

Report on

Understanding Students' Needs and Giving Feedback: Considering Young Learners

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Declaration

It is hereby declared that

1. The internship report submitted is my original work while completing my 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 that 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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CHAPTER-1

INTRODUCTION

Providing students with constructive feedback has a significant impact on their academic progress. Teaching and learning are most effective when they are in sync with one another, which happens when educators actively seek out or are at least receptive to students' knowledge, understanding, mistakes, misunderstandings, and lack of engagement (Hattie, 2009). Most importantly, in an English language classroom, giving feedback is the best way to improve students' learning. If students do not get any feedback, they will not be able to correct their mistakes. However, there are some ways of giving effective feedback which the teachers should follow to enhance learning. Otherwise, students could get demotivated. The topic for this report mainly focused on the importance of understanding students' needs and giving feedback to meet those needs.

Luckily, I got the chance to conduct this study through my internship in Western Laboratory School located at Road-7, Sector-10, Uttara, Dhaka which was established in 2015. My journey as an intern started on 29th May 2022. It was a golden opportunity for me to observe classes and teach too. I was so blessed to get Mrs. Farhana Zaman as my on-sight supervisor, who helped me a lot to get used to a new environment. In the beginning, I observed the nursery, classes 1 & 3. After 2 weeks, Mrs. Farhana assigned me to take some proxy classes. In the meantime, she asked me to check some classwork and homework copies. There I found some written feedback.

Throughout my internship, I also faced some challenges, which I will describe accordingly in this report.

In the first place, it seems quite difficult for me to get introduced to a new curriculum. Basically, the school follows Cambridge Curriculum from Playgroup to Grade 5. Based on the educational model used in the United Kingdom (UK), the Cambridge Primary Curriculum provides a structure for teaching younger students age between five and eleven . Over 160 countries use the Cambridge Primary curriculum, making it truly global. This curriculum is part of the University of Cambridge and was developed by subject matter specialists and is grounded in scholarly research.

The curriculum is designed to stimulate children's interest in the world at large, encourage critical thinking, and inspire a lifelong love of learning. Learners will be able to build upon the knowledge and skills they acquire in the elementary curriculum as they go on to higher levels of education.

Notably, this internship report is done to achieve my under graduation degree in ELT and Linguistics. However, ELT means English Language Teaching and that is the reason we have to do the internship in a school. Being an ELT student, I learned many teaching techniques and methods which I was eagerly waiting to apply. In my experience, Bangladesh has very few schools where teachers have an ELT degree and the school, I chose for internship was not an exceptional. So, it was a kind of challenge for me to introduce these new techniques in class. On the whole, my internship journey was like an adventure which will be discovered in the further chapters.

CHAPTER -2

REVIEW OF THE RELEVANT LITERATURE

2.1 INTRODUCTION

This chapter attempted to review the existing literature about the feedback given according to individual learners' needs. It also discusses the reports given by different scholars about the importance of understanding students' needs.

Part 1: Understanding Students' Need discusses the importance of understanding students' needs and the different types of roles played by the teacher in the classroom to meet those needs.

Part 2: Giving Constructive Feedback discusses the concept of feedback, various types of feedback, and its significance in education.

Part 3: Teaching Young learners discusses how it is different from the adults, what learning styles should be followed and how they required feedback and corrections.

2.2 Part 1 Understanding Students' Needs

Indeed, students are motivated in different ways, have different ideas about teaching and learning, and react differently to different classroom environments and ways of teaching. The more thoroughly teachers understand the differences, the more likely it is that they will be able to meet all of their students' different learning needs (Felder & Brent, 2005).

2.2.1 The importance of understanding students' needs

Most of the learners are less interested in their class activities and tend to skip that. They might need more confidence to participate in class activities. They especially have a memorizing tendency rather than having some practical knowledge. In this stage, a teacher's role is the most significant. A teacher has to adopt a variety of roles to understand students' needs to facilitate learning. The most important thing to enhance learning is to have knowledge not only about the subject but also about the learners. In the classroom, all the learners don't have the same ability to gain knowledge. That is why teachers should organize their classes in a way that can meet individual students' needs. (Ismajli, Imami & Morina, 2018).

2.2.2 Teachers' role in the classroom

According to Hermer (2015), a teacher can play five types of roles in the classroom:

- **Controller:** The teacher acts as the leader and controls the classroom. For instance, giving a description, organizing questions-answer, delivering lectures, making announcements, and so on. In this case, students get a teacher-fronted classroom.
- **Prompter:** This role is the most beneficial one. Here, the teacher lets the students think creatively and make decisions on their own. If a student gets confused, the teacher gives directions to find the correct word/phrase.
- **Participant:** It is the ideal role of a teacher where he/she lets the students do their activity and give feedback, and corrects their mistakes. However, sometimes they join in a student discussion not as a teacher but as a participant. Thus, the students find the activity/discussion more enjoyable and get motivated to have their teacher as a participant like them.

- **Resource:** The teacher act as a source of information. For example, while writing or preparing for a presentation, a student might need to ask how to write or where they can look for information. In this situation, a teacher can be the most important resource for them.
- **Tutor:** This role is the combination of prompter and resource. When students work on a large project, they need their teacher as a tutor, and they want their teacher to give them the right direction and help them with the right information (p, 108).

Finally, at the end of any activity, the teacher needs to give some summarizing comments. At this point, it is vital for a teacher to organize useful feedback according to the student’s needs so that the students can find their participation more useful and correct their mistakes. However, to play the perfect role, a teacher needs to shift his/her focus toward students from the traditional lectures so that they can understand what students need. It helps them to diagnose and measure students’ prior knowledge and give them instruction to have the proper learning experience (Keiler, 2018).

2.3 Part 2 Giving Constructive Feedback

According to Camarata and Sleiman (2020), “feedback is an important aspect of education that allows students and instructors to engage in a process of reflection and improvement to enhance learning” (p, 1).

2.3.1 Concept of feedback

Generally, feedback is a key part of learning and assessing in small steps. Giving feedback often and all the time is a great way to help students learn and do better. It involves giving information

about understanding and performance. Therefore, this information can come from teachers, peers, the learner, or the learner to the teacher. Feedback is any instructor's response that alters, criticizes, or requires improvement of the student's speech (Kirkgoz et al., 2015). In addition, Feedback is a broad phrase that can refer to many situations. Feedback is defined as information offered by an agent (e.g., a teacher, a peer, a book, a parent, or one's own experience) on elements of one's performance or knowledge. As a result, feedback is an outcome of performance. This definition implies that feedback can come from various sources (e.g., teachers, other students, or oneself) and that it is a reaction to something, such as an assigned task. So, feedback should offer information regarding the "gap" between actual and intended performance, allowing students to shrink the gap and improve their performance, bringing it closer to the desired level (Blair et al., 2015).

2.3.2 Types of feedback

Feedback can be given in a variety of ways for different purposes. For example, positive feedback, negative/ corrective feedback, and peer feedback. Each of the types has different values in enhancing students' learning.

2.3.2.1 Positive feedback

Positive feedback will give students chances to build self-confidence and find their own values through physical activity, which they can do alone or with others. It's important for students to build up their self-confidence while they are learning because it will help them in their everyday lives. A good teacher must be honest about how well a student can do something and tell the truth in a way that does not hurt the student. For example, the teacher should not say "you can't" to the students, but they can say "can't" when the students have not been able to move the way

the teacher wants them to. The most important thing is that the teacher's words and actions still match up with his position. A good teacher wants to hear and pay attention to everything their students say so that they can help them learn better. Also, giving positive feedback is better than giving neutral feedback when it comes to helping junior high school students build healthy self-esteem (Dupri & Nazirun, 2020). Undoubtedly, teachers should always comment positive comments while giving oral feedback as well as written work (Gower, Phillips & Walter, 2005). Moreover, Brookhart (2017) suggested some strategies to give good feedback to struggling students (p, 125),

Strategy	Explanation	Example
Focus feedback on the process	Successful students figure out how to connect outcome feedback with cognitive feedback. Scaffold this connection for struggling students, explicitly pointing out how their particular efforts resulted in a particular performance. This scaffolding will help all students, even those for whom it does not come easily, “learn how to learn.”	I saw you go back and reread that sentence. After you change it, it reads better, doesn't it?
Use self-referenced feedback.	If a direct comparison with the criteria for good work would result in a resounding failure, look for signs of improvement from the student's previous work. If students can see that they did make some progress, they will be more likely to persist. If they see they are hopeless failures, they may give up.	Your last paragraph was only two sentences. Here you have four, and they all follow nicely from one to the next.
Select for feedback, and suggest one or two important points	The principle of breaking up complex tasks into small, manageable steps is a long-standing one in instruction. “How do you eat an elephant? One bite at a time!”	Next time you write a paragraph, try to make the first sentence an introduction to the rest of the sentences.
Use simple vocabulary. Define or explain words related to achievement or learning targets, or at least check for understanding.	Vocabulary is a particular issue for many struggling students. We tend to think of this as an issue for English language learners. However, many struggling students have limited vocabulary. Do not avoid learning-related terms (e.g., slope), but do avoid complex vocabulary words if simpler word choices are available.	Next time you write a paragraph, try to make the first sentence a summary of all sentences. That's called a topic sentence.
Check for understanding of feedback.	If a student does not understand the message, it cannot help with learning.	Can you tell me one thing you're going to work on in your next paragraph?
Learn what the student is thinking	When work is sloppy, ungrammatical, or only partly finished, it is easy to fall into the trap of observing and correcting surface features. Do not fall into that trap. Analyze student work for evidence of the students; thinking. This will give	It sounds like you really love to play four-square. Is that why you chose to write about it?

	you more insight into how to help the student move forward.	
Give students an immediate opportunity to use the feedback.	Struggling students, especially, need structured and immediate opportunities to take their next steps in class while you are there to help.	Try revising just this first sentence. When you're done, show it to me and we'll talk about how it can be your topic sentence.

Figure 2.1: Feedback Strategies for Struggling Students

2.3.2.2 Negative/ corrective feedback

At an early age, negative feedback is recognized as a potentially harmful experience (a punishment) for the vast majority of youngsters. The fact that most kids make an effort to avoid making mistakes on schoolwork and receive corrections from teachers is common. For these kids, receiving corrections for their mistakes is similar to doling out punishment. Also, some parents, early childhood educators, and instructors think that correcting children while they are practicing is detrimental (Gower, Phillips & Walter, 2005). On the contrary, corrective feedback can be a significant effect on students' progress if the teacher corrects the mistakes without interrupting the flow of the conversation or making fun of them and do it consistently (Astia, 2018). In addition, Teachers can choose from a variety of strategies when providing corrective feedback to their students. They should be aware that this type of feedback does not necessarily improve students' linguistic abilities. Therefore, we may presume that feedback, even if defined as a positive thing, may be destructive to learners if it is not given in an appropriate manner. Here, a teacher must think about when to give feedback, the nature of the mistake made, the student's personality, and how they want to be taught (Devi, 2014).

2.3.2.3 Peer feedback

In general, students' self-awareness as learners is enhanced when they are given the opportunity to facilitate the learning of their peers through providing feedback. As learning is best demonstrated via teaching, peer feedback is a great tool for improving students' educational experiences, so it's important to provide them with plenty of opportunities to give and receive it (Sackstein, 2017). Though peer feedback has many advantages, it has some pros too. The teacher plays the role of a leader in a class. In this case, students feel less confident to give feedback, thinking about whether they can provide quality feedback or not. Also, they do not take their peer's feedback seriously. In fact, most of the time, peer feedback has full of criticism and lack of motivation (Kangni, 2015).

2.3.3 Significance of feedback

(Blair et al, 2015) pointed out some useful factors of good feedback, which,

1. helps to define good performance,
2. allows for the development of self-assessment (reflection) in learning,
3. provides learners with high-quality information on their study,
4. supports teacher and peer discussion on learning,
5. fosters self-esteem and positive, motivating thoughts,
6. gives possibilities to bridge the gap between existing and desired conditions performance,
7. supplies instructors with information that may be utilized to assist in influencing instruction.

Moreover, in the classroom, it's important to give students feedback on what they have done. Feedback that is focused on learning can help students understand how far they have come, figure out where they are having trouble, and figure out what to do next. Effective feedback gives students a chance to get feedback from their professors both orally and in writing. Following this, the best thing a lecturer can do to help students do better is to give them feedback. Also, using rubrics as one of the ways to give feedback can help students understand what success looks like and make it easier for them to reach their learning goals (Kho, 2019). Besides, students' performance and growth may be evaluated by providing continual feedback. Praise and encouragement, correction, frequent testing, conversations about how the group as a whole is doing, and individual tuition are some of the forms of feedback. Some factors that determine the type and degree of feedback, as well as its timeliness:

1. Different sorts of feedback elicit different responses from learners.
2. Unconfident students may require more persuading and encouragement, but students who are more self-assured and may have an external exam to pass generally enjoy more direct correction from the teacher
- 3.. The culture in which a teacher teaches and their anticipated duties
4. Structured or restricted activities, for example, require a different form of feedback than guided or freer ones. Written activities need a different kind of feedback than oral ones (Gower, Phillips & Walters, 2005).

2.4 Part 3 Teaching Young Learners

In today's increasingly interconnected world, it's more important than ever for children to start learning English at a young age. The ability to communicate effectively in English will serve them well in their future life. However, instructing youngsters in the English language is not a stroll in the park. But if we know what we're doing, it's not hard at all. Professions in education often involve interacting with kids, which can be both rewarding and exciting (Hashemi & Azizinezhad, 2011).

2.4.1 Teaching Young Learners vs Teaching Adults

Accordingly, children are more energetic than adults, have shorter attention spans, and learn a language at different stages of development. Understanding the principles of language acquisition and applying them in ways that keep children motivated to learn is the key to teaching English to children. However, kids don't just pay attention to what they're being taught. They also learn a lot of other things at the same time by observing what's going on around them. Along with, the teacher's explanation is just as important for understanding as what they see, hear, and feel. Also, the younger the students are, the less they will be able to understand abstract ideas like grammar rules but they like it when the teacher pays attention to them individually and that they are usually happy when the teacher likes them. Most of the time, kids like activities that are about their own lives and experiences. But a child's ability to stay focused on one thing for a long time is often not very strong. One of the most important things about young children is that they can learn a new language quickly and well, as long as they get enough practice with it. As they get older, this ability gets worse and worse. On the other hand, adult learners have a lot of experience of learning already, which may slow them down. If a student has had bad learning

experiences in the past, they may be nervous about learning something new. So, those who are used to failure may be ready for more failure, whether they know it or not. However, kids of different ages are all different, and the way a teacher teaches them will also be different.

Teachers might offer a wider range of games, songs, and puzzles to younger kids than adults and teachers might want to make sure that the activities change more often. When interacting with a class of adults, the teacher needs to try to remember how important a student's place in his or her peer group is, and she/he should be extra careful when giving corrections, giving roles in activities, and so on. The teacher should choose topics based on what they're interested in right now. Also, teachers of adults may not see the same things as they do with younger students, but adults can act in different ways regarding behavior (Harmer, 2010). Keeping all these differences in mind, a teacher needs to have knowledge about different teaching and learning styles.

2.4.2 Young Learners' Learning Styles

Different students learn differently. Teachers must incorporate their curriculum activities for each learning style so that all students can succeed. Harmer (2010) mentioned the “Neuro-Linguistic Programming” model which shows, students are influenced by three types of learning styles,

- Visual learners are mostly influenced by pictures and visual images.
- Auditory learners remember things by hearing.
- Kinaesthetic learners learn best when they do some physical activity. They mostly prefer a hands-on approach (p.16).

So, the teacher needs to identify students learning styles to give them an effective learning experience.

2.4.3 Feedback and corrections for young learners

It is critical for a teacher of young children to understand how to communicate with them and provide necessary feedback in a positive and constructive manner. It is common knowledge that praise and encouragement are powerful motivators for getting children to respond the way we want them to. It helps them gain confidence, self-esteem, and knowledge of what is right and wrong, as well as make positive choices about their behavior. Giving feedback to young learners is an interesting and useful way of informing students about how well they perform or what areas need improvement. When done correctly, learners can achieve more in terms of self-development. In terms of giving oral feedback to young learners, teachers should give them direct and specific feedback, as young learners are so little by age that they are not able to understand indirect feedback. In order to correct their mistakes, teachers should be very careful. They should do reformulation “where the teacher repeats what the student has said, but correctly this time, and does not ask for student repetition for the corrected form” (Harmer, 2010). In this way, young learners will not feel demotivated.

CHAPTER-3

THEORIES INTO PRACTICE

3.1 MY EXPERIENCE

To complete my degree, I had to do a 6-credit dissertation which is mandatory for every student. As my major was ELT and Linguistics, I had two options to choose, one would go for thesis another one was internship. However, I chose internship because Teaching was a dream job for me. So, it was a golden opportunity for me to teach younger learners.

Therefore, my 3 months journey as an intern started on 29th May 2022. I am very thankful to Mr. Md. Bodruzzaman, who is the principal of Western Laboratory School, Uttara, Dhaka, for giving me a chance to be an intern in his school. I was assigned to Mrs. Farhana Zaman, a class teacher of the Nursery. Before starting my internship, I was in great fear and hesitant to cope up with the new environment. However, my supervisor allayed my fear with a warm welcome. Equally, the other teachers were so friendly and welcoming. Hence, I felt really comfortable working with them. There were approximately 12-13 teachers. Everyone was very cooperative.

Generally, I used to go to school 3-4 days a week. The duration of the school time was 8.00 a.m. to 1.30 p.m., but I had to present around 7.30 a.m. for assembly. In the assembly, my responsibility was to line up the students properly. After the assembly, children would line up and swipe their ID cards to go to the classroom. I had to check whether everyone could swipe their Id cards properly or not. I really enjoyed doing these duties.



Figure 3.1: Students doing assembly

Undoubtedly, teaching young learners is very challenging and it was very difficult for me as I was a newcomer in this sector. I thought, it would be very difficult to interact with the students because every individual is different. However, the way they accepted me, later it became very easy and enjoyable too.

First two weeks, I used to observe classes. Farhana miss asked me to take her class. I used to take Nursery class but sometimes other teachers asked me to take some proxy classes too. Apart from these, I used to check students' classwork and homework copies. There I realized checking copies is the most challenging work because I had to put comments on them and those comments were very important for the students' development. That is why, I needed to be very careful while giving feedback.

Moreover, there was an autistic child in the nursery class who was very inattentive. She used to disturb the kids in the class so much that I had to take her outside and sit with her separately and help her to complete the classwork.

Overall, students were very interested in my class more than in their class teacher. As young children are likely to learn new things from a new person., they loved me and accepted me very warmly. Most interestingly, the day when I did not take the class, they asked their class teacher to call me and let me take the class, which gave me more inspiration.

3.2 CLASS OBSERVATION

In the first two weeks, I observed classes sitting in the back. The first class I observed was Std. 3 English 2nd Paper. They had a great classroom arrangement. There were one whiteboard, one pair of table-chair for the teacher and 10 pair of table-chair for the students. All the table-chair were painted with bright colors, and also the walls were painted with cartoons which made me feel so happy. Most importantly, the thing I have observed was,

Use of Board: It is an essential resource that every teacher has. In that class, there was a medium-sized whiteboard which the teacher divided into two parts, like this,

<p>Today's Captain</p> <p style="text-align: center;"><u>Topic</u></p>	<p>Date:</p> <p>Day:</p> <p>Sub:</p> <p>P.S:</p> <p>A.S:</p>
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Figure 3.2: Whiteboard

Generally, the teacher should try to avoid long writing time while students are just watching and waiting. Teacher should find opportunities to write things up on the board while students are working on other things (Scrivener, 2005). However, in that class, while the teacher was writing on the board, students were waiting and watching. Scrivener also said that, the teacher should write on the board in a way that doesn't block the view for the students and he/she can make eye contact with the students (2005). The teacher of that class was doing the same which I really like. She was writing on the board and at the same time making eye contact and asking questions about the topic. In order to copy something, she was making clear what to copy and what not. She was also giving the students enough time to read and copy that down. According to Gower, Phillips and Walters (2005), "Make it clear to students when they need to copy something and when it isn't necessary. If you want them to write something down, allow enough time to do the job properly; write it up neatly, give the students time to read it, and then copy it down" (p, 68). The second thing I observed was,

Seating Arrangement: In the Nursery class, as the students were so little by age, they kept moving all the time.

So, I tried to make them sit properly by telling them stories and promising them to make cartoons on their copies. However, in the class, I noticed two types of seating arrangements- circle and grid.



Figure 3.3: Seating arrangement

Interaction between teacher and students: When I was observing grade 1, I saw a good balance between teacher Talking Time and Student Talking Time. Gower (1983) stated that, if a teacher talks too much then the students do not get the maximum opportunity to talk (p.33).

Every time the teacher asked the question, the students were responding her very well. I did not see any hesitation among the students. Most importantly, if any student needs to ask something, she/he was frankly asking to the teacher and the teacher also beautifully explained the answer to them.

TV in the classroom: While I was assisting a teacher in P.G., I saw a TV there. Sometimes the children get bored and make noise too much. Then, the teacher played videos on the TV. For

example, ABCD songs and songs teaching numbers. After watching she asked the students to repeat what they have watched on the TV.

Rapport: According to Harmer (2015), “from a good and successful rapport, students’ perception of the teacher as a good leader and a successful professional” (p.113). I have observed a good and established rapport between the teacher and students while observing grade 1. Here I am describing some of the characteristics according to Harmer (2015),

Recognizing students: In that class, the teacher was very good at remembering all the students’ names. She was able to recognize all the students by their names.

Listening to students: The teacher was listening properly to the students. She was showing equal interest to every student.

Respecting students: While the teacher found any mistake of any student, she makes sure that she corrects them with proper respect. She was very careful not to demotivate them through her words.

Lesson plan: In every class, there is a lesson plan for all the subjects which the teacher follows strictly. Those lesson plans include all the class work, homework, and reading materials the students need to complete on that date. It is important to write down what the teacher expects the students to be able to do by the end of the lesson and it helps the teacher to think logically through the stages in relation to the time that the teacher has in hand (Gower, Phillips & Walter, 2005).

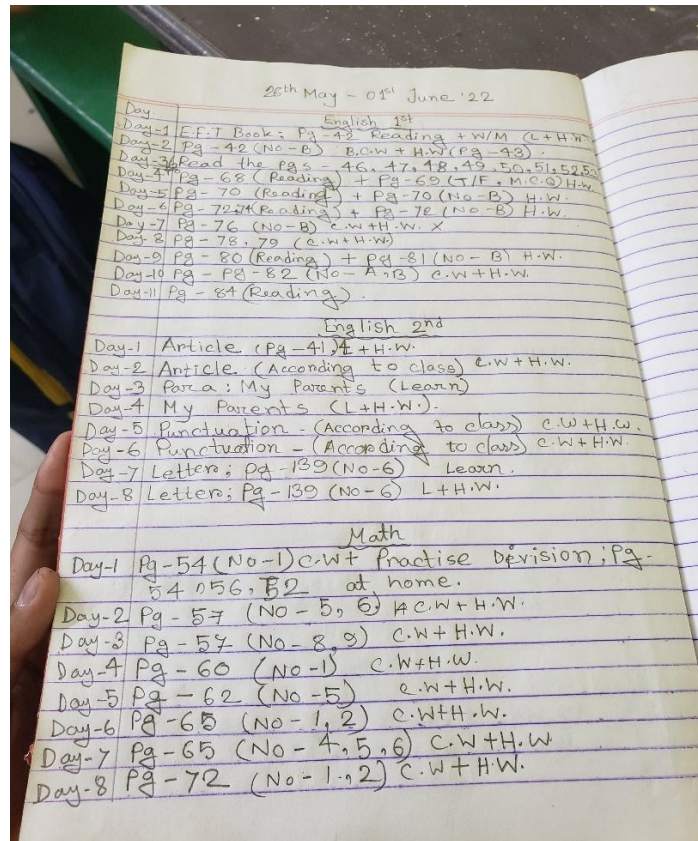


Figure 3.4: Lesson plan

After this class observation, I was asked to check the homework copies of P.G. while checking those copies, I noticed,

Tracking dots: In their copies, the teacher wrote numbers 17 and 18 by using dots. The students were asked to follow and track the dots and write over them. I found this technique very useful for young learners to learn writing.

3.3 FINDINGS ON GIVING FEEDBACK AND CORRECTION:

Every student was different where some students were usually quiet and never disrupted the lesson, while others were continuously tired and constantly moved around the room. It was difficult to provide useful feedback to these kids since they required so many unique

approaches. Written feedback was crucial for some students, while others preferred to get comments verbally. The grade-1 teacher used to provide kids with constructive feedback based on their capacity to accept it.

Feedback during oral work: I observed some of the techniques that the teacher was using while giving feedback to the students' answers. When the students were saying any wrong answer/sentence, the teacher asked them to repeat that again. While repeating some of the students understood what was their mistakes but some were not. To them, the teacher herself was repeating with that student. For example, one of the students said, "Rahim goes to the school" while the question was, "where did Rahim go?" So, the teacher repeated with that student, "Rahim goes to the school?"-with a question mark to highlight the mistake. This repetition is called echoing. According to Harmer (2015), "echoing is a precise way of pin-pointing an error" (p.144). Still that student was unable to catch her mistake. Then the teacher made her understand by explaining that- if the question is in the past form, we have to use the past form of the verb while answering. So, in the question there is "did", that's why we have to use the past form of the verb "go" which is "went".

Feedback during written work: the teacher was so careful during giving feedback to the writings. If there were no mistakes, she was commenting, "very good" or "excellent" with red pen and also made stars and smiley faces to motivate them. And, if she could find any mistake, she called that student and made him/her understand about their mistakes. She also made corrections in the copy. Also, if she found any bad handwriting or incomplete work, she wrote that on the copy. For example, "practice handwriting", "handwriting need to be beautiful", "follow the line", "finish the work", etc.

Corrections: When I was observing the English copy of class 1, I did not notice any techniques that the teacher did follow while correcting the errors. According to Gower, Phillips & Walter (2005), “the students will need to know whether the problem is grammatical, syntactical or phonological” (p.166). The teacher just marked the error and corrected that. She did not mention what kind of error was that and did not comment anything.

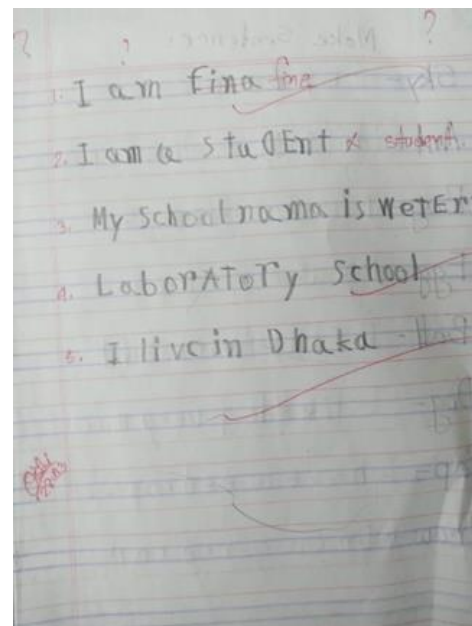
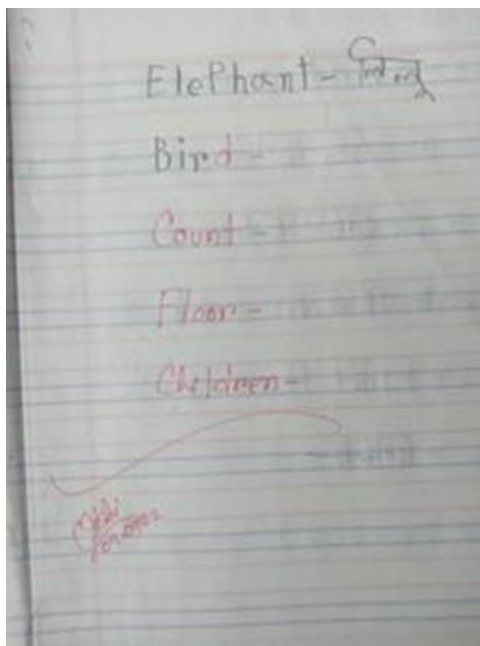


Figure 3.5: Corrections on the copies

The above figure depicts the student wrote the wrong meaning of elephant- ‘lilu’ but the teacher did not correct that mistake. On the other side, she did some spelling mistakes which the teacher corrected but did not give any comment on what kind of mistakes it was or how to get rid of those errors.

However, as the students of Nursery and grade 1 were very little, they were not capable of understanding indirect feedback. That is why teachers used to give them positive and direct feedback, which caught my eye the most. Besides, the students were not careful enough about that feedback. Hence, the teacher engaged them with peer feedback. After class work, she used to ask a random student whether the student was right or not. By doing this, students get encouraged to perform well.

3.4 METHODS/ TECHNIQUES AND THEORIES APPLIED

As I am an ELT student, I learned so many teaching methods and theories. However, I tried to apply the most effective ones to enhance learning. Since I took the Nursery and Grade 1 classes, I had to choose those theories and methods very carefully. Moreover, before applying the methods I discussed them with my on-site supervisor and she helped me a lot with it.

Eliciting: Before starting the topic, the teacher asked some questions related to the topic to know how much the students have knowledge about that topic. According to Scrivener, “Eliciting means drawing out information, language, ideas, etc. from the students” (Scrivener 2005). That day, the topic was, “Article”. Before starting a topic, the teacher wrote three sentences on the board:

1. This is a pen.
2. That is an orange.
3. The girl is very cute.

After writing these on board, teacher asked the students “why in these three sentences A, AN and THE are used? “Do you know what they are called?” That’s how the teacher used elicitation to

know whether the students know about Article or not. Some of the students replied they are called Article but they didn't know where we should use a, an and the. That's how teacher got to from where she needs to teach them. Scrivener said that, "With this technique, there is a reduction in unnecessary teacher talk and a maximization of student talk" (Scrivener, 2005).

Total Physical Response: When I entered into the classroom, all the students stood up and said good morning to me. After the greeting part, I asked them to repeat with me the twinkle twinkle rhyme and while repeating they did some body movement like indicating up above, so high, sky etc. These body movements are referred to TPR. According to Gulsanam and Farangiz, "Asher carefully considered how infants acquire language and based on his method on three principles of first language acquisition: listening precedes speaking, language learning is associated with body movement, and listening skill prepares a child for speaking" (2021).

Peripheral Learning: As I got the chance to teach Nursery and Grade 1, I noticed Peripheral Learning among students, which means they were learning subconsciously. However, in my class, I tried to make some colorful posters with the students which included numbers and the alphabet to make them learn subconsciously. I found it very effective for them to learn quickly rather than memorize.

The Noticing Hypothesis: According to this hypothesis, a learner cannot learn without noticing. So, while giving written feedback, I kept this in mind. For example, when I was checking students' homework copies, I underlined their mistakes and corrected them with a red colored pen and if I found everything correct, I put a star to motivate them.

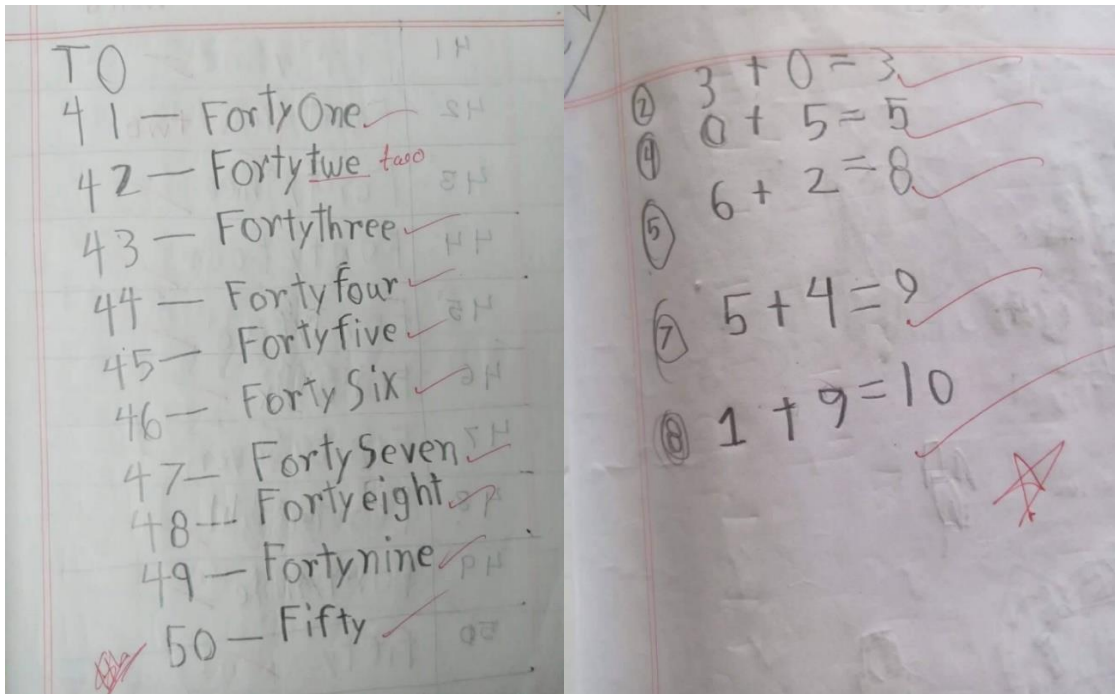


Figure 3.6: Checking copies

Burning the Midnight Oil: This theory refers to the way of marking and correcting mistakes. If we mark everything in one task, it takes so much time and is very demotivating for the students (Harmer,2010). So, I preferred selective marking. While checking copies, I focused especially on spelling or especially on verbs or articles. That is how students got fewer red marks on their copies, and they could pay attention to the errors I highlighted.

Scaffolding: I found this method the most useful one in a young learners’ classroom. This method is the most effective way of giving positive feedback. For example, while I was taking the English class in Grade 1, I asked one student to tell me the ‘Rain Rain’ poem. However, she kept stuttering while reciting the poem. Then, I helped her by repeating some words and especially repeating the last word, to encourage her to continue. Also, I gave the correction of pronunciation if she pronounced something wrong. I think, in this way, young learners get motivated to learn and communicate in class.

Progress test and scoring: In my second week, I have been asked to take a progress test of grade-3, science class. Before the test, the teacher gave me the test questions and asked me to write them on the board. The test was on the chapter they have learned in the previous week. So, I collected their class test copy from the locker and gave it to the students to write the test. Before starting, I told the students that who will get full marks, I will give him/her a reward. After knowing that, they were so excited and motivated to do well in the test. Their teacher asked me to cut .5 marks for 2 mistakes and I did so. All the students did so well. However, their average mark was 7 on 10. One of them got the full marks. So, I gave her a reward in the next class.

CHAPTER 4

SOME NEGATIVE EXPERIENCES

My overall internship experience was so good, except for some days. I believe everything in this world has positive as well as some negative aspects. So, I took those negative things as a positive tool to improve myself. Here are some of the challenges I faced,

1. For most of the days of my internship, I noticed that the class teacher entered the class 10-20 minutes late. For this, she could not able to finish the topic for the day properly.
2. Although all the teachers accepted me very warmly, there were some teachers who gave false complaints about me to the principal. I think they used to feel jealous of me because I taught the class very interestingly and used many teaching techniques.
3. Sometimes, they would keep me so busy with checking copies that I would not get a chance to observe or take classes.
4. Since, my background was ELT and linguistics, I wanted to take the classes according to the theories and techniques that I learned through my ELT courses. However, I could not do so because the teachers did allow me as they were unaware of them.
5. Despite being an English medium school, I never saw the teachers communicate with their students in English. So, in my class, when I tried to communicate in English, most of the students' felt hesitation.
6. The most negative thing I have noticed was, all the teachers were more focused on private teaching. I think if a teacher teaches a topic well in a class, students do not need to do coaching/ private tuition. That is why the teachers did not use to take the class properly as they wanted to finish the topic in the private tuition

CHAPTER 5

RECOMMENDATIONS:

During my internship, I found some ideas which can help teachers to improve the teaching and learning experience,

1. Teachers should practice using teaching techniques and methods in the class.
2. Teachers should encourage students to participate in their class activities. Participating in class activities also helps them to improve their proficiency in English.
3. Teachers should not support students memorizing habits. They should encourage them to understand the problem first and then try to think creatively.
4. Teachers should focus on more communicative tasks like role-playing or dialogue delivery and so on.
5. Regarding feedback giving, teachers should select one day a week to give detailed feedback and discuss those in a positive manner.
6. Teachers should encourage students to communicate in English.

CHAPTER 6

CONCLUSION

In short, understanding students' needs, giving constructive feedback to meet those needs of individual students, and encouraging them to participate in and reflect on the learning process results in positive learning outcomes. It is more important how feedback is delivered than how much feedback is given. Focused, detailed feedback assists students in understanding learning objectives, selecting the appropriate solutions for the task, making corrections throughout the learning process, monitoring their own progress, and determining the next steps. In this paper, I tried to promote the feedback-giving process as a key learning tool for young learners. As for me, I think, teachers should reconsider the feedback process in order to enhance learning.

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