a good way and for this reason they failed to organize their writing and to share their thoughts properly. And all those are the reason of errors in their writing.

2.3: How to help student in terms of correcting those mistakes:

As a teacher my first duty was to give feedback to my students and to help them correcting their errors and mistakes in their writing. Feedback is very important for learning process. If a learner does not get proper feedback, he/she will not be able to learn successfully. Bangert said that, “There are a number of studies that note that feedback is associated with more effective learning”.

In Journal of second language writing Lee (2004) mentioned that, “since a number of similar and related terms pertaining to “error correction” have been used in the literature, a clarification of terms is in order here. When writing teachers “mark” student errors in writing, they provide “feedback” on errors using different strategies; that is, they provide “error feedback” on student writing. The kind of feedback “error feedback” is limited to responses to and comments on grammatical errors. When teachers “correct” errors in student writing, or when students say they want their teacher to “correct” their errors “correcting” errors can be used to convey a dual meaning. It can refer to the general activity of the teacher providing feedback on student errors. It can also refer specifically to the teacher providing corrections for student errors, which is one specific error feedback strategy. To avoid confusion, in this paper, “error correction” is used to refer to the general activity of providing “error feedback” on student errors” (p.286).

Students are always inspired by the correction of their text. It helps them to think critically and show a guideline about how to improve their writing and how to correct their errors and mistakes. To make it clear I would like to quote Sommers’s (1982) word and that is “When the teacher appropriates the text for the student in this way, students are encouraged to see their writing as a series of parts-words, sentences, paragraphs-and not as a whole discourse” (p.151)

Error feedback helps students to learn more. Students in my class used to make several errors in their writing I tried to give my best to correct their errors and mistakes by giving proper feedback. Error feedback can be direct or indirect but most of time I tried to give direct feedback to my students. Lee (2003) described about error feedback in a journal and quoted that, “Error feedback” refers to the feedback teachers give on students’ errors, which could be either direct or indirect. Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students. Indirect feedback refers to teachers indicating errors without correcting them for students. Some teachers, when giving indirect feedback, locate errors directly by underlining or circling the errors, while others may locate errors indirectly, for instance, by putting a mark in the margin to indicate an error on a certain line. Whether teachers locate errors directly or indirectly, they can further decide if they want to identify the error types — by using symbols, codes, or verbal comments. For direct location of errors, teachers normally put the symbols, codes or comments right above or next to the errors underlined or circled. For indirect

location of errors, teachers may put a code or symbol in the margin to identify the error type on a certain line” (p.154).

Helping students in correcting their writing sometimes can be less helpful for them. Giving them feedback again and again and saying them how to correct their writing can divert them from learning effectively, as students can be dependent on their teachers. So, Sommer again said that, “It is possible, and it quite often happens, that students follow every comment and fix their texts appropriately as requested, but their texts are not improved substantially, or, even worse, their revised draft are inferior to their previous drafts. Since the teachers' comments take the students' attention away from their own original purposes, students concentrate more, as I have noted, on what the teachers commanded them to do than on what they are trying to say. Sometimes students do not understand the purpose behind their teachers' comments and take these comments very literally” (p.151).

Some ideas I have in my mind about how to help my students to improve their mistakes. In my graduation life, I have learned many things in different courses related to solve problems in student's writing. Giving positive feedback is another way that I use to encourage my students and to help them overcome their problem. I try to answer all the questions of my students and motivate them. Skipper and Douglas (2012) did a research which suggests students should be praised after any success because it will encourage them to give more effort.

3. The ELT theories and my experience

In these four years of my graduation life in BRAC University, I have learned many theories and techniques of teaching students in different courses. And I find those theories and techniques are very helpful while teaching my students in Sunshine International school. Teaching students in a classroom will not be easy if my respected faculties do not teach me those theories. I had applied different theories while coping up with my students and teaching them. To have their attention I had to come up with different ideas and my learning helped me a lot to maintain class and to teach my students. Now I am going to share my experience of 12 weeks in sunshine International school which was magical, interesting and practical learning period of my life.

I started doing my internship in Sunshine International school on 20th January, 2019. I observed 5 language classes. The campus in charge had given me the opportunity to observe class four, five and six. It was a start of a new and hopefully good experience.

My journey in Sunshine International school started. All the teachers were so co-operative and my supervisor in Sunshine International school was helping me a lot. Every day I observed 3 classes. Each class lasted for 40 minutes. I used to go to school 3 days in a week, as I had classes to attend in BRAC University. The school followed the book Secondary English written by Sadler from class 1 to 5. For class 6, they used the book name Grammar Builder. The very first day of my internship I observed language class of class four. In the beginning, miss introduced me with the students of class four as they were curious after seeing me, then she started taking class.

There were 13 students in class four. They had already completed their half syllabus, as their final will be held on April. I observed that teacher asked 3 students to read out a comprehension then teacher chose some words from the comprehension and taught them the correct spelling and meaning of those words. Students noted down those words in their class work note book. Miss gave them some homework and they had to note down what they had to do in home in a notebook. Then miss asked me to sign that notebook and checked out whether they noted correctly or not.

The seating arrangement of class was 'DESK ROWS' which is being followed from the very beginning and considered as traditional seating arrangement. In this type of seating, the students

of back seats became unable to communicate with teacher in a proper way. Teacher could walk from front to back without moving desk. Students had the opportunity to use full desk all alone and they got relaxation while writing.

I think that every class could follow 'U shape' seating arrangement in class. If I had to teach students, I would prefer this type of seating arrangement in classroom. As this type of classroom seating arrangement helped to maintain discipline in class and interaction between students and teacher occurred in a smooth way.

I started to take classes. At the beginning I was too much worried about how I would handle my students and how I would retain their attention on learning. I had learned many theories now it was the time to use them.

In BIL course, I learned how to write different types of essay and comprehension. I told them several steps to improve their writing. Such as-

1. Try to start your writing with a grabber that can be able to gain reader's attention.
2. Share your thoughts step by step.
3. Do not jump into one thought to another like run-on line.
4. Try to keep the whole writing into same tense. For example- if you start writing with past tense, the whole writing should be done in past tense.
5. Try to use grammatically correct sentences.
6. Rather writing the whole essay or comprehension in simple sentences, try to write some complex and compound sentences.
7. Avoid using hard words that you are not sure about spelling.

I gave them those guidelines and tried to help them if they had any confusion about my guidelines.

They were from primary and high school level, so they are new learner. I had to give more effort on them and I had to manage their class properly to make them feel comfortable and I had to make sure that they learned something.

Miss asked me to take a writing text on a topic. So I tried to make them fully understood how to write a good essay or composition. Composition writing is not an easy task. As Heaton defined

that, “composition is a task which involves student in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer’s thoughts and ideas on a certain topic”. Composition and essay have some types and there is some style of writing. Types of essays are- Narrative, descriptive, argumentative, compare contrast. Students of grade 6 had less knowledge about those types of essays. So I tried to give them a brief knowledge about those types of essays. Then I introduced them with different style of writing. For example- connection between sentences and thoughts, cohesion of writing, run-on lines. After explaining types of essay and style of writing, I told them to make grammatically correct sentences while writing and told them to share their experience on their sports day. I told them to organize their writing properly and they should share their experience step by step from the beginning to the end. I had given them knowledge about those steps before but I tried to make sure that they did remember those steps by telling them again.

One of my memorable days in Sunshine International School was taking exam. Miss asked me to take exam to see their progress. Miss told them she wanted to see their achievement and progress in her language class and the CT would take place on their given syllabus. For this reason, that was an ‘Achievement Test’. Hughes (2003) explained that achievement tests are connected with language courses and these kinds of tests have a purpose which is to see how successful learners are in achieving the objectives of their courses. He also added that there are two types of achievement test first is Final achievement test, and another one is progress achievement test. As Miss was testing their progress, it was a progress achievement test. Hughes defines that progress tests are taken place to see the progress that are making students. Progress achievement tests help students to improve and give a way to find out their weakness in the subject.

Miss and I were present in the day of their examination. At first she took the attendance and told the entire student to keep away their bags with books and notebooks. 23 students took part in the examination. Then she asked me to distribute all the question papers among the students. I distributed all the questions among students, then their exam started at 9:15 am. Before starting Miss gave them some directions and told to read through the whole question once and then she told them to start. She asked me to inform them the total time and marks and did announce that.

Miss wanted to test their knowledge on vocabulary so, she chose multiple choice question and exercise on correcting the wrong sentences. To design multiple choice, question a teacher should follow some guidelines. Heaton (1976) states that “the stem should be kept simple” (p.44). If stem is hard to understand than it becomes difficult to answer. Stem is the first part of questions which helps us to answer. He (1976) also mentions that options of a multiple-choice question on vocabulary should provide the same world class and distracters of the options should have the same difficulty level. Miss had followed few of the guidelines while making question. For example- Miss had given a question related to horror story and for this reason she gives the option which is related to fear, those are- Ghost, death, nightmare, skeleton. But the length of the options was not same and they were not from same situation and that’s why the question was easy for them to understand. I think that the teacher should have given other options of vocabulary items as options as well. She only gave the vocabulary options those were taught in the class.

The examination had total- 20 marks and time duration was 20 minutes. A question paper should have both Reliability and Validity. Heaton (1975) defined that if a test is not reliable, it cannot be valid. Both reliability and validity are signs of a good test. Miss made the question considering both validity and reliability. As Miss considers the accuracy of measuring what the test is tended to measure which proves the validity of the test. On the contrary, the score of second time was the same which proves its reliability. The question was reflecting the lesson that Miss had taught them in class.

Miss and I were walking in different rows and kept eyes on every student whether they were copying or helping each other or not. Most of students were calm and quiet but 2-3 students tried to make noise and miss told them to change their seats. Miss and I were monitoring the exam hall actively.

After 15 minutes’ miss gave students a reminder that they had only 5 minutes and some student started to submit their scripts. When 20 minutes were over miss and miss collected all the paper. Then miss asked me to make serial of those scripts. The whole class was 40 minutes long so miss quickly gave them homework and told me to check and sign their notebook. Miss told them they would get their exam scripts on Thursday.

That day I enjoyed a lot while taking exam and it was the first time when I worked as an investigator. That's it was one of my memorable day in ACADEMIA school.

Another memorable class was my first class when I took class by myself; Rose Miss was not present that day. And she told me to teach students grammar. Grammar is learned to communicate in second language. So, whenever I will get a chance to take class on grammar I will keep that in my mind. While teaching students grammar, teachers should focus on several things, that students are able to use the language properly or not. Larsen- Freeman said that, "Second language educators have alternated between two types of approaches to language teaching: those that focus on analyzing the language and those that focus on using the language" (p.251). So, for my today's class I was going to focus on those two things to make sure that my students could make proper use of the language.

In the previous class they learned Future continuous tense and I was supposed to take class on Future perfect tense. The class started at 9:45. I entered the class and informed them that I was going to take their class today. Then I called the class captain Suha to distribute all the homework copy. I wrote down the formula of future tense on the board and everyone to open book. After teaching them the formula, I asked them to tell me some example of future perfect tense. One student gave an example that is- Mom will have cooked our favorite meal.

I tried to use some strategies that I have learned through my university life. Shenin Ziauddin once told that learning became interesting, if we can relate it with our real-life context. So, I told them to give some example related to them and school. One student gave an example that- 'Our school will have arranged PohelaBoishak function.' When I asked them to give some examples from their own life, they became more focused and interested to the class.

The time of the class was limited. So, we could not able to some more works. Then to involve them more in class I gave some fill in the blanks. I write down 5 fill in the blanks on the board and asked them to fill those blanks with correct form of verbs. Those blanks were-

The parade will have ended by the time Chester gets out of bed.

At nine o'clock I will have left the shop.

The will have finished decorating at four o' clock

Will you have eaten already?

My uncle will have attended the function.

I gave them 10 minutes to do fill all the blanks. I told them to submit their copy and within the time I wanted to give them feedback. But the class was over and I returned copies in next class.

3.1: Error Analysis:

As I mentioned before errors occur due to lack of knowledge or by the influence of L1 language. I notice that most of the students make errors in grammar and they do not know how to construct a sentence by sharing their thought.

For example: They do some errors, those were- use of wrong words, not able to find out proper term or word to share their experience as they lack knowledge in terms of using different words. One student writes her parents do not let her attend the sports day function and to explain this matter she writes- 'My parents said- don't go don't go'. This sentence is full of errors as she knew how to explain this reason but she does it in a wrong way.

Another error is they fail to express or share their experience one by one and do mix up. One student writes in winter morning composition, 'I go to my grandmother's place every year in winter season'. And then suddenly in next sentence she writes, 'I like snow falling in different countries'. That's how they mix up their experience while writing.

Sometimes my students use to make mistakes in their subconscious mind, they know the rule but still make mistakes. They do mistakes in terms of using tense. It is not that they do not know what tense should be used but still in their subconscious mind they do mistakes. They also make mistakes in terms of using 's' or 'es'. One student writes- 'she wants to go'. I tried my best to solve those problems by giving them guidelines. As I say them to revise after finishing writing and I tell them to give concentration on using tense while writing.

I noticed that there were some basic mistakes and errors in their writing for instance- Spelling mistake, punctuation mark, correct form of verbs and sentence construction. I checked one script where she did lots of spelling and punctuation mistakes. I noticed most of the students made this mistake. Mistake were made because of less attention as most of the student know the spelling but while writing they made mistakes. But in terms of punctuation, they did some errors as most

of them lack knowledge about where they could use punctuation marks and where not. For instance- a student make sentences without any punctuation marks. She wrote that- 'I play different games in the village with friend and enjoy a lot with them this time is very enjoyable for me I want to go in my village every year'. She did not use any punctuation marks which made the sentence a wrong one. She did not lack knowledge but in her subconscious mind she forgot to use punctuation marks as other sentences were perfectly written with punctuation marks. That's how the students used to make several errors and mistakes.

3.2: Beginning of my class:

I always tried to use some grabber to grab their attention on me to start my class. Asking them about how was their day, made them bored. The beginning of class was very important for me as when I entered the class they started to cheer up and it was hard to make them clam when they became noisy. At the first class they told me I did not look like teacher to them, they wanted to call me 'Apu Miss', which was a funny incident of my internship. But I told them I did not look like teacher but I was going to teach them and when someone taught you in the class he/she was your teacher. Then they understood and agreed to call me 'Miss'. At the beginning of my class I used to make serious or angry face so that they listened to me and we could start our class. Once the class started, then it ran smoothly. Then sometimes we made jokes and did fun but at the beginning I used to be strict. I used to manage class firmly, and then got relaxed later.

3.3: Classroom management:

If I talk about classroom management, the most important factor is the size of classroom. Classroom size varies from different educational institutions. According to the school's number of students and syllabus, it varies.

Shawer talked about different strategies of managing a classroom and said that class management involves different strategies. Those are-

1. Organizing
2. Teaching management
3. Teacher-student relationship

4. Teacher's reward strategies

As a teacher my duty was to manage my class properly so that my students give attention on the class. I tried to adopt different strategies on my own to make them involve in class. Sometimes they used to become so noisy that it became hard for me to handle them. So I used to make serious angry face that helped me a lot. After making them quite I used to make them involve in different task. They loved to do group work but I saw they talked a lot when I gave them any group work. So I gave them giving different task to do on board and solo performance.

I always tried to keep a positive relationship with my students as it would help their cognitive and affective development. As a good class manager I had to keep balance maintaining good relationship with my students and made them listen to me and learn.

Objective of a class should be clear to students. I always tried to make clear about the objective of my class to my students. And we tried to go ahead together focusing on the objective. Sometimes I used to discuss about what types of topic they liked to write. They involved a lot while discussing that topic and they started thinking critically. Some students come up with some good topic with recent problems, for instance- Plastic bags should be banned, Organ donation should be mandatory, a winter morning I have spent etc. That's how sometimes I tried to manage my class along with their learning.

Another way I used to adopt that, I talked and discussed with them about what were our plan for today's class and what we were going to finish in this week. I used to ask them about their progress and what should we do to make our learning more effective. I remembered once Lubaba miss one of my best faculty told that, children are so sensitive learner we should handle them carefully and should find the ways to make their learning interesting. As children do not like monotonous class. So I tried to discuss with them about the goals of our learning and class. In this matter an author named Fisher (1980) has said that "students pay attention more when the teacher spends time discussing the goals or structures of the lesson and/or giving directions about what the students are to do" (p-26). With this statement it is clear how discussion can manage a class.

I think that participation in class is another way to manage a class. Involving students in class made them learn first. Teacher should keep in mind that, which students were participating and

which were not and those who were participating, teacher should encourage them. Ramsden told that, “Class participation is a common requirement of many university courses. Teachers might include class participation in their courses as an important teaching strategy because students actively involved in small group discussions are more likely to understand course material than if it were presented to them while they were simply sitting in a classroom”.

I wanted to adopt some different styles of learning. For an effective class, learning style is very important. For instance- Visual style, Auditory. But there was not any scope for it to show sometimes or to make them listen something as there were no facilities for those styles. I tried to manage my class applying those strategies.

3.4: Some observation:

I use to take class with Nusrat Miss as I mention it earlier. But in a week, I take 4 classes all alone. Miss uses to help me a lot. I observed several things in school between students and teachers. All of the teacher and principle sir are so helpful and nice to me.

I had observed several interesting things in Sunshine International school. Now I am going to tell those.

1. Students are very punctual for PT at morning. They use to gather at the right time. As the principle and sports teacher are so strict they have to be. If anyone become unable to attend PT, sports teacher will note that. That is the rule. In PT teachers use to check student’s nails, dress and hair. Sometimes I also get the opportunity to check them and I observe that senior students are most likely to break rules by not wearing proper dress and so on.
2. All the students have 2 notebooks for writing their homework and what they had done in class. Teachers had to check those notebooks in class and they had to sign it. Most of the time Nusrat Miss asked to me check whether they wrote their notebook correctly or not and to sign time. It was their regular task and I think it is a good step.
3. Students used to talk about teacher I told them not to talk but all the students were not good to all the teachers. Some students preferred some teachers and some students not. It is very important to maintain good student-teacher relationship in a school.

Students used to hear those teachers whom they love the most. Positive relationships between teacher and students helps a lot in terms of doing good result in class as I observe most of the students who love the teacher, they use to do good in that teacher's subject cause they used their loving teacher's class. So, Bradley, Pauley and Pauley (2006) mention in their journal that, "Positive student-teacher relationships improve students' affective and cognitive development, increase motivation, and minimize anticipated negative behaviors".

4. Junior level students are noisy than senior level as it is very hard to make them understand not to make noise in school or class. Senior students are not obedient not all of them but some of them. Senior level students want to do thing as per their own wish, they use to break rules a lot. But sometimes they use to listen thinking about that their behavior can get them punishment.
5. In Sunshine International school some students are not fluent in English and I observe it in my class. Some students struggle to use proper words in suitable place. But some students are really good speaker. Sometimes I use to take reading task which is done very nicely one of my best students Suha, she is brilliant and bright.
6. Different occasion is arranged very nicely and students- teachers both work together to make the event successful. School has organized two different events. One is their 'Science Fair' and another one is 'PithaUthsov'. I cannot attend PithaUthsov as I have classes on this day. I attend their Science Fair and other teachers give me opportunity to help them in making science projects with students. I observe that students enjoy a lot on different events and it brings refreshment in their life and give them energy to start their study with huge enthusiasm.
7. There are several sessions for parents' meeting. Before midterm and final exam, the school use to arrange a teacher and parents' meeting. In this meeting I met with some of my student's parents. As they talk about me at home so their parents came to talk with me. I start my journey at January and their exam was on June. The meeting was held on 7th April and I attend the meeting. Parents and teachers talk about the progress of the students and how they can improve the children's study in between these 2 months. I think the meeting is very effective for both the students and teachers.

3.5: Problems that I had faced during internship:

The journey as a teacher was not easy for me but I managed to cope with the situation and I became successful to make my journey interesting. While doing my internship in ACADEMIA school I faced some problems at the beginning.

For instance- I was afraid of talking in English in front of so many students as I had never taught students in a classroom before. I was thinking again and again how I would manage those children by myself. On the other hand, I had to maintain the class and had to teach them as well. Those thoughts were making me so nervous before entering the class. So, I tried to make myself prepared by talking in front of my hostel mates and practiced to talk in front of some people. That's how I tried to improve my presentation skill and speaking skill. But still I was afraid about maintaining a lot of students together.

Another problem that I faced that making them understand what I am teaching them. I face that problem only few days as I never taught so many students together. But gradually I started to understand how to teach them with the help of Nusrat Miss, she guided me a lot.

One problem that I have faced how to give feedback to my students. I could give feedback on my own way but that might create difficulty for my students and Nusrat Miss used to give them feedback in her own way. Then I started looking the previous pages to see how Miss had given them feedback. Miss also helped me. Miss told me to give feedback on their scripts. She told me to circle the mistake or error they had made and write down the correct one and told me to give short feedback on their scripts. So, I used to give them feedback in this way.

3.6: Using my experience in future teaching:

In these 12 weeks, I have learner many things that I was lagging behind. It is not easy to be an excellent teacher. I am going to use and develop more after getting this experience. In future, I will be able to perform as a good teacher for the learning that I have learned throughout this journey. I will be able to maintain my class far better in future after having this experience. I will try to develop myself more to interact with my students. I will work on how I can make my

teaching more interesting and understandable to my students. Moreover, I will try my best to develop myself to be a good teacher after learning so many things from my journey as a teacher.

3.7: Learning from my journey:

I learned many things in between these 12 weeks. The journey as a teacher was not easy for me but gradually I coped up with my students in a good way. I enjoyed a lot while teaching my students. The journey was far better as I thought about it. I learned how to handle a whole class. I learned how to keep students attentive in a classroom. I also learned how to keep patience while maintaining a class. I got an idea about how to finish lessons within the given time. I learned about how to make a class interesting to my students and how to make sure that students were learning in my class. Over all, the journey was a class for me where I learned how to be a good teacher.

4. Conclusion

To conclude I would like to say that errors in writing can happen for many reasons and errors can be different types. Competence and performance errors are two types of error that are found in writing often. Inference of L1 is also a reason of errors in writing. Overgeneralization errors creates huge problem in writing. I try my best to help my students overcome their problems while writing. But the time is not enough to teacher them more. I enjoy a lot with all the students and teachers. All of my colleagues are very helpful. They make me feel comfortable from the beginning of my internship. As a language teacher it is my duty to find out their problems and help them to solve those problems. I use to take class of creative writing, find out their problem is error in writing and try to help them out by guiding them about how to improve writing without errors.

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