

Report on
Classroom Management: The Relationship between Teachers and
Students at Elementary Level

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

It is hereby declared that

1. The internship report submitted is my own 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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Executive Summary

This report is based on the experience of my internship at Canadian Maple International School with a focus of identifying how the teachers are managing the elementary classes who are learning English as a second language. I tried to find out the different strategies of managing an elementary classroom. During my internship I sincerely tried to relate all my knowledge that I had achieved from different courses of ELT. In this paper, I have also provided some recommendation and suggestion in case of classroom management in elementary level.

Abstract

This internship report discusses about classroom management and how teachers deal with the elementary levels' students. This is believed to play a major role in the English language learning classroom. In countries such as, Bangladesh, traditional methods are being used in the classes where English is taught as a subject, not a language. The study of this report has been done by observing the classes, taking a few classes of elementary level, cooperating with the teachers and using qualitative data to gather information. This report will talk about the classroom management, how the teachers create positive and effective learning environment at elementary level. The main focus is on how to teachers are managing their students and build a strong relation with the students.

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Chapter 1

Introduction

English language is one of the important languages because throughout the world, it is being used as an international language and it is considered lingua franca among people. In recent times both oral and written English are essential elements all over the world. Hence, English language is taught globally as a subject. Thus, there are many schools that given the opportunity to learn English as a second language in Bangladesh and also follow foreign curriculum in their schools.

Though, teacher has to follow the curriculum, they also need to take care of the student's classroom environment so that students can have a comfortable learning environment and get motivated to learn. Learning language can take place anytime and at any place, even it can be outside the classroom if the relation between teacher and students is strong and comprehensible. Tomic (1993) says that in behaviourism there is a term called 'behavior', this is nothing but a consequence of observation. Brain of human child is blank at birth but they learn by observing their surroundings. Thus, individual's surrounding and environment always matter and relationship between teacher and learner as well. To acquire a language, relationship between teachers and students play a major role at the beginning level. To acquire a language, children are more often imitate their adults and sometimes reinforcement, such as, positive and negative both work for a child to communicate with their surroundings.

In that case, teachers always should take care of what they are saying and doing in front of the students. In Bangladesh, sometimes students feel hesitated to communicate and stop learning after few times. Dornyei (2003) states that there are several L2 learners who most of the time prefer not to communicate in their L2 (as cited Zarrinabadi, 2011). Furthermore, learners have to utilize the opportunity and try to interact, even if they make

mistakes. Sometimes for the uncomfortable environment, students do not tend to use their L2 (Lightbown & Spada, 2013). Therefore, teachers need to follow some strategies to maintain the classroom and always be cheerful with the students so that they feel comfortable, try to learn and follow the rules.

To complete my Bachelor degree, I had to complete my internship at a school which was three months program where I observed classes as well as took few classes. During this internship, I got several opportunities to learn practical work and apply them in my work place. The name of the school is Canadian Maple International School which is situated in Gulshan 2, Dhaka, Bangladesh. This is an Islamic School so they always follow Islamic curriculum and encourage both the students and teachers to follow all the rules and regulation of Islam. Though they follow Cambridge curriculum, they try to follow Islamic rules as well. In school's wall there are lots of Islamic posters and pictures which lead to visual learning. Also, they have Quran learning session for both teachers and students. Students can learn in the morning before they start their classes and they have Arabic class as well. Teachers also can learn Quran after the school 3 days in a week.

I got an opportunity to complete my internship in this school as an intern where I observed several classes and got an opportunity to take few classes as well. Also, during my internship program, I got an opportunity as a substitute teacher of class 2. Also, I was allowed to observe any classes I wanted to and it gave me a possibility to explore my ideas and also helped me to learn how teachers manage a classroom and build a positive relationship among the students at their elementary levels.

Additionally, I would like to mention about the decorum of the school. All the classrooms were well decorated. All the pictures, posters were made by the students. Teachers helped the students as well. The environment of the school of leaning pleased me

and those environments helped the students learn visually. I, also noticed that they had a small library which motivated the students to read more.

Chapter 2

Literature Review

2.1. Classroom Management:

An effective classroom management is when the strategies support to teach and facilitate students with an effective teaching and learning (Korpershoek, Harms, Boer, Kuijk & Doolaard, 2014). It also focuses on the responsibility of the teacher and concentrates on the use of classroom management strategies to multiple learning goals for students. Teaching is not easy and it takes time to learn how to control the class and build the relationship between teachers and students (Korpershoek, as it is, 2014).

It is critical for the teachers to achieve positive educational outcomes by organizing and managing classrooms and shaping the behaviour of their students. To manage an effective classroom behaviour teacher needs to improve their teaching techniques which require “teacher preparation and ongoing professional development” (Oliver & Reschly, 2007, p. 3).

The best teacher can always establish the best positive learning environment at any circumstance. Teaching always depends on the nature of child development and how to best engage students to encourage and manage the classrooms (Martin, Yin & Mayall, 2008).

2.2. Managing Elementary Classes:

Chandra (2015) stated that “Teaching is not controlling, but rather working with the students to learn, grow, and succeed together” (P. 13). If the relationship of the teacher and students is strong in the classroom, it will be easy to express their feelings and work together. Again, she mentioned that learner’s academic success depends on the close bonding of teacher and students.

Davies (n.d.) stated few words in her article which I found similar to my own experience from my work place and also it is helpful for beginner levels. The writer said that elementary classrooms can become better learning environment if a teacher has some classroom rules, classroom management skills and including teacher has to be faith on his/her students that each child can be successful in their future. A classroom rule helps to create an expected atmosphere where children are encouraged to follow the instructions and use their self-control from classroom disruption. It is very important to teach a child about their responsibilities. They need to be taught to make appropriate choices and they will be responsible for their own actions. Thus, teacher needs to make sure that the students are following the rules and also maintaining it properly. The writer suggested that teachers are the only source who can involve students to follow the rules and in forming the rules implying some group works. These help the students to realize the goal and purpose of the coming school. Also, the writer mentioned that if any students use any negative words, teacher should correct them in a positive way and never use any rude or harsh language which hurt learners at their beginning level. Furthermore, writer again said that there should be some procedure through which learners can learn all the rules and even always take permission before doing anything or they should know what they should have to say, for instance, before sharpening the pencil, if anyone wants to go to washroom, anyone needs to drink water, if anyone faces some problem during the class and needs help what they need to ask, if anyone feeling sick etc. Furthermore, what they should say if any visitor come to visits the classroom and while the visitors leave what they should say, if anyone comes late or absent, etc. all these aspects should be taught to the students at their elementary level.

2.3. Classroom Interaction:

Teacher's responsibility is to prepare before class for the group work and also have some activities for the students (Race & Wharton, 2005). Children activities in classroom and their

behaviour with their teachers and even their peers depend on the way their seats are arranged (Pianta & Hamre, 2009).

2.4. Seating Arrangement:

“Furniture is both tool and environment” (Cornell, 2002, p, 1). He further mentioned that for creating a learning environment classroom furniture and seating arrangement is an essential elements in the classroom. Seating arrangement is one of the best ways which helps student interact with different people in class. There are several kinds of seating arrangement and according to Scrivener (1994) horseshoe sitting arrangement considered as a suitable for any interactional classroom. Thus, proper seating arrangement can create or improve better learning atmosphere. A proper seating arrangement can provide an effective learning classroom and it will help to control overall success within a class accordingly (Cohen & Manion, 1983).

2.5. The Role of a Teacher:

A good teacher can define by a good learner who knows that he/she does not need to know everything and he/she can do mistakes. The effectiveness of teaching is an abstract idea which depends on students’ achievements and their success. Stronge (2002) showed a framework for effective teaching which will help an individual to become an effective teacher. Thus, to become an effective teacher one has to have instructional planning, professionalism, professional knowledge, instructional delivery, assessment and learning environment. Also, Piccinin (2003) stated that it is important to provide a positive feedback after reading student’s work. An effective teacher’s job is to create a positive environment to study and motivate them to learn more (as cited Bashir, Kabir & Rahman, 2016).

A good teacher always dressed up formally with smart clothes and immediately can impress his/her students visually.

2.5.1. Eye Contact:

Eyes play an essential role in nonverbal communication behavior. Through eyes an individual can express their happiness, anger, fear or sadness. Thus, eye interact always gives us some signal of the person (Zoric, Smid & Pandzic, 2007). “Teachers often complain about discipline, lack of attention and motivation and many other problems” (Zekia, 2009, p. 1443). Thus, eye contact is one of the best ways to convey the message to the students. He showed a report that eye contact is an essential part in teaching sector. For instance, “teacher’s eye contact is a source of motivation and concentration” for the students to make them understand that the lesson is important and also confident (p. 1446). Furthermore, he also mentioned that by looking student’s eyes directly teacher can encourage his/her students, also grab their attention and to respond instantly, accordingly students will respect their teacher (Zekia, 2009). Also, by using eyes contact teaching learning process can be improved and students’ learning performance can be reached at desire (Atta & Ayaz, 2014).

2.5.2. Monitor Actively:

There are two types of classroom monitoring: monitor discreetly/vanish and active monitoring/participate (Scrivener, 2011). A teacher can play a key role as both monitor discreetly or monitor actively when learners are engaged of doing some activities or group work or individual work in the classroom. A teacher can monitor actively is more visible and allow students to be more aware of his/her presence so that students can frequently ask for help, questions and advice to the teacher (Scrivener, 2011). Scrivener (2011) stated that a teacher who is actively monitoring will be, walking around, viewing and listening into many different groups, frequently offering spontaneous advice and corrections, sit down and join a group, takes part in group, offering ideas, helping with questions as a participant. To make the students like the school teacher needs to make a strong relationship with students and

involve them in many activities where teachers also involve. Thus, students will feel secure and enjoy to do the work (Mercinah & Nirmala, n.d.).

2.6. Discipline:

Charles (1989) and Edwards (1993) said that maintain an effective classroom management is the most universal and troubling problem which faced by the teacher while taking a class (as cited Tulley & Chiu, 1995). Moles (1989) talked about two forms of disciplines which are, “(a) the traditional practices of punishment and suspension and (b) behavior modification” (P. 19).

Historically, punishment and suspension are the most common and familiar techniques for handling the serious problems in school among the students. Again, Moles (1989) stated that these practices mostly have seen in America and they practice this in their school. However, in Bangladesh many institutes arrange substitution for suspense and punishment. They involve student’s parents or other authorities. Sometimes they take help from consultant.

To control students’ misbehavior and rude behavior, teacher can create teacher centered classroom so that teacher can control students and tell them what to do or not. In this type of classroom, teacher is the main dominating source of information so that students cannot do anything if they want to. Additionally, if there any questions raised by students, teacher is the only source who will provide all the information without student’s participation. Thus, in teacher centered classroom teachers can take the class as they want and students cannot interrupt whenever they want (Emaliana, 2017).

2.6.1. Back Row Distracter:

Seating in a back-row student can interact with each other in a disruptive way more than other students. They even distract both students and teacher in the classroom. Additionally,

those who seat in front understand teacher's lecture more effectively than the back benchers (D'souza, 2018).

2.7. Motivation:

To be motivated is something that to move for encouragement to do something new. Universally it is human nature for anticipating of some reward whether it is tangible or intangible. In the classroom there are some students who are low confident. Teacher has to find out and motivate them by some reward (Brown, 2000). Finley (2000) argued that curricular and instruction should focus on students' problem rather than engage them to resolving problems. Thus, teacher should not ignore them. Technically teacher should teach them, engage them by using some group works so that they can interact with others. However, each student follows each strategies and style which helps them to successfully learn second language easily. Sometimes students follow their teacher's style, copy their gesture and posture. Therefore, by analyzing and observing the student teacher can know what strategy he/she is using and what he/she needs for learning (Betoret & Artiga, 2011).

Strategies of learning is the special thought or behaviour which used by individuals to help themselves for learning new things and information quickly. Producing the second language properly is the major factor while learning a new language. All over the world, many language teachers have faced this challenge to encourage their students to communicate in the classroom while teaching a new language (Liu, 2010). Teachers should encourage their student to communicate with others by using the target language outside the classroom. Though they are not proficient, they will make mistakes, still learners should communicate with their target language outside the classroom (Reinders, 2016).

2.8. CLT Approach:

Teacher student relationship is very effective in the classroom. Class should be communication based so that everyone can interact with each other. Only Teacher Talk Time is common in our country but Student Talk Time is also important. It helps the teacher to understand students' motive and their need and how teacher will precede their lesson to the class. Communicative language teaching (CLT) approach only focus on communication skill of learners.

According to Rechar, CLT is the theoretical concept of foreign or second language teaching which emphasizes and the main focus of the language learning is 'communicative competence' (as cited Thamarana, 2015). Freeman (2004) mentioned that in this approach students are responsible for learning their own target language.

2.9. TPR Approach:

Asher (2009) defined Total Physical Response (TPR), "a method of language teaching where the teacher gives a command and the students perform the action" (as cited Sowell, 2017, p. 11). Thus, command should match students' proficiency level so that students can understand easily and do the work properly. Also, teachers need to take care about their use of English. To overwhelm students, teacher should not use too many instructions in English (Sowell, 2017).

Chapter 3

3.1. My Experience and Theories into Practice

I joined Canadian Maple International School for three months to complete my internship. During these three months, I have observed several classes and got a chance to work as a substitute teacher in class 2, including other classes. The classes I observed were play group, KG I, KG II, class 2 and class 3. I observed not only English classes but also other classes as well. There were few students whose first language was not Bangla. They all know about the target language and always try to speak in target language which is English. In school, everyone strictly followed their target language.

The number of students in each class is different. Maintaining these classes was very tough as they were beginner level students; therefore, teacher had to control them very carefully and calmly. Furthermore, boys and girls' sections were in different floors, therefore they followed few rules strictly, including maintaining gesture, and dressing up very carefully. Thus, during my internship I have received few practical ideas and got to learn lot of things.

3.2. Classroom Management:

At first, I was an assistant teacher, as my work was to look after the students and control them. When I joined the school, I was assigned for play group. In play group, as they were at their very beginning stage, therefore the students were mostly between 3-3.5 years old. Since communicating in English was mandatory for them, therefore I had to look after that no one uses Bangla during the class but they used Bangla as they were younger, as it makes their learning easier. Besides, using English was difficult for the learners.

Then I was assigned for both KG I and KG II. In KG I there were 9 students and KG II there were 7 students. During my last month of my internship I took classes of class 2, besides I took few classes of class 3 as well.

During these three months, I was assigned with different classes and different age of students. For all classes, they had 7 classroom rules and in every morning, the class teacher reminded the students of certain rules so that students always try to follow them. Toughest job was to control over KG I and KG II classes because the students were so noisy and talkative. Thus, I had to make them quiet and remind them of the classroom rules where they cannot talk loudly in class and make noise. Several times, they play during the class hour without teacher's permission, leave seats, and even they start fighting with each other. Thus, I had to explain to the students how this was not a proper way to behave. Additionally, I had to deal with the students with a soft tone. At elementary level, students were very sensitive minded because of their age, therefore it was teachers' responsibility to carefully handle them. A classroom can be managed effectively if students cooperate with the teacher, listen to their teacher and maintain the classroom rules. Teaching always depends on the nature of child development and how to best engage students to encourage and manage the classrooms (Martin, Yin & Mayall, 2008). Otherwise conducting with the class will be difficult.

At the very first month of my internship I was with play group's students. These students were very smart and the class teacher was always handling them very nicely. There was one foreign student with all Bangladeshi students. Thus, except one foreign girl, everyone's language was Bangla, therefore teacher easily conveyed her messages to the students by using both English and Bangla. Teacher can use L1 only if both teacher and students' native language are same (Sowell, 2017). Hence, use of target language (English) was mandatory in the classroom but as they belonged to elementary level and did not understand English properly, therefore teacher had to use L1 for better understanding. Even if anyone made

noise, I told them to keep quiet and listen to the teacher. They had 2 library classes in a week where I had to sit with them and make them understand that library class is going on and we have to listen to the lecture. Thus, the students considered me as their teacher and followed my instructions too. As I mentioned in my previous chapter that students will feel secure and enjoy their work if the teacher gets involved in their work and it also build a strong relationship with them (Mercinah & Nirmala, n.d.).

After that, I was assigned in KG I and KG II where I assisted both KG I and KG II class teacher. During my third week, I made few posters for decorating the classroom. The posters were about different numbers and Bangla Alphabets. Also, I coloured them so that students get attracted towards the posters and like to read them. Additionally, I made a colourful calendar to post it on classroom board, as students get attracted towards different colour. Both classes had round table with different colourful chairs, that's why students used to fight to take their favorite coloured chair. Thus, I had to calm them up and make them sit. It was a difficult job as they hardly listened to me. These kids were so stubborn and sometimes it was hard to control them. In that circumstance, I used to remind them of the seven classroom rules and tell them "everyone should give the opportunity to others and whoever gives opportunity Allah will reward them". It worked like a magic every time and instantly they would stop fighting and sit properly.

The last month of my internship, I was assisted class 2 and meanwhile I took few classes in class 3. These students were quite matured and easy to handle, therefore it was easy to manage them. The class teacher of Class 2 was very nice that she had a very friendly relationship with her students. Hence, it was easy to control them for her and the students always listened to the instructor. Thus, when I was assigned in class 2, I did not find much difficulty to manage them as they always followed my instructions. Every day, in the first period, students had art and craft class where they had to draw or paint something related to

their previous class topic. I had to observe the students so that they do not fight or make any noises in the classroom. When I took classes of class 2, they were very gentle and well behaved that I did not make any effort to take the class. Thus, managing class 2 was much easier for me. I was not assigned for class 3 but I took few English classes of them. They never showed any tantrums, hence, working with them was comparatively easier. I always entered the classroom with a big smile and exchange greetings. Since, they were kids; it was obvious that they did not pay attention to my greetings every day. In that case, I always said “good morning” two times with a smile by using loud tone.

3.3. Seating Arrangement:

From Play group to class 1, they had the same seating arrangements and the same way teachers started the classes. Each class had a mat in front of the board and beside the mat they had a round table. Furthermore, through this seating system their unity and discipline has also increased. They had to sit by crossing their legs and hands while sitting on the mat. They were not allowed to disturb or poke others. While they change their seats from mat to table, no one were allowed to run or fight, they had to maintain a line and without making any noise, they had to seat on the chair. After a small discussion session, they had to seat on the chair which is beside the mat and there was a round table with different colourful chairs. Thus, colours always cheer up students mind and motivate them to study. All the artificial things are designed for the purpose of students’ cheerful mind. Thus, comfortable and colourful furniture always makes your mind motivated to study (Cornell, 2002). Additionally, change in seating arrangement helped students to interact with other students. It was difficult to sit still at one place for long time; therefore it was worth changing seats during the class time.

In play group, I had to sit with students on the mat and made them feel that we are in a classroom where we have to behave in a proper way. After few days, students started liking me and there are few students who always wanted to sit beside me. They had a rhyme class where teacher played a video of rhymes and all students watched the video sitting on the mat.

In terms of class 3, there seating arrangement was in a traditional manner. I wanted to form 2 groups for the students but the classroom was very small with very less space in it. Therefore, I could not made two groups and I had to make students work in pairs.

3.4. Eye Contact and Voice Delivery:

Eye contact always makes a strong relation between teacher and students. Also, eye contact ensures that students are attentive in the class. I observed that all the teachers always made eye contact with the students during the class. I noticed once that, one teacher asked a question to the students and one of the students replied wrong answer. Then the teacher made eyes roll and made him understand that the answer was wrong. Immediately the student corrected his answer and replied the correct answer. This is how the teacher made her students understand through her body language. As mentioned in previous chapter that using eye contact in teaching learning process can be improved and learning performance of students can reach at their goal (Atta & Ayaz, 2014).

In PG class, teacher always made eye contact with the students during the class. It helped to grab their attention and motivated them to listen with patience what the teacher said. Thus, whenever the teacher communicated with the students, teacher always looked into their eyes. In teaching process eye contact is most needed as easily students lose their patience. Thus, to make an effective teaching learning class an eye contact can play a vital role (Atta & Ayaz, 2014).

When I got the opportunity to take classes, I always tried to maintain eye contact so that students do not feel less interest in my class. Whenever they asked me about anything, I always tried to maintain to look at their eyes so that they could understand that I was listening. Eye gestures allow individuals to communicate their feelings and thoughts non-verbally. Therefore, whenever students made any noise or created any kind of disturbance in the classroom, I stared at them angrily so that they understand that they need to be attentive in the classroom and should not create any chaos.

Voice delivery is an important element in teaching. Teacher has to be loud and clear whatever she/he is saying in front of the students. Also, it is important to make sure that students can hear teachers' voice clearly. Loud voice is very important at elementary level because elementary students are usually impatient, therefore low voice will make them less interested towards the study. That is why, all the teachers of the school always have spoken loudly in the classroom so that they can grab the students' attention and make the class more active. In my speech delivery time, teacher told me to be loud as I usually talk in a low voice. Thus, often I messed up with my voice delivery but still I tried my best to use loud voice while I took classes and at the same time I had to make sure that I am not screaming but saying in a polite manner.

3.5. Discipline:

This is the most important thing which I observed and personally I had to maintain in the school is discipline. From their elementary level to higher level every teacher was continuously teaching the students to maintain the discipline. All the students were taught rules and regulations of the school, for instance, how to talk with an adult, courtesy, exchange greetings when they see someone, respect their peers and teachers, where to put their stuffs, etc. All these aspects were taught in school at their elementary level. Even teachers taught the

students how to talk properly, maintain line when the students leave the classroom, and recite Surah while using stairs. Moreover, they had to take permission before doing anything. All the teachers made sure that each of the students are following these rules.

During my internship, I had to make them follow the classroom rules and made sure that they were following the rules. I have never tried to force them to do anything, nonetheless, I always taught them what is good and what is bad. If they ever forgot to take permission before doing anything, I reminded them of asking for permission which is very important before doing anything. Once I had noticed that a student forgot to take permission before drinking water. I asked him if he had asked to drink water. He nodded and apologized for this behaviour and told me that he would never do this again. However, there were few students who never obeyed the rules and were never disciplined. Thus, for this condition, each class had a motivational chart which motivated the students to follow the rules and maintain them always. When I took classes in KG I, I applied a trick so that the students listen to me and do not make any disruption in class. I wrote their name at the corner of the board and told them that whoever make noises or breaks classroom rules, I would give them sad faces. Those who behaved properly during the class and made no sound, did something good or listened to me, I would give them star mark so that the students get motivated to maintain the classroom rules and study properly.

3.6. Motivation:

In every language learning classroom, motivation plays a major role for students. It is teachers' responsibility to find out creative ways to motivate the students and encourage them towards learning language. Positive motivation always leads to the development of students' positive self-esteem, positive self-confidence, clear understanding about the goal of learning. Thus, teachers always praised the students and encouraged them. Whenever students did

anything good, all teachers told them “Masha Allah, very good. You did it very nicely”, especially the vice principle. She often visited the classroom and talked to students and always gave positive feedback so that students feel motivated and get positive environment to do the work nicely.

As a teacher, I was instructed before taking classes that I have to encourage them for their work and whenever they made any mistakes, I could not use any harsh word to them. I have already mentioned about the trick I used to maintain discipline in the classroom which is also part of the motivational chart, such as, giving stars to students who did good and was attentive to motivate them so that they do better and be more attentive. This motivational chart worked for maintaining discipline and motivating the students as well. Moreover, every end of the year, school usually provide gifts for those students, who maintained all the rules, always behaved properly and listened to his/her teachers. That was one of the ways to motivate students to do well in the future. Before starting any class, teacher always did ice breaking session. Thus, this session motivated the students to study before they come to school.

School has a mini library which also motivated the students to read more and learn more. They also had library class where they could borrow books from the library and read it during library class. If they wanted, they could take books at home and next day, they would return the book. On every wall of the school, they were decorated with quotes and poster which was made by the students. As it is an Islamic school; they have posted few quotes on the wall which mentioned about Allah’s path and what he says about good deeds and bad deeds so that students always can see these posters, read and follow it. Moreover, every classroom was decorated with words and pictures that are related to their subjects which helped them to memorize easily and also helped the visual learners. This is how teachers tried to motivate the students and taught them wisely.

In PG class, the class teacher and I sang with the video song so that students followed us and tried to learn the rhyme through playing, therefore they would not feel monotonous. As they were at their beginning level, this was very important that they should not feel any force for study.

3.7. Teacher - Student Relationship:

Teacher student relationship is an essential part in language teaching classroom. At their elementary level, students' learning depends on the teacher and how their teaching affects their relationship. Elementary level students depend on teachers and if they need anything, they generally come to teachers for help. Thus, teacher needs to be available always for the students and guide them whenever the students are in need. For instance, in terms of play group, students totally depend on the class teacher. When I joined there, they started being depended on me as well and became close to me. As they are kids, they could not do anything alone and they needed help for certain things, such as, while drinking water, writing, reading books or while eating something. Thus, teacher students' relationship was stronger here. We played together, read together; also, we ate our tiffin together. Thus, students learned both unity and the importance of eating together.

It is also important that teacher needs to know all the name of his/her students. "Students want their teachers to know who they are" (Harmer, 2007, p. 114). Remembering all the name of the students is difficult but it creates a strong bond with the teacher (as it is). When I first joined in Canadian Maple, I noticed that all the teachers know all students' name, including the floor attendances. Thus, I had to remember all the name of the students and I was looking forward to know each student's name as well. As school has comparatively less students so it was easy to remember each students' name and recognize them easily. It took few days to remember all the names of the students.

3.8. Error and Feedback:

I have always tried to correct the students instantly whenever they made any mistakes, since, instant action is more effective than late correction. For instance, in KG I, there was a student named Mirsab who always omitted auxiliary words while communicating and used broken English, such as, once he said “I no understand this”, instead of “I do not understand this”. After hearing this, I immediately corrected him and said, “oh! You did not understand this?” with a soft tone. Again, once Mirsab’s friend was complaining that he did something wrong, therefore Mirsab was constantly saying that “I no, I no!”. Thus, I told him “you did not do this?” Again, he used to say “I go washroom?”, “I drink water?”

Whenever he made mistakes in saying those sentences in English language, I always corrected him and made him understand that this was not a proper grammar. Again, I checked class work copies of class 3 where I found out that few students wrote wanna, gonna. Thus, I corrected them and told them that those were not formal words to write. When we write something, we have to write using formal words, such as, want to, going to etc.

3.9. Other Responsibilities:

At first, I was not allowed to check any class work copies or exam copies but I was allowed to write about their homework on homework copies. Also, students submitted their homework copies, flash cards, books, diaries to me. During the class, I provided class work copies, pencils, erasers, colours and other materials if they needed anything.

In the last month of my internship, I got a chance to invigilate an exam class of class 2. This was a regular class test and class teacher was also present with me in the classroom. They had two back to back class tests and it was a regular test, such as, in the first day, they had Bangla spelling test and the next day they had moral science test. At first, I provided exam script to the students and they prepared themselves for the test.

Since, students were not allowed to take any questions paper at their home; teacher did not provide any question paper during the examination. Instead, she wrote questions on the board. In moral Science test had two parts: objectives and subjective. Subjective part had questions which required elaborative answers; teacher wrote them on the board with clear instructions so that students could understand properly. For objectives, teacher provided a question paper where students had to write the answers or put a tick mark. The classroom was small and it contained less students, thus, I did not have to contribute much effort to monitor the class.

Furthermore, moral science exam had two parts: objectives and subjective. It can be said that test was for both objectives and subjective testing. On the other hand, they were given Bangla text to measure their listening and writing spelling ability of Bangla. According to me, both tests measured student's writing and reading skills. Thus, validity refers that it should measure what it is intended to measure and nothing else (Heaton, 1975). As teacher teaches Bangla and moral science to measure their ability to reading and writing test so it can be said that these tests had validity (Heaton, 1975). Furthermore, I checked the exam scripts of both Bangla and Moral science. I observed that students were lacking of reading skills as in Bangla exam they frequently made mistakes and they got confused between those words which had same pronunciation sound, such as, স, শ, ষ and many more.

Furthermore, after checking their script, I provided individual feedback so that they could know about their mistakes. They did well in Moral Science exam, as they knew what will come in the exam, therefore they took preparation properly. They knew what they should study or not. This was a positive impact that students know what to study before the exam so that they get motivated and get prepared for the examination.

Chapter 4

Challenges

During my three months of internship program there were few challenges which I faced throughout my internship.

Firstly, the most important and significant challenge has been the shortage of class time and thus, managing the activities for elementary level students. Maintaining the class timing was a challenge in order to teach language in an elementary or primary level. As elementary level students' take time to learn more time should be allocated to them. 40 minutes is not enough to teach a new language to elementary students. In other words, the timing is not enough for a teacher to build a proper rapport with the students. For instance, when I took a class of KG I, it was difficult for me to reach out to the students within a short 40-minute time frame and it was difficult for them to accept me as a teacher as I was newly appointed there.

Secondly, there was a shortage of using the modern teaching tools. Though the school had everything, such as, laptops, printer and internet but those were not always available for the teachers to use. Children of this era, tend to get attracted to videos and other technological visual aids, therefore usage of technology is needed in the classroom. If I had more access to use technology during class time, teaching would have been easier for me and I could have built a strong relationship with the students. These visual aids would have created a more interesting atmosphere in the classroom and therefore the students would have been more excited to learn from me and learn better. For instance, in class 2, I showed a video to students which was related to the lesson. After we finished watching the video and started to discuss about the topic, the students, on their own, shared some real-life experience with me. However, later, I could not use laptop during the class time because of its unavailability and

poor internet connection. If I could have been able to use more videos in the class, learning would be more stimulating and students would have felt more motivated towards the lesson.

Thirdly, I could not be available to talk to the students about their issues before class, during lunch break or after class because I was mainly the teacher's assistant and she did not really introduce me to the students as someone important, therefore the students did not feel the need to connect or get comfortable with me with their problems. In addition, owing to this, I could not really reach out to the students either. For instance, if any students fought with each other, I was only allowed to talk to the teachers. I was not allowed to talk about the issue with the students or solve it or provide any opinion regarding the issue.

Finally, I felt it is important to be the part of the extra curriculum activities in order to build a strong relationship with the students. The school tried to send its students on trips, arrange events so that students can have practical experience and learn things properly. However, I was not really allowed to help the students in these extra curriculum activities. For instance, there was a hygiene camp where students were taught about issues regarding hygiene. However, I was not given any proper job to do. If I get any work with the students, that would have been better to build a relationship with the students. Apart from this, the students of my class also went on a trip to know about a certain historical place but the school did not allow me to go on that trip with the students as I was an intern.

Chapter 5

Conclusion

To conclude, I would like to say that this internship experience was a great journey for me and I have learned many things from this three-month long internship. I have learned the real-life classroom management and how teachers manage it. Always I have tried my best to cooperate with them and follow their rules. The way they teach the students I tried to follow the same way and I was enough polite with the students as well. The purpose of this internship was to observe and experience how teachers are managing their classrooms and provide a positive environment to learn effectively. After observing and teaching language classes, I tried my best to connect all the theories and correlate with my practical experience accordingly in all aspects.

During my internship, I have observed few things which will help a teacher to teach a language classroom more effectively and create a positive environment:

1. Teacher should be prepared before taking the class and should be organized.
2. Teachers should establish rewards system and consequences for behavior.
3. Both teacher and students should respect each other.
4. Teacher should maintain eye contact and be polite with students.
5. Whatever teacher is going to teach should be well pre planned and everything should be prepared, including related worksheet.
6. In classroom, there should be enough space to move the furniture so that students can change their seating arrangement.

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