

Report On



**English Composition Teaching:
An Experience In An English
Medium School**

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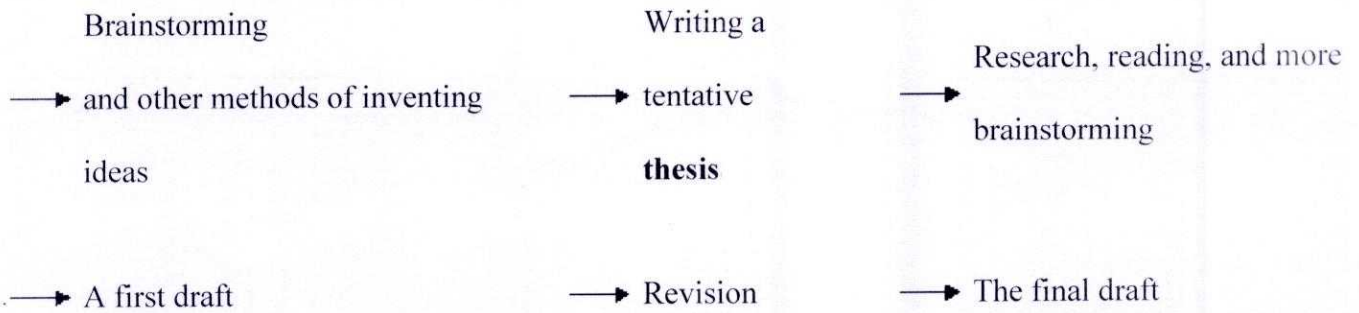
Introduction

What do we know about writing?

To develop students' writing, teachers have to engage them in authentic written language tasks. So, teachers have the dual responsibility of planning situations, activities, and tasks to facilitate their development while being flexible enough to capitalize on opportunities as they arise incidentally during the day to capture the 'teachable moments'. A well-balanced writing program should include opportunities for students to take an active responsibility for their language use. It allows students to have their time to engage in personal reading and writing across the curriculum.

Their writing developmental is directly related to their own phases of psycho-physical development. Thus, teachers should plan time for modeled, shared, guided, and individual writing and reading; time to talk about what to do and how to do it. The focus of teaching will change according to the needs of students, but all of these essential elements will help them to make the links between oral and written texts. These understandings are critical to the development of writing. . In my Internship period I get this opportunity to develop writing strategy in the classroom environment. The teachers can use various strategies to teach students about writing. However, the students need to learn the different written forms, processes, conventions, techniques based on their curriculum.

During my internship period I am given the English Composition course to teach the students of grade six and seven. This course is the solid foundation of writing. The students of English Composition Course basically learn the special skills of writing. As we know, English Composition is the part of process writing. By following some certain



steps writing is build up by the students. For example- In the below a flow chart is shown for organizing and writing an essay — it could be planned like this:

I need to establish a positive teaching environment where I can encourage the students to produce some good pieces of writing by following those steps. In my internship report I am going to discuss that how I establish the English Composition course in the real classroom applying some application of practical theories to teach the students. At first I want to give a brief on English Composition course.

English Composition Courses Give Students a Solid Foundation in Writing

English Composition is such a remarkable course of the studies from where the learners get the basic structure of writing. The teachers must have this experience in the writing class with the students that most of the time when the students get the title of any topic like essay, paragraph, writing journal or stories first it comes to their mind that how will they start the writing, what will they write or how will they end up the writing. Specially the weaker students get nervous or become lazier rather starting writing. For fulfilling

these basic demands of writing 'English Composition' is one of the appropriate writing courses for the students of all level. The course's special benefit is that during studies, the students get the advantage as well as have the opportunity to write descriptive, narrative, argumentative writings which concentrate on many addressees' types. The students can do have different experiments with a diversity of types of multiple terms including different register words like literacy, linguistic or realistic words, lexis, sentences etc. It only depends on the writer that what he or she wants to give a shape on his or her writing. The writers (students) can make his or her writing realistic, technical or elegant. In this way, the students convert into one individual writer and start to take care of their valuable piece of written product. Each student wants to make their writing better and extraordinary so that their written product would be different from each other's writing. They will be able to put into practice different techniques for the progress of their writing and need to organize the thoughts, ideas following a proper structural set. They also become capable to take care of grammar so that their writing should be matched with their level. Though, grammatical mistakes should not be expected from pre intermediate to advanced group of learners. For example- vocabulary, syntax and other related skills.

Any kinds of writing need special strategies so that the writing must be able to grab the attention of the audience or readers. These strategies are working on writing for the development of writing. English composition gives emphasis to writing essays and research papers even though it may cover other written communication as well. The writings of short essay, paragraph, story writing, journal writing etc also build strong background for writing about literature.

Students will also get able to study about their writing by collecting accurate documents and visiting many sites which are related to the topic of writing. Those documents are usually helpful for students' writing. Since, they get more ideas and views of related topic. So, the students get more chances to improve their writing through editing their writing. The students get chance to develop their thinking on the topic.

Through researching others writing for getting ideas the students get learn about one more thing from teachers about 'plagiarism' which is very important for the teachers to get inform their students about plagiarism. Plagiarism means 'copying', 'lifting' or 'stealing'. It means copying anything from other person's work. There some students who are not confident about their writing so to improve their writing they just taken other persons' writing using books, documents, internet etc. Teachers should be strict on doing 'plagiarism'. If any student is caught by doing plagiarism the teacher should take some serious steps so that the student never does plagiarism again.

An English composition course provides a strong foundation in writing and discussing analytical and expository prose that will serve the students well throughout their academic program and into career. The students will learn research skills, scholarly and academic writing style as well as argumentative writing. There are some other major concepts which are also learned through English Composition course .This course is not only build the writing background but also instructs the students about grammatical foundation including narration, description, illustrations etc. The students will also be able to construct a vocabulary of literary terms, vary sentence structure and length, quote or paraphrase from principal sources and also they get rid of grammatical mistakes.

A good thesis is the fundamental as well as key base for any kinds of essay writing. A thesis will guide the whole essay. So, the students should be able to prepare a clear, logical thesis and support it fully using a mixture of examples. Students' writing should be able to display audience awareness with a sense of purpose.

In English composition course the students usually get lots of chance for independent study. They do not need to memorize anything. This course helps them to enhance their creativity which will reflect on their paper by their writing.

This is writing which create a form of the foundation of communications in any discipline. Students in an English composition course develop their critical thinking by doing a wide variety of writing style, since they need to prepare a multiple drafts of their essays as well as participating in peer evaluations. The target of every course is fulfilled fundamentally through English Composition while students become acquainted with the process of producing a good, logical, controlled and structured prose.

Literature Review

Some ways of classifying types of writing can be suggested. **R.V.White (1980 14-15)**, for example, proposes a simple and useful two ways distinction between institutional and personal writing, each of which he subdivides further. 'Institutional and personal writing, each of which he subdivides further. 'Institutional' includes business correspondence, textbooks, regulations, reports; 'personal', for white covers the two main areas of personal letters and creative writing.

As we know writing can be many types. However, R.V White mainly focuses on two types of writing. One is institutional writing and the other one is personal writing. These

two types of writing are related to our daily life. There are varieties of writing which are also the parts of these two kinds of writing. According to R.V White, that writing which is related to our professional and academic life regarded as institutional writing. For example- the letter, mail, e- mail, report any kinds of writing which are written for official purpose is the branch of institutional writing. Institutional writing should be appeared as formal writing.

As it is mentioned before, there is another type of writing which is 'personal writing'. The writings which are usually part of our daily life known as 'personal writing'. We used to write letter to our friends, relative anyone in our daily life. Any kind of writing which are written for personal purpose is considered as personal writing. Personal writing usually appeared as informal writing. Creative writing is also the part of personal writing. Since, this type of writing comes out from someone's own creativity. It can be rhyme, poem, story anything. So, usually creative writing doesn't have any institutional reason behind writing.

A writer should be honest with his or her readers. In the case of creative writing any person can start to think themselves as a writer. So, definitely they try to be honest by placing the right information and organizing ideas which are exist in their mind, their brain. In that way, they produce a new writing product by bringing it out from their selves. .The writers need to use their imaginations, their thinking to create something new for their writing. So, they are actually discovering themselves. This is why, according to White, creative writing is also considered as personal writing.

Several authors on writing (**Byrnce, 1988; Tribble, 1996**) make the important point that writing is a process of encoding (putting your message into words) carried out with

reader in mind, the overall organization- is best considered in relation to audience and purpose. The degree of 'crafting' that needs to be done, and at what level, will also be determined to some extent by the addressee. Stylistic choices, in other words, depend on why and for whom we are writing' (1988:22).

We all know writing is a process by which we can express our thoughts, ideas, thinking, opinion anything we want to express. Only by writing reader can reach writer's mind. Through writing a writer can distribute or share his or her message with the readers. A writer's writing should grab the audience's attention based on the purpose of that writing. Purpose can be based on anything. It will depend to the writer that what purpose he has in his mind for the writing, what style of writing the writer would follow and what particular class of audience the writer wants to read his or her writing. The audience can be from upper class or middle class, the audience can be from any particular age or social group etc. According to Byrnce, it actually depends on the writer, the writer's writing skill including writing style. For example- 'Great Expectation' by Charles Dickens is written this novel is based on particular social group in society and Dickens has some special purpose to write this novel. He wants to deliver some messages to the society by his writing.

A comfortable approach is taken by **Hedge** who refers to the production of a piece of writing as 'crafting' the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an overall structure' (1988:89).

Any types of writing need some certain techniques, ideas, organization and structure etc. Without these things writing should not be established as writing. Every writer needs to

develop his or her writing to work under a particular framework. Then, a written product of the writer should be skilled, organized and structured. These are the basic demands of writing for writer. Its all depend on writer's technique that he or she wants to give shape on the written product.

According to Hedge, writing is such a skill where the writer collects the ideas and also builds up the ideas. The writer also needs to organize those ideas by following a certain process and structure and finally those pieces of text has given a shape which are appeared as writing through the structured sentences and paragraph.

A typical example is provided in **Jupp and Milne's Guided course in English**

Composition (1969): each 'composition' begins with structure practice, continues with a sample composition, and then uses this material as a basis for students' own composition.

Here, Jupp and Milne's Guided course this is clear about English Composition that this is such a course of the studies from where the learners get the basic structure of writing.

Through, English Composition course the students have to prepare multiple drafts by following certain steps of structure of writing. So, in this way the structure of writing is practiced many times by the students.

According to **Jupp and Milne's course in English Composition (1969):** 'Composition' starts from structure, it needs some certain structure and composition it self maintains a sample composition.

Here, Jupp and Milne again have focused on the certain structure of Composition. As, students need those certain structure for writing essay, response paper, story writing, biography writing any kinds of writing from English Composition. So that it should maintain a sample of English Composition.

My Teaching Experience at Oxford International School

At OIS, I have a wonderful teaching experience. However, I faced some problems while teaching in the classroom and dealing with the students. I was a teacher of Grade six and my subject was "English Composition". This course's focus is on writing. It provides particular situations that enable students to write with a purpose and suggest different types of writing that will help them to learn what to write and how to write. For example, a letter to someone, story writing, summary writing after watching a video clip, imaginary writing, essay writing, biography writing etc. Each case provides a particular purpose to them. To teach this course I needed to follow some ELT methods and techniques. I also had to design class activities or tasks. I designed my own syllabus, lesson plans, and materials for use in the classroom.

Aim of English Composition course: We know that students learn to write and write to learn. In the classroom the focus of teaching should be to provide a variety of real situations that require the use of written language so that student can develop a range of strategies and skills that will enable them to provide any kind of immediate good written product based on any real or imaginary situation. Essentially, English Composition course fulfills these demands. English Composition course helps students to improve the excellence their writing skills, more important thing about English Composition course it explains and classifies the basic steps and process of writing. As we know about the five different format of process writing: compare/contrast, argumentative, persuasive, narrative, and descriptive which is also learned through English Composition course. Brainstorming, framework, Editing, drafting, researching all steps produce a good piece of writing and these steps are the basic parts of English Composition writing. So, mostly

this course helps learners to produce a standard piece of writing by rewriting. As good writing starts from rewriting.

My aim as a teacher for this course:

One aim is to help students become independent writers as well as learners. This can only happen if teachers allow students to make decisions and take responsibility for their learning. As part of this process, students can be involved in self-evaluation and teacher should develop a positive learning environment in the classroom where individual achievement will get priority over competition. By involving students in daily decisions about evaluation and encouraging them to set personal goals, teachers can help students to discover what they know. Self- evaluations encourage students think about what they are doing and what they need to do.

Syllabus planning:

First I need to prepare a good syllabus for the course of “English Composition”. I am very careful about its planning as it is the main root of any course. If I am able to get ready with an appropriate syllabus for this course, then surely I will be able to fulfill the course’s main objectives. The students of my class belong to intermediate level. Thus, I have to make the syllabus suitable for their level. The topics match with their level, grade, age etc. So the syllabus should contain that kind of topic which will be helpful for the students to improve their writing. In this way they will be able to produce good write-ups using their creativity. According to the terms set by the school, I have to cover Informal Letter Writing, Biography Writing, Paragraph Writing, Response Paper, Story Writing, and Imaginary Recount. Here is a sample of my syllabus for grade six.

Material Selection:

First I want to discuss about the class materials. Class materials are important for lesson planning. Most of the things depend on the choice of suitable materials. If the materials are good enough to grab the attention of students then we can surely expect some good writing product from them. We can use various materials for the class. It should be kept in our mind that the materials must be effective for the students. A good class material can help a teacher a lot to make his or her students understand the topic. If the teacher understands the topic clearly then it will be much easier for the teacher to teach his or her students. The teacher will be able to motivate them for writing and to encourage the students to reflect his or her idea through writing.

Materials I have selected: White board, white board marker, Information sheet, projector for power point presentation, pictorial material, and video clip (Finding Nemo).

Sources of materials:

First of all I select some books based on the students' level. The books are all related to composition writing from where they can learn so many things about writing skill. The information of these books is appropriate for the six grade students. Here are some books – English Composition and Grammar, English Language and Composition, AP English Language and Composition etc.

These books are good resources to develop the class activities, to establish writing task in the classroom and give students extra writing skills which they will practice at home.

Online resources: Only books are not enough. So, I also check the internet for sufficient information which can be helpful to prepare the sheets for the students. These are the sites from where I collect the information- <http://www.straighterline.com/college-courses/english-composition-i.cfm>, www2.capilanou.ca/Page28743.aspx, www.ehow.com › Education etc.

Lesson Plan:

First of all, I prepared a lesson plan where I bring up the course's aim in a brief way; then I also mention each day's topic, the aim and objective of the topic, the class materials, anticipated problem, observer's comment, self evaluation including students' feedback and procedure plan. Here is an example of my lesson plan for writing composition class-

Lesson Plan (Class 6)

Week One (Day 1)

Subject Name: English Composition Lesson: Date:

Topic: Biography (Write a Biography on your favorite person).

Aim:

- a) Students will come to know what Biography is.
- b) Students will be able to write Biography.

Objectives:

- a) Students will be able to write Biography by collecting, knowing information about their favorite person.
- b) Students will be able to use those information on their writing Biography.

Materials (Required):

White board, Marker, Information sheet.

Anticipated Problem:

- a) Students will may do mistakes Biography and Autobiography writing

Number of Learners:

Class Duration:minutes

Students Absent:

Observer's Comment:

Good to see:

- 1).....
- 2).....
- 3).....

Things to work on:

- 1).....
- 2).....
- 3).....

Self Evaluation:

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Students' Feedback:

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Procedure Plan:

Stages	Teacher Activities	Student Activities	Remarks
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Warm-up 0-3 minutes.	Welcome to the lesson	Group arrangement	
Pre-Task 3-13 minutes.	Teacher's lecture to student about topic, Teacher will explain key points on board	Students will discuss in groups about the given topic	
Start Task 13-25 minutes	Teacher shows a power point presentation on Biography writing to enrich students' idea.	Group wise students will sort out the points on which they will expand their ideas to write Biography.	
Detail Task 25-30 minutes	Teacher will check students activities	Students will write their draft.	
Feedback 5-10-45 minutes			

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Lesson Plan (Class 6)

Week One (Day 2)

Subject Name: English Composition Lesson: Date:

Topic: Biography (Write a Biography on your favorite person).

Aim:

- a) To write a rough draft.
- b) Teacher to enrich students' idea.

Objectives:

Students will be able to write Biography by editing (correcting, adding etc) their draft copy.

Materials (Required):

White board, Marker, Information sheet.

Anticipated Problem:

a) Students will may do mistakes Biography and Autobiography writing

Number of Learners:

Class Duration:minutes

Students Absent:

Observer's Comment:

Good to see:

- 1).....
- 2).....
- 3).....

Things to work on:

- 1).....
- 2).....
- 3).....

Self Evaluation:

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Students' Feedback:

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Procedure Plan:

Stages	Teacher Activities	Student Activities	Remarks
Warm-up 0-3 minutes.	Welcome to the lesson	Group arrangement	
Pre-Task 3-13 minutes.	Teacher's lecture to student about topic, Teacher will explain key points on board	Students will discuss in groups	
Post Task 13-25 minutes	Teacher shows a power point presentation on Biography writing to enrich students' idea.	Group wise students will sort out the points on which they will expand their ideas to write Biography	
Detail Task 25-40 minutes	Teacher will check students activities	. Students will write their rough draft	
Feedback 10-15 minutes			

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Lesson Plan (Class 6)
(Week One (Day 3))

Subject Name: English Composition Lesson: Date:

Topic: Biography (Write a Biography on your favorite person).

Aim:

- c) To write a final draft.
- d) Teacher will enrich students' idea.

Objectives:

Students will be able to write Biography by editing (correcting, adding, deleting etc) and following their teacher's feedback

Materials (Required):

White board, Marker, Information sheet.

Anticipated Problem:

- b) Students will may do mistakes Biography and Autobiography writing

Number of Learners:

Class Duration:minutes

Students Absent:

Observer's Comment:

Good to see:

- 1).....
- 2).....
- 3).....

Things to work on:

- 1).....
- 2).....
- 3).....

Self Evaluation:

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Students' Feedback:

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..... **Procedure Plan:**

ages	Teacher Activities	Student Activities	Remarks
Warm-up 0-3 minutes.	Welcome to the lesson	Group arrangement	
Pre-Task 3-13 minutes.	Teacher's lecture to student about topic, Teacher will explain key points on board	Students will discuss in groups about the given topic	
1st Task 13-25 minutes	Teacher shows a power point presentation on Biography writing to enrich students' idea	Group wise students will sort out the points on which they will expand their ideas to write Biography.	
2nd Task 25-30 minutes	Teacher will check students activities	Students will write their final draft and then paste it on the color paper for displaying their final writing on the English Writing Wall.	
Feedback 30-45 minutes			

How do I take Biography class based on the Lesson Plan?

Level: Intermediate

Skill: Writing.

Task: Individual activity

Standard: 6

Number of learners: 33

Duration: 40 Minutes

Summary: I enter into the classroom and inform my students that today I am going to start 'Biography Writing'. They already have some ideas about this topic as they did it before in standard five. For this reason, it's become easier for me to teach the topic. However, I want to refresh their memory. I show a power point presentation of 'Biography writing'. It takes fifteen minutes. Then I give them class work on 'Biography Writing'. The topic is 'write a biography of your favorite person'. It takes twenty minutes. After collecting all the class works I also give them home work. But this time, I select a particular topic for biography writing.

Reflection:

In the next class I decide to lecture on 'Biography'. It is very important for a teacher to prepare the topic and the relevant things before taking the class. In this way, I am able to maintain a proper balance between the lesson plan and the on-going topic in the class. I also think about questions that would come in students' mind. To make the class interesting I make a power point presentation with colorful slides so that they feel

interested about the topic and I hope they will pay their attention for seeing those slides. I include some relevant issues which are related to this topic. For example, I focus on the definition of 'Biography', the characteristics of 'Biography', 'Auto Biography', the difference between 'Biography and 'Auto Biography' etc. After showing those slides I explain all those issues. Then, I give them class work and also give them the freedom of choosing their topics. For example, they can write about their favorite persons and it can be anyone. Most of the students tell me the same thing that they want to write about their favorite celebrity, sportsman, or best friend etc. I assure them that they can write about anyone but they must be aware about those things which are very important for writing a 'Biography'. Such as, they should have enough information about that person and the information must be correct. They must not record any wrong information. This is why I put them in a group so that they are able to collect more information about that person. I make six groups based on their topic. Each group contains five students in a group. So, basically they choose six different people for writing Biography. The students feel very interesting to write about their favorite person. In this way, I try to raise the interests among the students for descriptive writing (Biography writing). At the end of the class I collect all the copies and also give them homework. The topic I select for the homework is to write a Biography on your favorite writer or Poet.

Practical Application of Theories

I have done many courses in English Language Teaching. In those courses I learnt many things about methods, approaches and techniques which all are related to classroom teaching, classroom management, feedback, learning strategy, classroom activities, correction process etc. However, during my internship period I got an opportunity to

apply these theories practically in the classroom. I also want to say that the knowledge that I gained from those courses helped me in the real classroom. Here I want to mention the names of some courses that proved helpful for my internship.

English 334 is a very effective course where I learn about various types of teaching methods, techniques and English 439 teaches us about class activities and class materials etc.

Methods I applied in the class room:

We know that there are different types of methods, such as, Direct Method, Grammar Translation Method, Audio-Lingual Method, Silent Method, and Communicative Language Teaching etc. all of which are considered as popular methods. As a teacher I have to select an appropriate method for my class. For my class I select the Eclectic Method combining Direct Method and Communication Language Teaching Method (CLT). Now days, this Method is very popular among teachers as no one method is enough to conduct a class. Being a teacher I also feel the necessity for using the Blend Method in the classroom.

First I want to discuss the Direct Method. Teachers using the direct method want to focus on the target language. The whole class will be conducted in the target language. In fact one of the main rules of direct method is that students learn how to communicate in the target language. To do this effectively, students should learn to think using target language. So, in direct method teachers do not explain or translate anything in the students' L1. They have to demonstrate using the target language. In my class the target language is English. The subject I teach is English Composition. So, I always use the English language as the media of communication. If I want to teach them any new topic I

always demonstrate the meaning by drawing on the white board or using any gesture. For example- in one class the topic is 'Essay Writing'. The students need to write an essay based on a particular topic. For this, they need to learn what essay writing is and how an essay is structured. Before giving them the worksheet I draw a sandwich to illustrate the structure of an essay. The sandwich contains 'Introduction' at the top, the body of the sandwich contains 'Description' and the bottom of the sandwich known as 'Conclusion'. In this way I demonstrate and illustrate the structure of the essay by using the target language.

Now I would like to talk about how I used CLT in the classroom. Communicative Language Teaching is one of the most popular methods to teach target language in a communicative way or through communication of student-students interaction and teacher-students interaction. Whenever possible, the teacher should establish the communication by using 'authentic context' or 'authentic language' (Authentic means genuine: the context or language which is related or familiar in real life). In this method usually the teacher sets group or pair activities so that the students should engage themselves in a conversation using target language. For example, in my English Composition class, I wanted to apply this CLT Method. Before producing a good piece of writing in target language, the students should have a good idea about the target language and how they will establish their language to express their thoughts. This is why in most of the classes I used to select such topics which have connections with their real context. For example, for Essay Writing I choose a topic like "Mobile", "Internet". To make the topic interesting I provide some interesting articles on mobile and internet. Though, I know in that class ninety percent students use mobile and internet. Before writing essay I

make four groups. Each group contains four students. One group discusses the introductory background of mobiles including history, invention etc. Another group discusses on the advantage and its uses in daily life. Other group, of course, talks about the abuses and disadvantages of mobile and the last group focuses on the conclusive part of the essay. While discussing and preparing particular parts I used to work as facilitator. If they have any confusion or question I used to help them as a facilitator. Each group's group leader needs to present their part in front of the whole class so that other groups can get ideas about the essay. Everyone needs to note down major points of each part of the essay. Thus, it also gets easier for students to collect information through negotiation. In this way the students get engaged in CLT Method.

The activities I choose using the appropriate materials:

For the language classroom the teachers need to set many types of activities. For writing, teachers can select many kinds of activities which encourage students for writing. Writing is basically a combination of 'communicating', 'composing', and 'crafting' and the purpose of this writing triangle is presented for an absent readership. However, during my internship period I notice that usually most of the students are not interested to spend long time on writing. In fact, there are some students who are too lazy to do their writing work in the classroom as well as their home though I take their English Composition course and this course is all about process writing. Students need to lots of time on their writing. At the same time the written product also needs to have a purpose. They need to follow some particular stages and do research for their writing. We have already discussed on process writing. The class activities of English Composition are usually different from other courses' activities. Here, I want to mention few lines about

process writing relevant to the upcoming topic 'class activities' from the book *The Practice Of English Language Teaching*: "one of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way: time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing and so on". If we focus on these lines we can get the answer of choosing various activities for process writing class. The teacher should keep it in his or her mind that students must not feel boring, tired or irritated while doing their writing task. At least they should involve in their writing as much as they can. We should not forget about the duration of class. So many things like editing, drafting, reviewing, rechecking etc are quite impossible to do within twenty minutes. This is why; I should go for that kinds of activities which will lead them to write based on any purposeful task using interesting material in the exact time. For example, I include group, pair and individual activity based on their topic. . In the next Paragraph I want to discuss something about the Biography class in grade six at OIS School.

In my report I have discussed about my lesson plan and also discuss the summary and reflection of my teaching in the classroom by following my lesson plan. There, I involve the students in group work so that they can collect more and more information on the topic of Biography. As materials I use information sheet and projector for the power point presentation. That is the first class of Biography where the students only need to prepare their draft copy. However, to complete every stage of Composition Writing I need to take three classes on this topic.

Now, I come back to the point of various class activities and using different materials. If I follow the same kind of activities, task including similar topic and similar material the student must get bored with the English Composition class as well as course. Obviously, they want to get rid of this class. This sentence is much applicable for the inattentive students in the classroom. So, I always try to bring changes on the topic, activities and materials according to the grade of the students. For example, video clip on 'Finding Nemo' is a suitable material for grade six to do their writing task. But, the video clip on 'Global Warming' activities would not be the best option for grade six to do their writing task. It's suitable for grade seven. Similarly, using pictorial material is a good material for grade five. Video clip would be difficult for them. Below, I am going to show the class activities which help me to make the class more interesting for the students.

No (1) Writing Term paper using Video Clip:

Level: Intermediate.

Focus: Writing skill.

Standard: Six (6)

Activities: Individual

Objectives: Improve students' writing standard.

Make them encourage for creative writing.

Make them do research on their writing product

This video clip is taken from a movie named 'Finding Nemo'. The movie starts with a small clown fish named Nemo and his father. The title of the movie suggests its story. It

is about a father finding his little son who has been lost. The main focus is to realize that every animal has its own world which we do not consider seriously. Another aspect of this movie is to show the brutality of human beings. I have designed some tasks based on this movie. I think this task will be suitable for the intermediate level of learners. This task I select for the end of their term and give them a particular date to submit their paper on 'Finding Nemo'.

Task:

From this article, we can give the learners some tasks like:

1. What does the title of the movie suggest? What do you think the story is about?

Write down in your own words.

Another task could be like:

We could also ask the students:

2. What do you think what happened with Nemo later? Assume the rest of the story and write it down.

No. (2): Story writing using Pictorial Material

Level: Pre intermediate

Focus: Writing skill

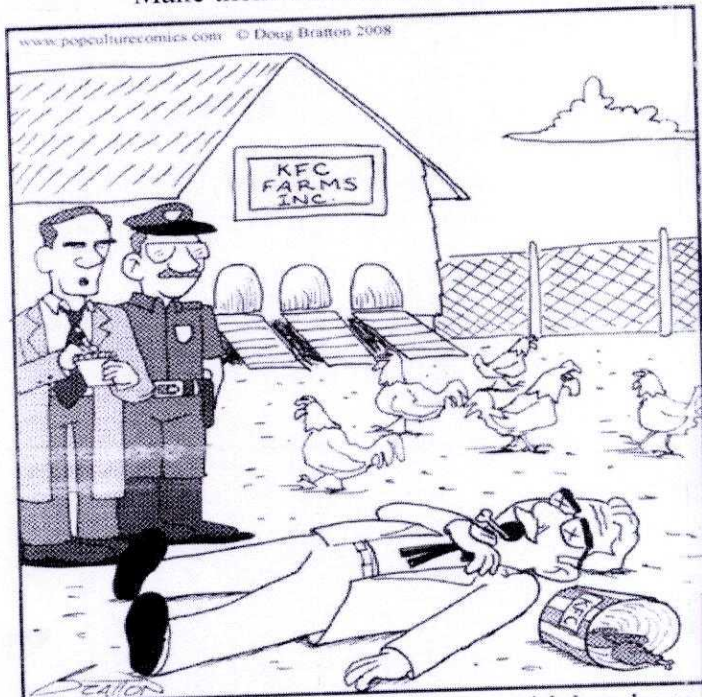
Standard: five (5)

Activities: Individual

Objectives: Improve students' writing standard.

Make them ready for creative writing.

Make them efficient for instant writing.



"It appears he choked to death on a chicken bone, but mark my words, this was no accident."

Here, I have used a picture as a material. This is basically comical picture taken from a website named popculturecomics.com where it is seen that a man is lying down having a bone in his mouth. The literal meaning of the picture is not clear. Various explanations could be given by students according to their own perceptions. So, I think this could be a good material for the students which will allow a space for them to think and come up

with creative ideas. I have designed a task based on this material which I think would be suitable for the intermediate level students.

Task:

Write down what do you think the picture is about and create a short story on it.

No. (3) Writing Paragraph on using Video Clip:

Level: Intermediate

Focus: Writing skill

Standard: Seven (7)

Activities: Individual

Objectives: Improving students' writing standard

Make them ready for writing paragraph using

Transitional words

Make them do research on their writing product

Here, I have used a documentary video clip on Global Warming as a material. This documentary gives an idea about what Global Warming is and its harmfulness. The task that I have prepared based on this material will require the learners' clear understanding of each and every word in this video clip. I think this task will be suitable for the Intermediate level of students. Since, the language and the accent of the language is easier for the intermediate level students.

Task:

1. Write a paragraph on 'Global Warming' using these cohesive devices: First, Then, Next, After that, Finally etc.

Another task could be answering some questions for which the learners have to scan the whole video clip.

2. a. Describe the process of Global warming relating it with Green house effect.
b. What steps can be taken in order to prevent the disastrous effect of Global warming?

No. (4) Response paper on story:

Level: Intermediate

Focus: Writing skill

Standard: Six (6)

Activities: Individual

Objectives: Improving students' writing standard

Making them ready for creative writing

This story is about a child's first day at school. By going through the story, the learners would come up with some similarities and dissimilarities relating to their first day at school. I have designed a task based on this article. I think this task will be suitable for the intermediate level of students.

Task:

1. While reading the story, have you found out any incident that also happened with you on the first day at your school? Write down the similarities and give response on the incident as well as the feelings of that child based on the story. You should also include the feelings that you had on the first day at school.

Giving Feedback on student's writing: As a teacher its one of the most important responsibilities for me to give feedback to my students. By having appropriate feedback the students get opportunities to evaluate themselves correctly based on their success and progress. There are many types of feedback and it can be provided to the students following many ways. First I want to mention the types of feedback. Such as- Explicit correction, Recasts, Clarification requests, Metalinguistic feedback, Elicitation and Repetition. It depends on the teacher which types of feedback he or she wants to choose for the class. As I mentioned it before that feedback can be used in a number of varieties: giving praise, motivating or encouraging the students, making immediate corrections or giving later corrections, or correcting the students by elicitation. Since, I take their English Composition course most of the times I need to give them written feedback. But I also need to provide them oral feedback too. I want to discuss the written feedback I used to give them based on their writing. In my class I give feedback according to the students' level. Most of the time, I try to bring out positive points from their written work so that I can give positive feedback to them. But it doesn't mean that I avoid their mistakes and I do not work on their mistakes. I absolutely work on their mistakes but in a

proper way. Usually most of the students are sensitive with their written copy which is full of mistakes pointed out in red. This type of written work is an influential visual evidence for any student that their written English is awful. To see this type of evidence they get frustrated and their confidence level goes down. For this reason at first I focus on the good things on students' writing and I also use smiley faces, stars as positive signs to give them compliments.

I give both positive and negative feedback based on particular part of the writing as different students have different problems. Some students have grammatical problems, some students have punctuation problems, others have spelling problems etc. So, it is better to give feedback on any particular problem rather than giving them feedback on every mistake. It has two advantages- without getting confused the students exactly know what problem they need to work on and it also cuts down the correction. For example- If I notice any student's copy that he or she has worked well on the concept of the topic or the sentence structure is improved. After checking the copy I write down "good sentence structure. I have seen that you have worked well on it...☺" Or "impressive concept, I like your concept". Some times I also add smiley face (☺) for showing the positive sign from me.

When, its time for pointing out some mistakes I follow the same way. Instead of using big round circle I put an underline below the incorrect part and after checking the copy I write down my comments about those incorrect things they need to work on.

For example- "it can be seen that you have some problems with grammar. So, check the grammatical mistakes in your writing and try to fix it. Best of luck for the next time...☺"

In this case, I always give the positive comments before giving the negative comments. So, that the students get motivated to correct their mistakes or errors.

Making Correction:

I have experienced some pieces of written work which are completely full of mistakes. As a teacher I should focus on those mistakes rather than skipping from correcting every mistake. But, even in this case over-correction can have a harmful effect on students. In fact, there are few students who want to work on those mistakes. Since, the majority numbers of the students just put their corrected writing away and have almost no interest to look at it again. So, in this case over-correction is useless if the students do not get any benefit from the corrected written work.

It becomes a challenge for a teacher to maintain a balance between teacher's responsibility, honesty in one side and on the other side the teachers also need to be careful about students' psychological emotion.

Using 'correction code' is one of most appropriate techniques to avoid over correction on students' writing. Now days, a good number of teachers feel comfortable to use 'correction code'. I personally support to use correction code. Codes can specify where an error occurs and what type of error it is. Correction codes are displayed by number of written symbols. Such as- SP=spelling, WO= word order, GR= grammar etc. When, I find out any mistakes I give an underline and write the symbol in the margin. It looks less damaging and students start to get less scared of red ink.

Classroom Observation of another School: During my internship period we needed to visit a school for the observation. This is mandatory for us to visit a school and observe

classroom. Classroom observation is one of the most exciting parts of our course ENG 439 (Teaching Practicum). From Classroom observation we learn actually what is going on between the teacher and the students during the class time. Through observing the class we are basically able to notice each and every single part of a good teacher's class which is very important for me while teaching my own class.

Our first classroom observation was decided to be held at Brac School which is situated in ManikGanj. The school is for underprivileged students. We are very much excited about the school observation. First of all, we don't know much about the underprivileged school and how it feels teaching at those underprivileged schools. Many questions came to our mind. We were wondering whether teachers actually follow the teaching techniques and methods in the class room of an underprivileged school or not. How the teacher is able to manage those children who get less chance for continuing their study. I have much curiosity about the children that how they will response to the teacher, how they will participate in the class and many more.

First I want to mention about the school and class environment. The school area is peaceful and clean. The class is also very neat and clean. They have done many colorful board projects using their 'First Language' (Bangla). They have their book, pencil, chalk and their own black board. All things are very organized. Their sitting arrangement takes place on the floor. There is no chair.

They belong to elementary level. The teacher uses mainly two skills. One is reading another one is writing. They have individual and group tasks also. There are mainly two methods used as far I can assume. One is direct method. Since, the whole class is conducted in the target language (English). The teacher and students use English.

However, after finishing the class they sing and dance using their L1 (Bangla). Another method is used in the class room which is Audio-lingual method. For example, the teachers read out the words (Mat, Bag, etc) from the books, the students also repeat those words with the teacher more than one time.

The class is teacher dominated. However, the students are very active. They follow the horseshoe sitting style. As I said before they also do the group task. Each group has its own leader. The group has its own name which is very interesting. For example- Lily, Rose, etc.

The teacher first reads out the words from the book. If anyone cannot hear any word, the teacher repeats that word again. Hearing the dictation, the students start to write those down on their black board. At first, the teacher spells out the spelling and tells them to first listen to her. Then, the teacher tells them to read with her. (Audio-lingual method). The teacher also calls individual students to read out those words. All students read out with that student. She also asks individual student to spell out the spelling in a loud voice. She also calls one student to write one word (which is given by the teacher) in the black board. Finally, the teacher goes to the individual student to check their spelling. The teacher also gives homework. She tells them to read those words at home and also write it down on their black board.

The teacher is unfriendly. She needs to be friendlier with the students and the students need to be more independent. I feel that there are less interaction between the teacher and the students. Except these problems, the teaching style is very good. The classroom atmosphere is also comfortable for the students.

Conclusion:

Since, writing is one of the essential and important parts in every spheres of life including personal, academic and professional life. For example, personal letter, reporting, news letter, research paper, response etc. This is teachers' duty and responsibility to teach students writing in an accurate way. So, that they are able to develop their writing. For this purpose the teacher should be proficient regarding classroom methods, teaching techniques, class activities, feedback etc. If the teacher is confident about his or her writing skills surely that teacher will be confident to teach the students writing in a proper way working under particular steps on writing.

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