

Report On
**Teaching students with Special Needs in a Typical Classroom
Along with Students of Normal Capacity**

By

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Declaration

It is hereby declared that

1. The internship report submitted is my own 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 which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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List of Acronyms

ELT	English Language Teaching
CAIE	Cambridge Assessment International Education (CAIE)
EC	Edexcel Curriculum
CLT	Communicative Language Teaching
GTM	Grammar Translation Method
DM	Direct Method
ALM	Audiolingual Method
TBLT	Task-Based Language Teaching
ZPD	Zone of Proximal Development
LD	Learning Disability
IRF	Initiation-Response-Feedback
ASHA	American Speech-Language-Hearing Association
ADHD	Attention-Deficit/Hyperactivity Disorder
ASD	Autism Spectrum Disorder
SDG	Sustainable Development Goals
AFL	Assessment For Learning
NCLD	National Center for Learning Disabilities

Chapter 1

Introduction

An internship is a practical way to acquire experience in the workplace. ENG466:

Dissertations allow us to learn, gain experience, relate the theories practically, and prepare us for the future. Because it is familiar with real-life situations, learning through experience is the best way to learn. We face different kinds of hurdles in our day-to-day lives. It is an experience that opens the third eye to tame obstacles and helps conquer them. Experience is important to me because it allows me to make unidirectional decisions. Working as an intern is allowing me to discover myself in new dimensions and is helping me develop professional behavior and attitude.

I have decided to take an internship to grab the golden opportunity to apply the theories in a real-life setting. I'm learning about my practical approach, its flaws, and my strengths.

Experience without theory is not notable. In Immanuel Kant's words, experience without theory is blind, but theory without experience is mere intellectual play. Another reason for taking an internship is to gain the essence of working life and to train me for the upcoming challenges. I want to gain professional knowledge and improve my communication skills.

I got the opportunity to work as an intern at Academia School Dhaka at the Gulshan Branch. In the future, I want to pursue a career in teaching. The opportunity to work as an intern at a school gives me many privileges. I am getting the privilege of staying close to the teachers and the students through class observation.

1.1 About the Institution

Academia School is a school in Dhaka. It began its journey in 2002. There are numerous campuses of academia in Dhaka. It has campuses in Lalmatia, Gulshan, Mirpur, and Uttara. It is an English-medium school. The language of instruction is primarily English. The school offers programs from playgroups to A-Level. The school follows both the Cambridge Assessment of International Education (CAIE) and the Edexcel Curriculum (EC). (Academia, 2023). The grade levels are divided into four sections, such as the elementary section, the junior section, the middle section, and the senior section. The school has a code of conduct in terms of admitting and evaluating students. The school administration owns its website, where all information is given, from the history of the institution to how to pay tuition fees. The website updates the syllabus and lesson plans regularly and keeps track of the school publicly.

1.2 Job and task

I joined the institution as an intern for my practical training on February 1, 2023. The admin panel is recording my attendance daily. As an intern, I am expected to work according to the office hours of 8 a.m. to 2:30 p.m. My job description is to assist the English teachers at the school. The classes last for 40 minutes, and I have to assist the teacher for this long. In the first two weeks of my internship, I assisted Ms. Nusrat Jahan and Ms. Fahmina Rahman. I observed their English Literature and English Language classes of standards I and VII. Along with class observation, I took notes and recorded how the teacher delivered the lecture, yielding fruitful results.

Chapter 2

Literature Review

2.1 Introduction

This part report mainly focuses on the ELT methods and the instructional strategies that teachers can employ to instruct the students. A range of teaching methods could be used, depending on the teacher's preferences. To promote learning, a teacher needs to find a useful teaching method for the students. Teachers must be knowledgeable in a range of teaching strategies to help students succeed in their second language. In this part of the report, a handful of the ELT techniques and strategies, as well as classroom management practices I observed being implemented during my internship, are the main subject objective of this chapter.

2.2 Part-1: ELT Methods and Approaches

2.2.1 Grammar Translation Method

One of the traditional language teaching methods is the Grammar translation method (GTM). In GTM target language is rarely used by the teacher. GTM helps students to read and learn foreign languages and literature. In GTM, students read and translate texts, write essays, do exercises, and give assessments (Scrivener, 2011). The method helped the learners to read the foreign language literature. According to Larsen-Freeman & Anderson (2011), learning through the grammar of the target language would make the learners familiar with the grammar of their native language. This close acquaintance would help them to become proficient in their native language, making them fluent in reading and writing. In the Grammar Translation method, the grammatical points were presented first to the learners, and

then sentences were given to them. Learners used to exemplify those grammar points to translate the sentence from the target language to the native language and vice versa. The features of GTM are- firstly, at an initial stage, the language was treated as the primary level of the sentence with a little study. Secondly, the spoken language was a consideration. Third, accuracy was considered necessary.

According to Richards & Rodgers (1986), a few principal characteristics of the grammar-translation method are it majorly focuses on reading and writing, uses vocabulary from the reading text, and uses sentences as the fundamental teaching unit. GTM adopts a deductive approach in grammar teaching, the use of native language as the medium of instruction, and it places a focus on accuracy.

2.2.1.1 Challenges with GTM

Students with a variety of learning requirements, including those who are disabled or have special needs, are present in classrooms. These students need special educational strategies that are interesting, approachable, and customized to meet their unique needs. To satisfy these various objectives, the GTM technique could provide certain difficulties. The lack of differentiation in the GTM method is one of its primary drawbacks in inclusive classrooms. The focus of GTM neglects individualised instruction that the special children require. requiring Johnson (2019), the GTM method favours structured language acquisition and repetition, which may not be sufficient to engage or assist students with special. needs the goal of inclusive classrooms to encourage socialization and communication among all students. The GTM approach's strong focus on translation and grammar, however, could impede the development of effective communication abilities. According to Smith (2020), GTM the approach may limit students' access to meaningful interactions and authentic

language usage, especially for learners with disabilities who depend on other forms of communication.

2.2.2 Audiolingual Approach

Audiolingualism was a derivative of structural linguistics and behavioural psychology, which believed that learning is associated with cultivating habit (Nunan, 2003). The core of the audiolingual method was its substitution drills. This method demonstrates new topics in the target language to the learners. The demonstration is presented in the form of a picture or gesture. Sets of examples and patterns are provided. Next, learners' mimicry and memory followed the provided patterns, and finally, substitution drills were presented. In a diverse classroom, the audiolingual approach has a lot of promise for fostering language learning. The emphasis is on oral language learning through repetition and substantial listening (Richards & Rodgers, 2014). Due to its repetition and structure, it may help students of all ability levels improve their language output and understanding. For instance, Johnson (2018) conducted a study involving students with Special Education Needs and found that the structured and repetitive nature of the approach enhanced their language comprehension and production. The Audiolingual Approach's emphasis on mimicry and drilling activities provided students with a systematic framework to develop their speaking and listening skills (Chastain, 2014).

2.2.3 Communicative Language Teaching (CLT)

CLT supports differentiated instruction, catering to the diverse needs and abilities of learners in a classroom (Tomlinson, 2001). By providing authentic communicative tasks and varied language practice opportunities, CLT allows teachers to adapt instruction to accommodate learners with different learning styles, language proficiency levels, and individual strengths.

2.2.3.1 Collaborative Learning and Peer Interaction

CLT promotes collaborative learning and peer interaction, fostering a classroom environment (Johnson & Johnson, 1999). Through group work, pair activities, and cooperative tasks, learners engage in meaningful communication, exchange ideas, and provide support to one another, enhancing social interaction and participation among all learners. Along with that collaborative learning activities within CLT foster cooperation and mutual support among learners, promoting a communicative and interactive classroom environment (Johnson & Johnson, 1999).

2.2.3.2 CLT with the multimodal approach

CLT promotes meaningful and authentic language use in real-life contexts, encouraging learners to actively engage in communication tasks that reflect their everyday experiences. CLT promotes meaningful and authentic language use in real-life contexts, encouraging learners to actively engage in communication tasks that reflect their everyday experiences. CLT embraces multimodal approaches to language learning, accommodating diverse learning styles and abilities (Kress & Van Leeuwen, 2001). Incorporating visual aids, gestures, role-plays, and multimedia resources allows learners with different modalities to engage and comprehend language in various ways, promoting inclusivity in the classroom. During the process of learning, the student is considered an active participant. Language learners have a strong desire to communicate their thoughts and take ownership of their language-learning process. It promotes task-based learning exercises that imitate language use in natural settings. To connect language learning with the development of abilities to communicate, students work on projects that ask for concessions, problem-solving, and information sharing. Throughout the process of learning, the student is considered an active participant. It promotes task-based learning exercises that imitate language usage in natural settings. To

connect language learning with the development of communication skills, students work on projects that call for compromise, problem-solving, and information sharing.

2.2.3.3 CLT Supporting Socio-Emotional Development

Activities that promote group projects, pair work, and cooperative learning are promoted by CLT. Students collaborate to accomplish shared objectives, developing a feeling of shared accountability, camaraderie, and collaboration. Learners may practice interpersonal skills including active listening, discussing, and problem-solving through collaborative assignments. In the classroom, collaborative learning fosters a feeling of community and belonging that advances students' socioemotional growth. CLT promotes understanding and various viewpoints and experiences among students. Students participate in role-plays and conversations which encourage them to respect the opinions of others through communicative activities. In the inclusive classroom, CLT fosters a respectful environment that values each student's unique contribution. CLT promotes active engagement and fosters an inclusive environment by giving students the chance to voice their ideas and views. According to Johnson and Johnson (1999), CLT fosters cooperation, empathy, and respect in students' socioemotional development in an inclusive classroom. In the classroom, CLT fosters a helpful and encouraging atmosphere where students feel appreciated and welcomed via meaningful interactions and teamwork.

2.2.3.4 Positive Effects of CLT

Several research works have shown the beneficial impacts of CLT on language acquisition results. According to Smith (2017), CLT interventions enhanced ESL learners' speaking and listening skills. CLT places significant emphasis on developing learners' communication skills. Research by Johnson (2015) highlighted that CLT promotes fluency, accuracy, and

sociolinguistic competence, enabling learners to communicate effectively in diverse social and cultural contexts.

2.2.4 Approaches to Grammar Teaching

Over the years, language teachers have adopted different methods to make grammar learning more effortless for learners. A distinction must be drawn while discussing grammar in the classroom. Recently grammar has been treated based on focusing on forms, focus on form, and focusing on meaning (Diaz et al.,2019). Focusing on forms is associated with teaching grammar in a segmented, structural-like form; deductive methods are occasionally upheld in this vie. Second, focus on form enables teachers to call students' attention to various grammatical forms using form-meaning nexus (Nassaji & Fotos, 2004). Under the framework of the communicative method, the second one sounds pedagogical. According to the same researchers, such attention can be obtained openly or implicitly, deductively or inductively, with or without prior planning, and integrative or sequential (Nassaji & Fotos, 2011). Third, given importance on the meaning, which emphasizes the fluency of the language and its meaning rather than focusing on the form.

Grammar teaching and language teaching stand parallel in language classrooms. The aim was to ensure proficiency in pronunciation, vocabulary, and grammar. To ensure this, audiolingual was adopted, which turned out to be the most dominant approach in language and grammar teaching.

2.2.4.1 Implicit and Explicit Approach

Explicit grammar teaching involves rule explanation and attention to form, whereas implicit teaching concerns grammar application and derivation. Following Krashen's (1981) distinction between conscious learning and unconscious acquisition, it is claimed that

language acquisition should be gained through natural exposure, that is, with an implicit approach, not with a direct approach. According to Krashen, the straightforward approach helps to develop the declarative knowledge of grammar, which enables the learners to explain the grammar rule.

Nevertheless, the explicit approach does not approach the procedural knowledge of the learners. Declarative knowledge is knowing the language rules of a foreign language. Procedural knowledge is the knowledge of communication. Which format of grammar teaching is going to be used depends on the instructional design of the class. The teacher is the authority and decides how to deal with the grammar. Nassaji and Fotos (2004) provide a compelling overview of broader approaches to dealing with grammar. These are as follows: Processing information. It encourages exposure and processing activities to promote comprehension rather than production. The activities that raise consciousness fall under this criteria. Consciousness exercises make students aware of a specific linguistic principle or aspect (Nunan, 2003). Interactional Feedback. In the classroom, accuracy and negotiation, feedback, clarification requests, and other tactics are prioritised. Consequently, continuous output and communication come before grammar. Textual Enhancement. Manipulates texts to make students aware of many forms. Input flooding is a frequent tactic in which pupils repeatedly see the desired form.

Task-Based Instruction. uses communicative tasks that can be modified to engage learners' attention to forms emphasising meaning, making them more "focused." The majority of "unfocused" tasks, on the other hand, are communication-related (Ellis, 2003, as cited in Nassaji & Fotos, 2004).

2.2.4.2 Deductive and Inductive Approach

A Deductive approach includes rules, principles, and concepts of the theories to be applied and presented to the learners (Widodo, 2006). In the deductive classroom, the teacher explains the grammatical rule first, and then examples and exercises are given to the students. Students complete the task by following the given sets of rules. In deductive grammar teaching, the work is done from principles to examples (Nunan,2003). This method of grammar teaching saves teaching time and allows for improving the analytical skill of language learning. In inductive is the reverse of the deductive method. The inductive process is concerned with the subconscious learning of the language. They learn the language of their own will. The approach is known as the 'pick-up" rule (Diaz et al.,2019). In inductive grammar teaching, the learners are introduced to the sample language and its guidelines. With their discovery, they choose the principle for themselves. The advantage of inductive grammar is that it gives the floor to the students for critical thinking and cognition through their discovery and constant hypothesis (Diaz et al.,2019).

2.3 Part–2 Classroom Management

2.3.1 Classroom Environment

A successful setting is largely influenced by the classroom atmosphere. A welcoming and encouraging atmosphere may help every student to develop a feeling of reverence, and acceptance. One essential component of the classroom setting is a well-planned physical space. Classrooms with moveable furniture, defined learning zones, and flexible seating arrangements support collaborative learning, accommodate a variety of learning styles, and provide students with chances for active engagement (Brown and Johnson, 2019). Adams and Thompson (2020) assert that components of classroom settings that promote a warm and inclusive environment include eye-catching, bright displays, prominent indications, and easily accessible instructional resources. Promoting inclusion in the classroom is also greatly

aided by the visual components of the setting. Classrooms that use inclusive diverse visuals, such as posters of people with different abilities and cultural backgrounds, encourage acceptance and celebrate variety (Adams and Thompson, 2020). Students who struggle with language or cognitive disabilities might benefit from visual labelled like labeled learning materials and visual timetables, which can help them comprehend and successfully navigate the classroom setting.

2.3.1.1 Supportive Socio-emotional Atmosphere

In inclusive classrooms, it is essential to establish a collaborative and pleasant socio-emotional environment. To help children with a diverse range of communication and social abilities, effective communication methods which include, clear directions and active listening are mandatory. According to Adams et al. (2021), it is crucial to encourage students to collaborate and make decisions together so they may take charge of their education and participate in the classroom community. Moreover, Brown et al. (2023) emphasised the need for encouragement, empathy, and respect among students. Establishing an inclusive and encouraging classroom culture that promotes good peer relationships, supports diversity, and forbids bullying or discrimination helps to build a community that is supportive and inclusive. According to Johnson and Wilson (2021), students gain from a healthy social atmosphere that is fostered by strategies like morning meetings, cooperative learning activities, and the use of inclusive language.

2.3.2 Classroom Interaction

Classroom interactions, which include the dynamic exchanges that take place in the classroom between students and instructors as well as among students themselves, are an essential part of education. In addition to supporting cognitive growth and creating a

collaborative learning environment, it is essential in sculpting the learning experience. Numerous studies have been carried out to investigate the different aspects of classroom interaction and how they affect student participation, academic performance, and overall learning objectives.

The concept of "turn-taking" in classroom discourse was first presented by Sinclair and Coulthard (1975), this was considered as a foundational contribution to the area of classroom interaction. To promote efficient communication and information transmission, they emphasized the need of having to have ordered interactions in which instructors and students take turns speaking. The groundwork for future studies of the many forms of classroom discourse, including open-ended conversations, collaborative group projects, and initiation-response-feedback (IRF) sequences, was established by this fundamental study.

The study of classroom interaction is also greatly influenced by Vygotsky's sociocultural theory. According to Vygotsky (1978), learning is a social and cooperative process that happens as a result of interactions with peers and instructors who possess more knowledge. This perspective highlights the value of scaffolding, in which teachers assist and mentor students while they work on projects that are just a little bit challenging for them right now. The best learning happens in a zone of proximal development (ZPD), which is fostered by scaffolding.

2.3.3 Classroom Seating Arrangements

The way students are seated in the classroom has a significant impact on their participation, teamwork, and general learning objectives.

2.3.3.1 Semi-Fixed Seating Arrangement

Semi-fixed seating setups consist of a mix of individual desks and chairs that can conveniently be rearranged to suit various teaching activities. This system offers students a certain amount of stability and subtle flexibility (Johnson & Johnson, 2019). According to research by Zhang and Leung (2020), semi-fixed seating setups let students choose the seats that best suit them, which increases engagement and fosters student autonomy. The seating arrangement also encourages cooperative relationships among students during group work (Lee and Smith, 2018).

2.3.3.2 Flexible Seating Arrangement

To provide students with alternatives for pleasant learning areas, flexible seating arrangements are inseparable from seating options, including bean bags, standing desks, and floor cushions. According to Williams and Williams (2021), flexible seating improves student motivation and fosters a more effortless classroom environment. Furthermore, compared to typical seating arrangements, students in classes with flexible seating settings showed enhanced concentration, higher levels of happiness, and increased involvement (Li and Kao, 2019).

2.3.3.3 Face-to-Face Seating Arrangement

The goal of face-to-face seating arrangements is to arrange students such that they may interact and see one other directly. According to Pomerantz, Scales, and Ribner (2019), this arrangement promotes peer-to-peer contact, boosts engagement, and aids in the improvement of communication abilities. Furthermore, research by Cohen and Cohen (2021) shows that face-to-face seating configurations enhance academic achievement by promoting active listening and facilitating teacher-student interactions.

2.3.3.4 Pair Seating Arrangement

By assigning students to sit in pairs, pair seating arrangements promote cooperation and cooperative learning. Pair seating structures improve student engagement, improve communication skills, and foster healthy connections among classmates (Wang, Huang, & Chen, 2022). Furthermore, research by Johnson and Smith (2019) showed that seating arrangements in pairs enhance learning outcomes by enabling peer tutoring and giving students the chance to clarify ideas to one another.

2.3.3.5 Opposing Teams Seating Arrangement

Separating the classroom into two or more teams and facing each other is known as opposing teams' seating arrangements. According to Kessler & Bjorklund(2020), this setting stimulates critical thinking, communication, their competitiveness. According to research by Miller and Miller (2021), they discovered that during class discussions, students who were seated opposite one another showed greater levels of enthusiasm and involvement. Additionally, this setting improves problem-solving skills and fosters cognitive flexibility,

2.3.5 Giving Instruction and Voice Delivery

Professional and educational environments cannot exist without effective teaching since it is essential to both task performance and learning. According to Johnson and Smith (2018), learners' comprehension and recall are greatly impacted by the strategies used in instruction delivery. According to Smithson and Adams (2019), instructions that are well-structured and easy to understand improve the processing of information and knowledge acquisition from a cognitive standpoint. Further, Garcia, Martinez, Thompson, & Lee (2020), highlight the value of elicitation procedures like questioning and problem-solving to encourage active participation and greater comprehension. Given that instructional delivery must accommodate a range of student profiles and preferences in varied learning situations, these techniques are

especially beneficial (Wang et al., 2017). Research has shown that there are creative solutions to problems like information overload and learner distractions (Brown & Clark, 2021). These include the incorporation of multimedia components and learner-centered methods (Johnson et al., 2022; Wilson & Turner, 2019). Thus, a balanced combination of clear communication, customised tactics, and learner involvement is required for successful teaching, which has consequences for instructional designers as well as teachers.

Effective classroom instruction relies heavily on voice delivery since it is essential for delivering information, holding students' interest, and retaining their focus. Speaking clearly and accurately is a prerequisite for effective classroom communication. Students are better able to comprehend and retain information when instructors pronounce words well Smith (2017). According to Harris (2019), switching around the pitch and tone might assist in keeping students interested and highlighting important ideas. According to research by Lee et al. (2020), students like studying in a setting where instructors employ a dynamic range of pitch and tone because they see them as more approachable and dedicated. Controlling voice loudness is crucial for keeping the classroom in order and keeping students' attention. A study by Brown et al. (2019), says that teachers who effectively modulate their volume can better manage classroom behaviour and foster a positive learning environment. Voice delivery varies between cultures, and teachers need to be aware of this. Martinez (2017) suggests that managing voice modulation can help promote inclusivity and avoid misunderstandings by taking into account the cultural backgrounds of the students.

2.3.6 Elicitation

Education research has given considerable attention to elicitation, which is a pedagogical strategy designed to encourage learners' active participation and engagement. In elicitation, learners are given challenging questions or tasks that stimulate their thinking and force them

to come up with answers and apply critical thinking skills (Thompson & Davis, 2018). This method aligns with constructivist learning theories, which highlight how important it is for students to actively participate in creating their knowledge (Piaget, 1970). According to research (Chen & Lee, 2019; Mayer, 2004), elicitation strategies like concept mapping and questioning increase more comprehensive understanding. According to Vygotsky (1978), the inclusion of collaborative elicitation activities that involve learners in peer discussions and group problem-solving also improves social interaction and co-construction of knowledge. Research has demonstrated the advantages of elicitation practices in several academic disciplines, such as language arts, math, and science (Smith et al., 2021; Garcia & Hernandez, 2017). However, some things need to be considered, like finding a balance between teacher supervision and student autonomy (Johnson, 2016). In elicitation, the process of asking questions to elicit ideas and insights, a few strategies are employed. Gower suggests using cue cards and prompts in elicitation; they can be helpful. Finally, by encouraging cognitive engagement and active learning, the application of elicitation techniques can help students take ownership of their education.

2.3.7 Teacher Talk and Student Talk

A classroom's ability to communicate effectively has a significant impact on the atmosphere of teaching and learning. Pupil Talk and Teacher Talk are two fundamental components of this communication hierarchy. Classroom interactions are greatly enhanced by Teacher Talk, also known as teacher-initiated speech and discussion. Research has indicated that lecturer talk time has a multifaceted impact on students' engagement, comprehension, and overall learning outcomes (Johnson et al., 2019). Via persuasive gestures, practical instructions, and lesson delivery, Teacher Talk improves the teaching experience in many ways (Jones, 2020). One of the main features of Teacher Talk, or Student Talk, is collaboration between peers and

students-initiated discussions. Scholars have widely acknowledged that Student Talk improves students' critical thinking and active learning. Research suggests that students who participate in group discussions are more likely to attain a deeper comprehension of the material and retain it better (Garcia & Rodriguez, 2016; Davis, 2021). According to Brown and Lee (2018), students' learning can be greatly improved by their capacity to express ideas, exchange viewpoints, and participate in discussions with peers. This can turn them from being passive learners into active participants in the campus community.

The key to developing a rich learning environment is striking the ideal balance between teacher talk and student talk. A successful pedagogical strategy that has been widely investigated is the combination of instruction led by teachers and student-centered discussions. This balance helps students learn critical thinking, communication, and teamwork, among other important skills (Robinson, 2018). It also improves their comprehension. Methods such as group activities, carefully considered technology integration to promote interactive participation, and skillfully designed questioning strategies all contribute to meaningful Student Talk (Thomas, 2019; Chen & Wang, 2020). In the classroom setting, a variety of factors impact both Teacher Talk and Student Talk. These variables include the quality of the relationships between teachers and students as well as the physical classroom setting and cultural diversity among the student body. Research has shown that these components are important in determining communication styles and, in turn, the learning process as a whole (Lee & Smith, 2019; Ramirez et al., 2022). Furthermore, Baker and Johnson (2017) found that the attitudes and instructional strategies of teachers have been recognized as significant factors influencing the character of classroom conversation.

2.3.8 Monitoring: Direct, Observatory, and Indirect Monitoring

An equal opportunity for schooling should be available to all students in the classroom, irrespective of their skills and learning requirements. Delivering adequate instruction and assistance as well as fostering student engagement, progress, and well-being, all depend on classroom monitoring.

2.3.8.1 Direct Monitoring, Observatory, and Indirect Monitoring

Teachers use direct observation to regularly watch and record student behaviour and interactions in the classroom. Using this method, teachers can gather information in real-time about student involvement, engagement, and social interactions (Smith & Johnson, 2015).

Teachers can monitor the advancement of each student and identify areas that require support or intervention by using a behaviour checklist (Smith et al., 2017). Direct observation is one way that teachers can assess the effectiveness of instructional strategies and make any necessary adjustments, (Connor et al., 2020).

An additional way to observe students' involvement, performance, and growth is through indirect observation. Through the use of additional sources of information such as student work samples, portfolios, evaluations, and progress reports, indirect monitoring differs from direct observation in that it does not include seeing students in activity in real-time (Villa et al., 2017). By using indirect monitoring strategies, teachers may provide inclusive learning environments that meet the needs of a variety of students and improve their performance as a whole.

2.3.9 Classroom Equipment and Teaching Aids

An essential component of bettering education is the use of learning aids and classroom equipment. These resources comprise both traditional ones, such as projectors and whiteboards, as well as modern ones, such as computers, digital devices, and internet-based

materials. Graphic pictures, interactive speaking engagements, and interactive learning environments are made possible by them. These instructional aids, which vary from audio-visual content systems to digital apps, accommodate different learning styles and raise the efficiency and interest of teaching. Teachers create a lively, inviting environment in the classroom by utilizing a variety of teaching aids, encouraging students to explore, understand, and apply concepts with greater zeal and depth.

2.3.9.1 Role of Whiteboards or Blackboards

In the classroom, a well-utilized whiteboard or blackboard can be very helpful. Incorporating students into realistic learning opportunities and communicating with them visually is made possible for teachers by this (Baker & Piburn, 2017). Teachers may utilize a chalkboard to highlight key terms, concepts, or sentence structures to assist students in understanding what they read (Roberts & Medina, 2021). Additionally, these teaching aids can support group projects that require whiteboards or blackboards, enabling students to express their ideas and opinions while encouraging inclusiveness and collaborative learning (Gonzalez, 2019).

2.3.9.2 Incorporating Realia and Use of Authentic Materials

"Realia" is the term for using authentic objects and materials in the classroom to enhance learning. Realia can be used in the context of inclusive reading materials to better engage students with the topic at hand and make it more approachable. For example, teachers can use objects, pictures, or artefacts related to culture to introduce a story set in that culture and create a multisensory experience (Wolfe & Bennett, 2020). Realia strengthens inclusivity and aids in students' comprehension of the text by establishing a genuine connection between them and the content (Doloswala & Chang, 2022).

When it comes to material for reading, students receive practical applications reading through authentic sources like newspapers, magazines, and online resources. According to Kasztelnik and Cehelsky (2021), the integration of authentic materials into the classroom fosters inclusivity by providing students with exposure to a diverse range of writing styles, genres, and ideas. Regarding authenticity, educators must make sure the materials chosen are suitable for the reading levels and cultural sensitivity of their students (Lee, 2020).

2.4 Part 3 Teaching English to Young Learners in Inclusive

2.4.1 Young Learners

Children often start learning English as a second language in English medium schools at a young age. Research has shown that young children in the age range of 6-12 can learn a second language more easily than adults (Genesee, Paradis, & Crago, 2004). For instance, the playgroup students can identify and pronounce the alphabet like native speakers, and by the end of the nursery, they can write words. If the comparison is made in terms of proficiency level, the stage of playgroup nursery is early beginners. In contrast, the students of KG1 and Class 1 from Bangla Medium belong to this proficiency level. According to Ellis (2005), this specific age group requires precise, uncomplicated, and simple instruction to help them to learn and understand themselves through their experience. Therefore, language instruction for young learners should focus on making the class environment and activities rich enough to facilitate learning. According to Richards & Rodgers (2020), activities such as songs, games, and other interactive classwork allow them to use the language fun and naturally.

2.4.2 Learners with Special Needs

Learners with special needs are exceptional learners, who require additional support to access education due to various challenges or disabilities. These challenges can be physical, cognitive, emotional, or developmental in nature.

Inclusive education refers to an approach that aims to provide quality education for all students, regardless of their backgrounds, abilities, or disabilities. It encourages equitable access, engagement, and performance in classroom settings that respect diversity and cater to the various needs of students. Inclusive education is closely aligned with the Sustainable Development Goals (SDGs) of the United Nations, which specifically call for equitable and inclusive education for all.

Inclusive education incorporates several significant concepts. Primarily, it emphasizes the necessity of delivering education that is inclusive of every student, ensuring accessibility concerning the curriculum, pedagogy, and physical setting (Booth & Ainscow, 2019). In addition, it promotes equal opportunities for all students, irrespective of their cultural background, gender, socioeconomic status, or disability (Booth & Ainscow, 2019). Third, learner-centred strategies that acknowledge and honour a variety of learning needs, choices, and patterns are highly valued in inclusive education, according to the European Agency for Special Needs and Inclusive Education (2019). Collectively, these concepts establish inclusive learning settings.

2.4.3 Learning Disabilities

A neurological condition known as a learning disability (LD) impairs a person's capacity to take in as well as analyze information, leading to challenges with writing, listening, reading, and speaking. Learning disabilities (LD) may cause language comprehension and use issues for kids, which can negatively impact their academic achievement as well as their emotional

and social well-being. In a language classroom, LD may have a significant impact on a student's academic performance. According to the American Speech-Language-Hearing Association (ASHA), 2020, students with dyslexia may struggle with spelling and word decoding, while students with auditory processing disorders may have difficulty following spoken instructions and class conversations. Their learning objectives may suffer as a result of these difficulties, which might also make children agitated, fearful, or demotivated. Furthermore, the whole class could be impacted by LD. Throughout the entire learning process, the student is regarded as an active participant. Learners of language have a strong desire to express their ideas and take charge of their language acquisition. It encourages task-based learning activities that mimic how people use language in everyday situations. To integrate language learning with the development of communication skills, students work on projects that call for compromise, problem-solving, and information sharing. During the process of learning, the student is considered to be an engaged participant. Language learners have a strong desire to communicate their thoughts and take ownership of their language-learning process. It promotes task-based learning exercises that imitate language use in natural settings. To combine language learning with the development of communication skills, students work on projects that call for compromise, problem-solving, as well as knowledge sharing. A student with learning disabilities (LD) who requires additional support, for instance, might demand the teacher's attention and disturb the classroom setting. Furthermore, when the teacher spends more time with the student who has LD, the other students may feel overburdened or frustrated, which could cause alienation or dissatisfaction (Elliott & Marquardt, 2014). Two prevalent neurodevelopmental disorders are learning disabilities (LD) and attention-deficit/hyperactivity disorder (ADHD). The similarities and overlaps in symptoms between LD and ADHD have been the focal point of numerous studies. For example, Barkley (2019) discovered that executive functioning deficiencies, such

as issues with controlling impulses, recall of information, and attention, are linked to both conditions.

2.4.4 Identifying Learning Disabilities

Students' academic development and social growth at school are impacted by learning disabilities. Early identification of such situations is a plus point for the teachers to offer modified tools and assistance to students with learning disabilities. Identifying learning disorders is a complex process requiring team effort and gathering data from various sources.

Response to Intervention (RTI) is a method for identifying the learning disabilities of an individual. RTI is a method for recognizing and helping problematic children. It incorporates a multi-tiered support structure that includes widespread screening, tracking of progress, and focused interventions. Instructors give all pupils a universal screening exam in the first tier to identify kids in danger of falling behind. Teachers offer focused input to the students who require further help in the second tier.

Students proceed to the third tier and get more extensive therapies if they struggle despite these interventions. To ascertain if they have a learning disability, they could be forwarded for additional assessment. According to Bradley, Danielson, and Hallahan (2018), a formal evaluation procedure is a technique to detect learning disabilities. A group of experts, including teachers, psychologists, and other specialists, evaluate the student's academic skills and pinpoint their strong and weak points during this procedure. Classroom performance observations and a review of the student's academic record are included in the evaluation procedure. To rule out any further potential reasons for academic challenges, the team also considers other aspects, such as the student's social and emotional development. Teachers can do informal assessments and observations in addition to official evaluations and RTI to spot

potential learning disabilities. For instance, teachers may observe how students approach and complete tasks in the classroom, including reading comprehension and mathematical problems (Swanson, Wanzek, and Vaughn, 2019). Since every student has different needs and abilities, there are no specific charts or rubrics for identifying learning disabilities. However, teachers can identify potential learning disabilities and choose the best interventions for their students using various assessment tools and methods.

2.4.4.1 Dyslexia and Dysgraphia

A type of learning disorder known as dyslexia prevents a person from reading, speaking, writing, or critically solving conceptual inquiries quickly or fluently. Their comprehension of the correspondence between sounds and letters is lacking. As an illustration, a dyslexic person might find it difficult to read a sentence like "The cat chased the dog" and might interpret it as "The tat cased the god." They require assistance to correctly scan and blend the words and alphabet. They are tasked with assembling the alphabet after seeing it stumbling around. According to Shaywitz et al. (2018), variations in the way the brain interprets speech are the root cause of this learning disability. Spelling and reading problems may result from it. According to Shaywitz et al. (2018), dyslexia is a neurological disorder rather than a condition involving vision or an intellectual impairment. Dyslexia can last into maturity and has a substantial impact on schooling achievement and professional outcomes, even though it is usually diagnosed in childhood. The complex neurological developmental disorder known as dyslexia impairs one's ability to read and spell. Research has shown that dyslexia is a complex condition that involves both brain and cognitive components. The phonological processing pathway, which is in charge of decoding, and the lexical pathway, which is in charge of recognizing entire words, are both impaired in dyslexia, according to Coltheart's

(2006) dual-route model. Understanding the various dyslexia manifestations has been made easier with the help of this model.

According to Gabrieli's (2009) study, brain activation patterns differ between typically developing readers and those with dyslexia when using functional magnetic resonance imaging (fMRI). The study's findings of decreased activation in phonological processing-related regions imply that phonological deficiencies are a major cause of dyslexia. The advantageous effects of intensive literacy programs for dyslexic people have been demonstrated by intervention studies. According to the research done by Torgesen et al.(2001), kids diagnosed with dyslexia need precise and methodical phonics instruction to improve their reading abilities. Shaywitz and Shaywitz's (2003) research also highlighted the advantages of early identification and treatment to stop long-term challenges with reading.

In contrast, dysgraphia is a type of learning disability that affects handwriting somewhere between five and seven of people have dysgraphia (Butterworth, 2018). The inability to write is a result of a learning disability. People who have dysgraphia may struggle with spelling, the handwriting process, and planning their ideas down on paper. Someone who has dysgraphia, for instance, could find it difficult to take notes in class. To put what they are thinking and thinking into writing, they might also require assistance. Their spelling might need to be fixed. A particular kind of learning disability that impacts a student's capacity to absorb and assess sounds is called auditory processing disorder (Moore et al., 2018).

2.4.4.2 Autism

Repetitive behaviours, difficulties with social interaction and communication, and complex developmental disorders are the hallmarks of autism spectrum disorder (ASD). Recent research has examined several facets of ASD, providing insight into its occurrence, cause,

and available treatments. Steve Silberman's book "Neurotribes: The Legacy of Autism and the Future of Neurodiversity" provides a thorough examination of the social views and historical background surrounding autism. Dawson and Bernier's (2013) research emphasizes the value of early behavioural interventions in utilizing brain plasticity and possibly delaying the onset of ASD. Geschwind and State (2015) address the contributions of genetics and developments in our knowledge of the neurobiological bases of ASD. Di Martino and Kelly's (2011) neuroimaging research, for example, shed light on how people with ASD have different functional connectivity patterns. Additionally, Warren et al. (2011) conducted a thorough meta-analysis on the efficacy of special education programs for children with ASD, highlighting interventions as a focus of research. When taken as a whole, these studies advance our knowledge of autism, its complexity, and the methods used to overcome its obstacles. Our understanding of and attitudes toward people on the autism spectrum are greatly influenced by this kind of study, which is crucial as the field of autism research develops.

2.4.4.3 Autism Spectrum Disorder (ASD)

The neurological condition known as autism spectrum disorder (ASD) impacts interpersonal interactions, behaviour, and processing of sensory information. Individuals with ASD frequently have an overwhelming preference for routines and can become nervous or frustrated when circumstances don't go according to plan. According to Happé and Frith (2020), people with ASD frequently struggle to interpret and react to social signals, engage in repetitive actions and may have sensory sensitivity issues. An inability to handle change or unforeseen circumstances, for example, may be the cause of certain behaviours, such as becoming agitated and stopping class when something does not go as planned. This

behaviour shows up frequently when people are having trouble adjusting to new or different environments.

2.4.5 Teaching English to learners of special needs

Being a teacher of English and teaching students with different requirements needs a customized, inclusive method that takes note of the strengths and weaknesses of every student. Johnson and Smith's (2018), study states that it involves utilizing multiple sensory methods with illustrations and hands-on activities to successfully reinforce language concepts, as well as using customized instruction to suit a variety of learning styles. Repetition and brief, explicit instructions facilitate understanding and memory. Interaction with peers and constructive criticism help to develop social skills and motivation, Jones (2019). To guarantee customized learning strategies, teachers should work with special education professionals and exhibit patience, empathy, and willingness to provide sensory support when necessary. Utilizing technology and taking into account the interests of the students improves engagement and overall success in language learning. Teachers can support learners with special needs in thriving in their English language development by establishing a flexible and encouraging learning environment (Smith, 2023).

2.4.5.1 Classroom with the Inclusive Features

Offering similar educational possibilities to students with different abilities and backgrounds has drawn a lot of interest in inclusive classrooms in the field of education. Establishing a supportive and inclusive classroom climate is a crucial element of providing inclusive education. Students who work together, feel accepted and respect each other in a positive classroom environment, claim Smith and Jones (2019). Whatever their skills or disabilities,

all students benefit from this inclusive environment, which creates a sense of community and lowers barriers to learning.

Encouraging inclusivity in the classroom requires the use of effective teaching strategies. According to Brown (2020), customized instruction is crucial, since teachers modify their approaches of instruction to accommodate the various needs of their students. Supporting different learning styles and abilities, differentiated instruction enables customized learning plans. According to Johnson et al. (2018), inclusive practices are further improved by collaborative learning strategies like peer tutoring and cooperative groups.

To promote inclusivity, teachers must have the necessary knowledge, abilities, and attitudes. Teachers should be equipped with the skills to establish inclusive learning environments through teacher training programs (Garcia and Martinez, 2021). The ability to modify their teaching methods and successfully meet the needs of each student can be acquired by teachers through professional development programs that emphasize inclusive practices.

2.4.6 Sustainable Development Goals

Many of the SDGs are closely aligned with inclusive education. Prioritizing inclusive, high-quality education and encouraging chances to engage in lifelong learning for all are its first goals. Through equal access and opportunity to high-quality education for all students, inclusive education directly helps to achieve this goal (United Nations Development Programme, 2015). In addition, inclusive education encourages the reduction of inequality. The United Nations Development Programme (2015) states that inclusive education can contribute to the reduction of disparities and the creation of a more equitable education system by addressing barriers and promoting equal opportunities. Goal 16—which encourages justice, peace, and robust institutions—is also aided by inclusive education.

According to the United Nations Development Programme (2015), inclusive education promotes social cohesion, respect, and acceptability among students, all of which are necessary for inclusive societies.

2.4.7 Vygotsky's Sociocultural Theory 'Scaffolding'

Vygotsky's sociocultural theory places a major focus on the role that interpersonal relationships and cultural context play in the intellectual growth of children. This framework's central concept is scaffolding, which is described as the support provided by more seasoned individuals to help a student progressively achieve skill and expertise (Wood, Bruner, & Ross, 1976). The zone of proximal development (ZPD) and scaffolding are crucial for promoting children's cognitive growth and scholastic achievement. According to Wood et al. (1976), scaffolding is a dynamic relationship between a teacher and a student that helps a learner complete task that are beyond their current level of competency. Gauvain and Cole (1993), state that this support may come in a variety of ways, including advice, modeling, work division into manageable chunks, and feedback.

2.4.8 Zone of Proximal Development

Within Vygotsky's theory, one of the major ideas is the zone of proximal development (ZPD), which bears a similar connection to scaffolding. The ZPD is the collection of tasks that a student can do with the assistance of an expert but is unable to complete on their own, according to Vygotsky (1978). It stands for the possibility of learning and cognitive development that go beyond what a student can accomplish on their own. The learner's autonomous capabilities grow as a result of scaffolding, which helps them progressively internalize and master tasks inside their ZPD (Vygotsky, 1978).

2.5 Part-4 Assessment and Giving Feedback

2.5.1 Assessment

In inclusive classrooms, where students who have a range of learning needs are integrated into the general education setting, assessment is important. When it comes to guaranteeing fair educational opportunities and encouraging the academic development of every student, the assessment technique becomes even more important.

2.5.1.1 Summative Assessment

Summative assessments, which usually take the form of exams, projects, or assignments, are used to evaluate students' learning after a unit or course. To create inclusive classrooms, educators must implement fair and inclusive summative assessment procedures that take into account the differences in each student's aptitudes and learning preferences. According to studies conducted by Johnson and Smith (2018), teachers frequently use written tests or other traditional summative assessments in inclusive classrooms, which may not fully represent the range of student capabilities. As such, it is necessary to investigate substitute summative assessment techniques that are more consistent with inclusionary principles. For example, According to Garcia, (2019), portfolios and presentations, performance-based assessments—allow students to more effectively and authentically demonstrate their knowledge and abilities.

2.5.1.2 Formative Assessment

The primary objective of formative assessment is to continuously monitor students' progress while providing feedback to inform instruction. Teachers can differentiate instruction, determine each student's needs, and promote inclusive learning environments in inclusive classrooms by using formative assessment, which is a useful tool. Formative assessment involves teachers gathering data on students' understanding and learning in real-time through

various tools such as exit tickets, quizzes, and classroom discussions (Heritage & Kim, 2013). Teachers who assess students' knowledge, skills, and progress throughout the learning process can adjust instruction, provide targeted support, and scaffold learning experiences to meet the needs of individual students (Wiliam, 2011). Formative assessment directs instructional decision-making and enables ongoing student growth tracking in inclusive classrooms.

Teacher-created assessments are employed as a form of covert progress tracking. These assessments can provide information about students' understanding, mastery of concepts, and overall academic performance (Roach et al., 2019). Assessments help teachers monitor their student's progress, identify areas of learning that need improvement, and determine the best way to adapt their lessons to fit the needs of every student in a diverse classroom. According to Black and Wiliam (2009), formative assessment techniques that incorporate frequent and timely feedback significantly enhance student learning outcomes.

2.5.1.3 Assessment of Learning and Assessment for Learning

An essential part of education is an assessment of learning, which allows for the proper evaluation of student's knowledge and abilities and the making of well-informed decisions about their progress. Several studies have been carried out to find the relationship between assessment practices and student achievement. Johnson et al. (2018) analyzed 30 studies and found a significant positive correlation between formative assessment and student learning outcomes (Johnson et al., 2018). Real assessment, which involves evaluating students' abilities in real-world contexts, has gained popularity in recent years. According to Stevens (2017), authentic assessment fosters a deeper understanding of the subject matter and promotes critical thinking skills among students (Stevens, 2017).

The educational method known as assessment for learning (AFL) places a strong emphasis on using continuous assessment to guide and assist students' development. The foundational ideas of AfL were emphasized by Black and Wiliam (1998), who emphasized the role that formative assessment plays in informing instructional choices. Deci and Ryan (2000), claim that AfL enhances the natural drive of a student giving students freedom, ability, and involvement in their learning process. According to Stiggins (2005), says that letting students create objectives and monitor their progress helps them feel more accountable and in control of their learning results. Studies conducted by Wiliam, (2024) showed that AfL practices had a favorable effect on learning outcomes and student accomplishment. Furthermore, Andrade's (2005) research showed that AfL promotes better classroom environments, and higher student involvement, and engagement.

2.5.2 Feedback in the Classroom

According to Hattie and Timperley (2007), feedback is an essential component of the teaching and learning process. In a classroom setting, feedback has even greater significance since it assists in meeting the various learning requirements of the students. Student performance, motivation, and self-regulation are all significantly impacted by feedback, claim Kluger and DeNisi (1996).

2.5.2.1 Individualised Feedback

Students with a variety of learning characteristics and abilities fill the classrooms. According to Timperley (2011), feedback needs to be individualized to each student's particular requirements. Individualized feedback motivates students to realize their greatest potential by recognizing their accomplishments (Hattie & Timperley, 2007). Everyone learns differently, with varying learning methods, rates of development, and obstacles. This individualized

feedback approach recognises this. It tries to improve each student's learning experience and results by going beyond the general methodology of standard classroom feedback. According to Benson et al. (2020), designing assessments and assignments that take into account students' varied skills and abilities, giving prompt and targeted feedback on specific parts of the student's work. Providing targeted support to address individual challenges, and enabling students to take charge of their learning journey are all important components of providing individualized feedback in the classroom (Dweck, 2006). Individualized feedback also fosters a growth mindset by highlighting hard work, persistence, and the conviction that progress is possible with consistent practice (Yeager & Dweck, 2012).

2.5.2.1 Scaffolded Feedback

A popular teaching strategy in classrooms is scaffolded feedback, which is an organized and methodical way to provide students with direction and feedback as they proceed through their learning journey. Scaffolded feedback is based on the sociocultural theory of learning and highlights the need for interaction and teamwork in the process of creating knowledge (Vygotsky, 1978). According to Vygotsky, students who get assistance from more experienced people—such as instructors, mentors, or peers—have a higher chance of succeeding. The concept of "scaffolding" was created by Wood, Bruner, and Ross (1976) to assist students in completing tasks that they would not be able to complete on their own. Thus, the scaffolding concept is developed. Scaffolded feedback is implemented in practical applications through a series of deliberate steps.

The actual implementation of structural feedback consists of several carefully selected procedures. First, teachers break up complex concepts or assignments into manageable chunks to make sure students understand what is expected of them. The level of supervision gradually drops as students gain confidence and competence, allowing them to take on

greater responsibility and practice finding solutions on their own (Bruner, 1985). Yet, eliminating help is not the only way to maximize learning, according to Vygotsky (1978); a zone of proximal development (ZPD) or a dynamic interaction between independence and support is required.

To conclude, this chapter reviews the literature on teaching approaches, classroom management, inclusive education, and learning disabilities. It reveals that effective classroom management and nurturing of SDG goals can lead to successful outcomes for students with learning impairments. The chapter is divided into four parts: ELT Methods and Approaches, Classroom Management, Teaching English to Young Learners in Inclusive, and Assessment and Giving Feedback. The Grammar Translation Method (GTM) is a traditional language teaching method that focuses on reading and writing, using native language as the medium of instruction. However, it has challenges, such as a lack of differentiation and a focus on deconstructed language acquisition. Alternative approaches like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have been explored to promote inclusive and communicative language learning experiences. The audio-visual approach, a derivative of structural linguistics and behavioural psychology, has the potential to foster language learning in diverse classrooms. The audio-visual approach emphasizes oral language learning through repetition and substantial listening, which can help students of all ability levels improve their language output and understanding. This approach is particularly beneficial for students with Special Education Needs, as it enhances their language comprehension and production. Communicative Language Teaching (CLT) supports differentiated instruction, catering to the diverse needs and abilities of learners in a classroom. CLT promotes collaborative learning and peer interaction, fostering a communicative and interactive classroom environment. It also supports socio-emotional development through activities that promote group projects, pair work, and cooperative

learning. CLT has been shown to have positive effects on language acquisition results, such as enhanced speaking and listening skills and fluency, accuracy, and sociolinguistic competence. Grammar teaching has been approached differently, with the most dominant approach being audiolingual. There are several approaches to dealing with grammar, including explicit and implicit teaching, processing information, interactional feedback, textual enhancement, and task-based instruction.

Classroom management plays a crucial role in fostering a successful learning environment. A deductive approach involves teaching grammar rules from principles to examples, while an inductive approach focuses on subconscious learning. A supportive socio-emotional atmosphere is essential for inclusive classrooms, promoting collaboration and diversity. Classroom interaction, including turn-taking and scaffolding, is essential for efficient communication and information transmission. Seating arrangements also impact student participation and teamwork. Semi-fixed seating setups offer stability and flexibility, while flexible seating arrangements provide alternatives for pleasant learning areas. The use of visual aids, clear directions, and active listening can help students with diverse communication abilities. Classroom interaction, influenced by Vygotsky's sociocultural theory, emphasizes the importance of scaffolding and the zone of proximal development (ZPD) for optimal learning. Flexible seating arrangements in classrooms can enhance students' concentration, happiness, and involvement. Face-to-face seating arrangements promote peer-to-peer contact, engagement, and communication skills. Pair seating arrangements promote cooperation and cooperative learning while opposing teams' seating arrangements stimulate critical thinking, communication, and competitiveness. Effective teaching is crucial for task performance and learning, and voice delivery is essential for delivering information and maintaining focus. Elicitation, a pedagogical strategy, encourages active participation and engagement by asking challenging questions or tasks. It aligns with

constructivist learning theories and can be achieved through cue cards and prompts. Teacher Talk, or teacher-initiated speech and discussion, improves the teaching experience through persuasive gestures, practical instructions, and lesson delivery. Both teacher and student talk play a crucial role in enhancing the teaching environment and fostering a positive learning environment. Student Talk is a crucial aspect of enhancing students' critical thinking and active learning. It involves group discussions, promoting active participation, and fostering communication skills. A successful pedagogical strategy involves a balance between teacher-led instruction and student-centred discussions. Factors affecting both Teacher Talk and Student Talk include teacher-student relationships, classroom setting, and cultural diversity. Classroom monitoring is essential for ensuring equal opportunities and fostering student engagement. Teachers can use direct, indirect, and observation methods to monitor student behaviour and progress. Classroom equipment and teaching aids, such as projectors, whiteboards, and digital devices, can be used to create interactive learning environments. Whiteboards or blackboards can be used to incorporate students into realistic learning opportunities and communicate visually. Realia, or using authentic materials, can enhance learning by engaging students with the topic and making it more approachable. Teaching English to young learners in inclusive environments should focus on creating a rich environment and activities that facilitate learning. Inclusive education aims to provide quality education for all students, regardless of their backgrounds, abilities, or disabilities. It promotes equal opportunities and learner-centred strategies that acknowledge and honour various learning needs, choices, and patterns. Learning disabilities (LD) impair a person's ability to take in and analyze information, leading to challenges with writing, listening, reading, and speaking. These conditions can negatively impact academic achievement, and emotional and social well-being, and can cause students to be agitated, fearful, or demotivated. Dyslexia and dysgraphia are learning disabilities that impair reading, speaking,

writing, or critically solving conceptual inquiries. These conditions involve both brain and cognitive components and can last into maturity. Early identification and treatment can help prevent long-term challenges with reading. Autism spectrum disorder (ASD) is characterized by repetitive behaviours, difficulties with social interaction and communication, and complex developmental disorders. Inclusive education is closely aligned with the Sustainable Development Goals of the United Nations and promotes equitable and inclusive learning settings.

Chapter 3

Experience

In the field of education, the process of teaching and learning is dynamic; it requires complex endeavors that call for close analysis and ongoing development. Teachers, students, administrators, and other stakeholders all together collaborate in the school setting to use education to change the future. In pursuit of gaining direct knowledge of the intricate procedures of a modern educational setting, I undertook a school observation internship as part of my academic journey.

The objective of this chapter is to describe the observations I made throughout my internship, exposing the numerous facets of school life. The paper seeks to shed light on the effectiveness of teaching methodologies, classroom management strategies, student engagement initiatives, and the school's general organizational structure through methodical observations, reflective analysis, and critical review. This chapter will also discuss the difficulties faced by administrators and teachers, pointing out possible areas for innovation and progress in the field of education. It will also explore the methods used, the observations made, and the learnings from the internship experience in the following parts.

3.1 My Internship Experience in an English-Medium School

The internship offered a priceless chance to close the knowledge gap between theory and practice. I aimed to comprehend the intricate details of educational practices, classroom dynamics, and the larger educational environment by fully immersing myself in the daily routines, interactions, and problems of a school location. During my internship, I got the opportunity to work closely with the teachers, observe the way they teach, interact with students, and communicate with administrative staff. All of these experiences helped me

develop a comprehensive understanding of the educational process. Throughout my three-month internship at Academia Dhaka, an English-medium school in Bangladesh, I had the privilege of learning about inclusive education. As an intern, my task was to teach the typical developing students and children with learning disabilities. I received important insight into the transformational potential of inclusive practices and how they may positively influence kids' lives.

Academia Dhaka, an English-medium school in Bangladesh, mainly follows the Communicative Language Teaching (CLT) approach. The age level of the students I assigned was between 7 and 14. Most of the students have an English-medium background, and most of them can speak and understand English. I was a bit anxious on my first day since working with teens is not an easy task. To my surprise, however, I was able to hold their interest and run my classes well. I quickly became close to my kids, and they soon began to show me their affection. Their respect and affection helped me control my anxiety and insecurity. I quickly realized that if I could just show them enthusiasm and a good attitude, I could get their attention and get them to do their work in class on time.

3.2 Assigned Classes

I started as an intern teacher at the school. The school offered me the chance to attend classes, but at first, I was only permitted to observe what the teachers were doing. Later on, the school offered me the opportunity to enrol in classes, gave me a chance to choose which classes to take, and assigned me to them.

I observed the English Language and Literature classrooms in grades 1 through 7 throughout the first two weeks of my internship. With enthusiasm, I observed the classes to gain an extensive grasp of the school's curriculum, the way the teachers teach, their methods, strategies,

and tactics, how they manage the class, how they monitor, how they provide feedback and keep control of the classroom and much more. There was a speciality in all classes, meaning that certain students needed extra help and attention during their classes. I decided to place inclusive education at the forefront of my work after my trial week. Because I saw students with special needs in classes 1 and 7, I informed the school administrator of my desire to observe the English language classes. The authority permitted me to attend English language sessions with the primary instructor present after the fifth week of my internship.

I was assigned to two distinct classes, STD I and STD VII. There were 15 students in STD I and 19 in STD VII. Children with special needs were present in each of the classes. These children received the chance to enrol in general education classes with regular students since the institution values inclusive education. There was just one student in STD-1 and three kids in STD-7 who needed extra assistance and attention. I paid particular attention to the way the teachers helped these children in the inclusive classroom with the other students. Afterwards, I tracked down the students' need analyses and established the parameters by which I could contrast my need analysis with the students' need analyses assigned by the teacher. These students have a clinical diagnosis of autism; more precisely, they struggle with learning. Despite having a formal diagnosis of learning difficulties, the parents of the children are hesitant to discuss their needs and academic performance. Since there were not many learning-disabled students at the school, the curriculum has been targeted towards general students. Every class had a different syllabus with varying levels of difficulty based on typical students. These special children don't do particularly well in the prescribed curriculum. Consequently, the school's goal for these kinds of children is to study and get comfortable with the material. Special education students have distinct learning objectives compared to regular students.

3.2.1 Assembly, Oath, and National Anthem

The arrival and departure of the teachers were 8:10 a.m. and 2:30 p.m., respectively. For the students, the last arrival time and departure time were 8:10 a.m. and 1:40 p.m., respectively. After entering the school premises, at 8:10 a.m., the students had to join their assembly, accompanied by the teachers. After the assembly, the students used to go to their designated classrooms for their regular activity, followed by the routine.

The assembly, which takes place at 8:10 a.m., starts off the school day. Everyone who will be present at the assembly, including the teachers, will sign in within the designated time. Students ascend to the rooftop to catch the assembly after entering the school premises. The commands "Stand At Is" and "Attention" are given to begin the assembly. The next step is the recitation of a surah from the Quran with its meaning by a student representative. The student representative then takes the oath. Our national anthem is played following the swearing after a light stretch. At 8:15 a.m., the assembly comes to an end, and the children return to class. Besides, the teachers inspect everyone's nails and attire on Sunday at the assembly since it is cleaning day.

3.3 Experience with learners of different age groups

In an English-medium school, teaching English as a second language to students of various age groups requires careful consideration of their background and mode of instruction. English-medium schools use English as the medium of instruction, and thus they have an enriched vocabulary compared to the Bangla-medium students. Due to their advanced competency in English, careful consideration should be given to their lingual and developmental needs. Children often start learning English as a second language in English-medium schools at a young age. Research has shown that young children can learn a second language more easily than adults (Genesee, Paradis, & Crago, 2004). For instance, I experienced that the playgroup students can identify and pronounce the alphabet like native speakers, and by the end of the

nursery, they can write words. If the comparison is made in terms of proficiency level, the stage of playgroup nursery is early beginners. In contrast, the students of KG1 and Class 1 from Bangla Medium belong to this proficiency level. According to Ellis (2005), this specific age group requires precise, uncomplicated, and simple instruction to help them learn and understand themselves through their experience. Therefore, language instruction for young learners should focus on making the class environment and activities rich enough to facilitate learning. According to Richards & Rodgers (2020), activities such as songs, games, and other interactive classwork allow them to use the language fun and naturally.

For adolescents in English-medium schools, the scenario is different. As the grade level upgrades, the expectations of the learners also increase. At this age group, English proficiency is considered important for academic success and social integration. Accuracy and fluency become targets to achieve. Accuracy and fluency together make learners competent enough to achieve proficiency in English. To ensure accuracy and fluency, equal focus on language structure and vocabulary should be given to this age group. According to Schleppegrell (2004), the academic setting of the adolescent age group should focus on the development of language and vocabulary. For this kind of learner, shifts in teaching approaches can be required. For instance, adolescents benefit from more task-based activities. Task-based activities allow them to use language to achieve a specific goal, such as writing, reading, public speaking, or giving a presentation (Kuo & Anderson, 2010).

Adult learners are complicated to teach at English-medium schools because they are more disciplined than adolescent learners, who are advanced-level learners with advanced vocabulary and pronunciation. Adult learners in English-medium schools are self-motivated learners. They get motivated by their personal and professional goals, such as career advancement or immigration requirements. Therefore, language instruction for this age group

should be more precisely focused on grammar, vocabulary, pronunciation, sentence structure, and language use in specific contexts (Ellis, 2005). For adult learners in the traditional classroom, the approach may not help because the learners are of high proficiency and require a different instruction medium. For instance, using authentic materials, activities, handouts, and role-play activities may benefit the learning journey and their personal and professional interests (Richards & Rodgers, 2020).

Learners of different age groups require modified teaching techniques and approaches. Teachers must choose appropriate strategies accordingly to maximize the effectiveness of language teaching. The class I was appointed to were the seventh graders; they were adolescent learners. According to Alderson (2000), learners between the ages of 12 and 18 are adolescents. The proficiency level of these learners is at a lower, more advanced level. They are on edge to achieve high command over English as native speakers. This age group needs to be handled delicately as it is going through a transition period. My students were adolescent teenagers undergoing physical and emotional changes.

As a teacher, I observed my students' psychology and acknowledged that indirect input might affect their learning. For example, during my teaching session on the 'Adverbial Clause,' I asked my students to do the task following the textbook. There were 15 students in the class, but only one student refused to do the task. I asked him the reason why he was not doing his classwork. He replied, "Ma'am, I do not want to do the task because I make spelling mistakes. If I make spelling mistakes, our main teacher will shame me and write my mistakes on the board". After hearing his plea, I assured him I would not do anything like that, but he had to write. After that, he willingly did his classwork, though he made spelling mistakes. From this experience, I realized that teachers' actions often create obstacles in students' lives.

Understanding psychology is also essential to teaching because these learners are vulnerable because of their age. The petite assurance motivated my student to study, which is the most exciting characteristic of an adolescent learner. Adolescent learners are sensitive, but they have a high motivation to learn. For English-medium school students, English is a tool for success, social mobility, and cultural acceptance, and this aspiration keeps them motivated (Broughton et al., 2003). Learning English has become a cultural factor for English-medium schools as the curriculum is from the Western world. The learners are subconsciously aware of the fact that not knowing the English language fluently will make them inferior. Thus, they can also be easily discouraged if they feel their efforts are not producing the desired results. Therefore, teachers should provide regular feedback and positive reinforcement to motivate them.

To teach adolescent learners, an effective teaching approach is necessary. An adolescent can be a visual learner, kinesthetic learner, natural learner, audio learner, and many more. There could be different kinds of learners in one classroom. To aid all learners, one single approach is not enough. Communicative language teaching or task-based language learning can produce more effective results than direct or grammar-translation methods. TBLT focuses on using tasks to promote language learning. It encourages the learners to work collaboratively, communicate, and use language in real-life situations. It is effective for adolescent learners because it promotes active learning, enhances motivation, and develops language skills.

Identifying the types of learners and learners with learning disabilities is the responsibility of a teacher. Learners with learning disabilities often face challenges in acquiring and processing information, which can impact their academic performance and achievement. Identifying the learners and providing them with proper reading material in an inclusive classroom environment is a challenge. Students with learning disabilities may require different teaching strategies and accommodations to ensure their academic success. For instance, the use of

different kinds of instruction is effective in teaching students with learning disabilities like dyslexia. Along with that, different types of learners may require different reading materials to attain academic success.

3.4 Applying Theories to Practice

3.4.1 Classroom Observation

During my internship, I learned that the most significant variable in successful language acquisition is classroom management. For learning to occur effectively, a teacher must provide an optimal setting (Scrivener, 2011). For the teachers, getting the attention of both adult and young students and keeping it until the very last minute are exceptionally difficult tasks. For effective classroom management, teachers must utilize their voices. This is the primary thing that a teacher can do to get their students' attention (Gower et al., 1983, as cited in Derakhshan et al., 2016). While taking the classes, I have practically illustrated these theories. Remembering this, I made an effort to pay attention to the instructors throughout the lesson. Trying to capture and hold students' attention, I decided to utilize my voice appropriately. For instance, I attempted to get the students to sit in their seats and asked them to get their books and copies out so they would know that the lesson would soon be starting as they were wandering the classroom at the beginning of the session. In addition, this knowledge was beneficial to me as a new teacher as it improved my ability to manage the class and lead group activities (Nunan, 2003). It was crucial to maintain classroom discipline in addition to getting the students involved in activities.

Even though most of the schools have the same curriculum and syllabus, the difference comes when it comes to teaching strategies and classroom management. Working as an intern teacher in an English-medium school with such young students was a first for me. As an intern teacher,

I was given a curriculum plan, lesson plans, and resources and was asked to follow them like the other teachers. I observed classes on a variety of topics, including seating arrangements, the use of whiteboards, elicitation, teacher-student interactions, classroom skills, vocabulary, and grammar, as well as group and pair work, extracurricular activities, and parent-teacher meetings. The following sections elaborate on my teaching experience:

3.4.2 Classroom Environment

As I entered the classroom, I saw the magic of colours. The classroom was a spacious room with four windows and a main gate. The classroom was warm, open, and accepting. The classroom was air-conditioned, and there were two fans and an electric bulb; apart from that, there was enough natural lighting. An effective teaching environment is heavily impacted by the classroom climate. A warm and supportive environment might aid in each student's development of a sense of acceptance and respect. A properly designed physical space is one of the most important aspects of the classroom environment. According to Brown and Johnson (2019), classrooms with movable furniture, clearly marked learning zones, and adjustable seating configurations facilitate cooperative learning, suit a diversity of learning preferences, and provide students with opportunities for active participation. The classroom of Academia Dhaka was colorful and well-decorated by the students using colorful art papers. I believe that the colorful setting of the classroom cheered and boosted the learners' minds.

The classroom had a traditional whiteboard, marker, and duster. The students and we, the teachers, had to draw paintings and drawings. Below the drawing, there was creative writing pasted on the wall. There was creative wall decor hanging on the wall. According to Adams and Thompson (2020), bright, eye-catching displays, conspicuous signs, and readily available educational materials are elements of classroom environments that foster a welcoming and inclusive atmosphere. The setting's aesthetic elements also play a major role in encouraging

inclusiveness in the classroom. Inside the classroom, there were charts and project works on national and international monuments, personalities, and historical concerns.



Figure 1 Wall decorated by the project works of the students

The classroom I was assigned to had first aid equipment such as antiseptics, air fresheners, mosquito repellent spray, hand sanitiser, bandages, and cotton balls. There were spacious tables and chairs for the students. At one desk, two students were asked to sit. Inclusivity is practiced in the classroom, which includes a collaborative and pleasant socio-emotional environment. The classrooms have a diverse group of students with different needs. To help these children with a diverse range of communication and social abilities, effective communication methods are adopted. This includes visual aids and clear directions. According to Adams et al. (2021), it is crucial to encourage students to collaborate and make decisions together so they may take charge of their education and participate in the classroom community. During my internship period, I have personally helped the students in class 1 with their project work, and I acknowledge that these projects, which involve group participation, make the students more

enthusiastic about their studies. They take this task seriously and assume that it is their responsibility to fulfil it. Thus, giving students project work helps make them more responsible.

Inside the classroom, mutual respect, empathy, and the moral ethics of a human being are nurtured so that students with special needs may not feel left out. A positive and supportive social and emotional climate is crucial in inclusive schools. Effective communication approaches, such as visual aids, clear instructions, and active listening, are required to provide youngsters with a wide variety of communication and social skills. Adams et al. (2021) state that students need to be encouraged to work together and make choices to take responsibility for their learning and contribute to the classroom community. Brown et al. (2023) emphasized the need for encouraging diversity, empathy, and respect among students. These practices have practically established an inclusive and encouraging classroom culture that promotes good peer relationships, supports diversity, and forbids bullying or discrimination, helping the class to build a supportive and inclusive community. In the classroom, I have observed cultures of mutual empathy, which results in a supportive socio-emotional atmosphere.

3.4.3 Seating arrangement

One of the classroom management techniques is the seating arrangement. The outcome of the lesson depends on the seating arrangement of the classroom. According to Scrivner, a classroom with a flexible seating arrangement accelerates learning. There are fixed, semi-fixed, and flexible seating arrangements. A change in seating arrangement is done as per the requirements of the task.

The classroom at Academia Dhaka was semi-fixed. Teachers used to adjust the changes in their seating positions to encourage the students. The implementation of semi-fixed seating depends on the purpose and explicit goal of the instructor (Pendidikan, 2016). The classrooms I

observed had enough space in the classroom for where I used to talk and monitor their students. Zhang and Leung's (2020) study found that having semi-fixed seating arrangements allows students to pick the seats that best fit them, promotes student engagement, and encourages student autonomy.



Figure 2 Semi-fixed seating arrangement

The classroom's semi-fixed seating setups consist of a mix of elongated desks and chairs that can conveniently be rearranged to suit various teaching activities. This system offers students a certain amount of stability and subtle flexibility (Johnson & Johnson, 2019). During their usual class time, the seating arrangement was like the traditional classroom. That means I used to stand in front of the class, facing the students. But when there was any task, like group work, I used to rearrange the settings. This increased engagement and accelerated student autonomy. This seating arrangement also encouraged cooperative relationships among students during group work. I stated earlier that only the chairs were moveable, not the tables, so I have adopted the seating arrangement, which can be done just by moving the chairs. For instance, face-to-face seating arrangements, pair seating arrangements, and opposing team seating arrangements

Pomerantz, Scales, and Ribner (2019) state that face-to-face seating arrangements encourage interaction between students, increase participation, and help students hone their communication skills. Furthermore, active listening is encouraged, and teacher-student interactions are facilitated in face-to-face seating arrangements, both of which contribute to higher academic attainment. Opposing team seating arrangements and face-to-face seating arrangements are two different kinds of arrangements. But in the class of Academia Dhaka, just the semi-fixed seating arrangements seemed quite similar to me because whatever was done, it was only done with the chairs. Yet observing a different type of seating pattern was a privilege for me.

During their creative writing session, which was a part of their English language class, I applied an opposing team seating arrangement. For instance, in class 7, the students were divided into two groups. A topic on "Usage of Plastic" was given. I asked Group A to write the points about the usage of plastic and how it is useful for us. On the other hand, I asked Group B to write the points against the usage of plastic and about the alternatives. The teacher also asked them to write individual thesis statements and topic sentences. Once the students were done with their task, they acted like they were debating with their opponents. At one point, the groups were involved in a logical discussion. It was interesting to see the students think outside the box to win the discussion. This proves that different seating arrangements enhance the development of the students and allow them to learn independently.

3.4.5 Giving Instructions and Voice Delivery

Effective classroom instruction relies heavily on voice delivery since it is essential for delivering information, holding students' interest, and retaining their focus. Speaking clearly and accurately is a prerequisite for effective classroom communication. Students are better able to comprehend and retain information from their teachers (Smith, 2017). Voice delivery and

giving instructions are interconnected. Firstly, the classroom and teachers I observed had a good grasp of these points. Their way of giving instructions in class 1 was different from class 7. The mode and intensity depended on the proficiency level of the students. For example, in class 1 in English Language, the students were given easy instruction. Here, I observed the theory of instructional delivery, which accommodates a range of student profiles and preferences in varied learning situations. These techniques are especially beneficial (Wang et al., 2017). As they are beginners, I give references to similar kinds of instruction before the main instruction. First, I used pseudo-instruction and realia, or authentic material, before introducing the main instructions. These techniques helped the students with learning disabilities. The reason is that young learners with learning impairments ask for more information. When they feel like they have enough information and can function now, they work by themselves. One of the students in class 1 with a learning impairment needs more information to process the main instruction. For this reason, sometimes I take the help of multimedia. Research has shown that there are creative solutions to problems like information overload and learner distractions (Brown & Clark, 2021). These include the incorporation of multimedia components and learner-centered methods (Johnson et al., 2022; Wilson & Turner, 2019). Here, I made the students watch the pseudo-instruction in the form of a video. For example, in class 1, before introducing the main topic of grammar, the students watch fun videos associated with it. After watching the video, they read the instructions.

However, the carrying out of these instructions highly depended on the voice delivery of a teacher. Using the voice is one of the most powerful tools to control the class. However, the intensity should be maintained in an inclusive classroom. Since there were different kinds of students studying in the same class, I observed Every teacher was switching between tone and pitch. Switching the pitch and tone might help keep students interested and highlight important ideas. According to research by Lee et al. (2020), students like studying in a setting where

instructors employ a dynamic range of pitch and tone because they see them as more approachable and dedicated. I observed practically how the students perceived their teachers as enthusiasts, and the students enjoyed being in their classes. A study by Brown et al. (2019) says that teachers who effectively modulate their volume can better manage classroom behaviour and foster a positive learning environment. When I used my voice and tone appropriately, I noticed a positive environment nourished by me within the classroom using their voice. I have observed other teachers whose voice tone expressed their feelings and empathy towards their students. I have also implemented the same strategy and experienced a positive change. Along with that, I have used a slightly strict tone just to control and grab the attention of the class. For example, before starting the class, most of the students wander around the classroom. To make them sit, I raised the pitch of their voices. Sometimes the students engage themselves in chitchat during class time. During this time, I raised the pitch to make them stop. But during the lecture delivery, the voice pitch was energetic and positive.

Talking about the misunderstanding that is caused by misusing the voice. Martinez (2017) suggests that managing voice modulation can help promote inclusivity and avoid misunderstandings by taking into account the cultural backgrounds of the students. If I do not take care of it, the voice delivery may hurt the sentiments and trigger the students with special needs. In class 1, I had a student who was on the autism spectrum react when I used a high tone while disciplining the other students. I used a high-pitched voice, which triggered that particular student, which resulted in an overwhelming reaction. Similarly, in class 7, three students with learning disabilities also gave an overwhelming reaction when I used to raise their voice notes.

3.4.6 Use of a Whiteboard

The primary teaching tool at my internship site is the whiteboard. Whiteboards and blackboards, when used well in the classroom, may be invaluable teaching tools. Teachers can include students in authentic learning experiences and communicate with them visually (Baker & Piburn, 2017). As an intern teacher, I utilized the whiteboard often throughout my internship term. The use of the board was sufficient because the lessons were in English. The three sections on the board—pre-task, while-task, and post-task activity—were divided into sections that I used in an appropriate usage of the whiteboard. This type of board was utilized by the instructor for the majority of the lessons. Less of the board is used in some subjects, such as creative writing. To write the lesson's example, I have used the board effectively.

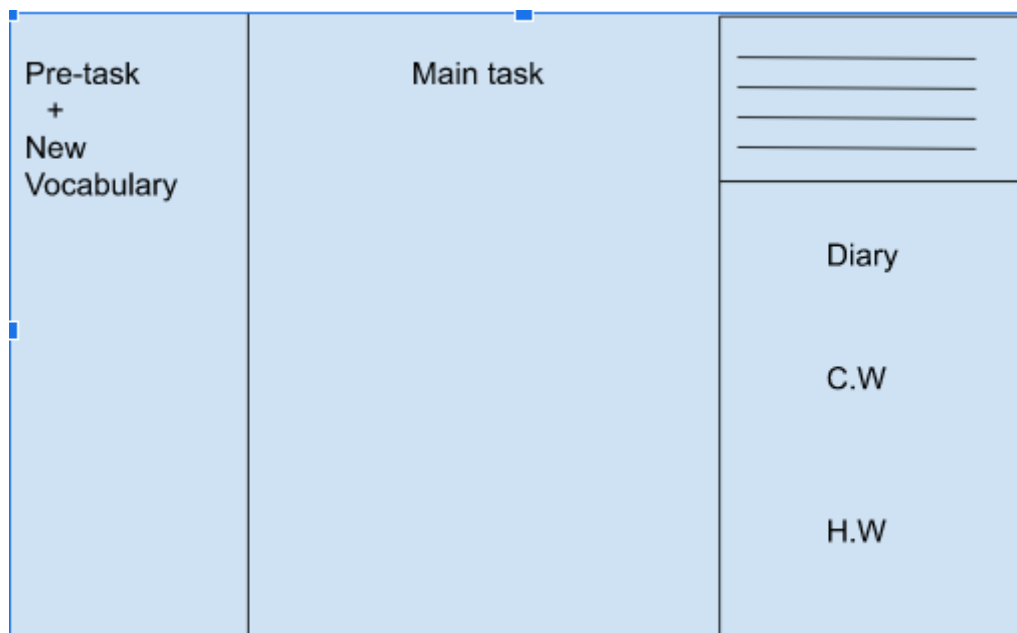


Figure 3: Use of Whiteboard

The interactive classroom board was used by both me and the students while completing the board activity. During my internship period, I took the English Language class of VII. As soon as I walked into the classroom, I divided the board into three sections, and I continued to do this during class. Elicitation was how I began the lesson, and the left side of the board had

instances of elicitation. The post-task was placed on the right side of the board, and the while-class activity was written in the centre.

3.4.5 Observation: Class Activity (Pre-Task, While-Class, Post-Task)

After entering the classroom, I greeted the students with positive energy and asked how they were. Students responded that they were tired and sleepy. I did the warmup activity to activate the students' schema within the first five minutes. During this warm-up session, the physical movement and blood circulation became active. Visual and auditory inputs make approaches directly to the human brain. Thus, the warm-up activity made the students ready for the class.

The class is divided into five steps following the lesson plan: opening, introducing new material, guided practice, independent practice, and closing. Following the steps, the tasks are divided into pre-task, during, and post-task.

3.4.5.1 Pre-Task: Warm-up and Elicitation

Elicitation is designed to encourage learners to become active participants and engage them in the lesson. In simple words, it is the pre-task. Before starting the main lesson, ask the students if they have any prior knowledge or not. Elicitation may also include making the students visualize the concept of the topic before starting by giving them pictures or showing them related videos. In elicitation, learners are given challenging questions or tasks that stimulate their thinking and force them to come up with answers and apply critical thinking skills (Thompson & Davis, 2018). While taking the class, I used the elicitation method before starting the lesson. This elicitation was the pre-task activity of the class. On the whiteboard, I also kept space for pre-tasking. With the help of elicitation, I got an idea if the students understood the previous lesson or not. In the elicitation, I asked questions or used strategies like concept mapping. I used this method to align with constructivist learning theories, which highlight how

important it is for students to actively participate in creating their knowledge (Piaget, 1970). During class observation in class 1, while taking the English class, I briefed the students on the previous lesson. Along with that, before starting the topic, questions were asked of them. In class 7, while learning about adverbial clauses, I elicited the adverb and clause individually and then moved toward the adverbial clause. Again, while learning verbs from parts of speech, I asked the question about the types of verbs, like finite verbs and non-finite verbs. Elicitation helps the student become involved in student-student interaction. According to Vygotsky (1978), the inclusion of collaborative elicitation activities that involve learners in peer discussions and group problem-solving also improves social interaction and the co-construction of knowledge. Elicitation helps the students recall the previous knowledge from the lessons. I realized that the elicitation method I used revealed the students' deficiencies. The application of elicitation techniques can help students take ownership of their education.

3.4.5.2 Incorporating Realia and the Use of Authentic Materials

During my internship period, I have used authentic material to assist the students. For implementing realia, I have used authentic objects and materials in the classroom to enhance learning. As the classroom is inclusive, using Realia as a reading material can help engage students with the topic at hand and make it more approachable. Teachers can use objects, pictures, or artefacts related to a culture to introduce a story set in that culture and create a multisensory experience (Wolfe & Bennett, 2020). The use of realia was mostly seen in the case of young learners.



Figure 4 Artificial candle flower as realia

In class 1, the English language teachers and I used to bring realia. For instance, I brought an artificial flower into the classroom to teach the students about adjectives. Using the flower, I made them learn about the adjectives. For instance, the students were asked, How does the flower look? The students replied the flower is beautiful; it is a blue flower; it is a small flower, etc. After taking the answers from the students, I told them that they were describing the qualities of the flower. Adjective means to describe an object, and they enjoyed and remembered the topic well. In every possible topic, I tried to bring reality into the classroom. For students with learning impairments, this technique was helpful. They used to understand the lesson faster. Also, these techniques helped the class strengthen inclusivity and aid in students' comprehension of the text by establishing a genuine connection between them and the content (Doloswala & Chang, 2022).

When it comes to material for reading, students receive practical applications through authentic sources like newspapers, magazines, and online resources. The use of authentic material was seen in the case of adult learners. In class 7, for English language classes, I used to bring paper cutouts. From that paper or magazine cutouts, they had to write creative writings. authentic

materials were brought to classrooms, and the students with learning impairments used them to show their enthusiasm in class performances. According to Kasztelnik and Cehelsky (2021), the integration of authentic materials into the classroom fosters inclusivity by providing students with exposure to a diverse range of writing styles, genres, and ideas. I acknowledged the reading levels of these authentic materials and the cultural sensitivity of their students.

3.4.5.3 While-task: Introducing material, guided practice, independent practice

The second step after elicitation with realia is to introduce the material that was supposed to be done immediately in the while-task. Introducing the new materials took 14 minutes. For instance, in class 1, while teaching the parts of speeches, I explained the topic with definitions and examples and asked them to observe him. At first, I made them look at the flower, which was bought as realia. Then they were asked to identify how the flower was related to the topic. I waited for the responses and finally showed them how to write. Here, the students are carefully listening to what I use; as a result, their listening skills are developing. Students are making an effort to understand the parts of speech; they are using their motor nerves. The students are closely observing their students and brainstorming, and they are following my instructions, all of which are improving their critical thinking. They are speaking, which enhances their speaking skills. All the languages were focused on one task.

Now the students will be divided into groups for the task. First, they will look, read, connect, and write down the adjectives with the realia objects. They will have one minute to scan and brainstorm ideas. Once they are done, I will take the answer and appreciate the students' encouragement. In the next activity, they will look at the book, which contains all the explanations. In groups, they have to talk for 3 minutes and write the adjective form of the base word. They will talk in groups, and when the students finish their work, they will raise their hands. This activity will provide scope for communication among peers. Students will

brainstorm and will be able to think critically. After the activity breaks, 1 minute is given to the students.

Independent practice is for 12 minutes, where students will do individual activities. First, they will observe, look, read, connect, and write the adjectives. Then they will get 3 minutes to complete the task and handout, and once they are done, they will raise their hands. With the completion of the first activity, students will receive good remarks in their copy. This technique will help the students become more independent and interested in learning.

In the closing task, I explained what they had learned. This will continue for 6 minutes. I summarized the topic and asked if they had any questions. After appreciating the student's effort, the class will end. Before ending the class, the teacher ensured that everyone had written in their diary, and I used signs on the lesson register.

3.4.6 Direct Monitoring, Observatory, and Indirect Monitoring

Class monitoring is the only way to find out the needs of the students. I have observed teachers using the direct observation method to regularly watch and record student behaviour and interactions in the classroom. This helped the teachers gather information in real time about student involvement, engagement, and social interactions (Smith & Johnson, 2015). In an inclusive classroom, monitoring plays an inevitable role. With the help of this, a teacher will be able to help the students with learning impairments. While taking the class, I realized that the class monitoring assists the students with learning disabilities, talks with them, helps them write their diaries and comes from the board. It allowed for monitoring the advancement of each student and identifying areas that require support or intervention by using a behaviour checklist (Smith et al., 2017). Directly observing the students, assessing the effectiveness of instructional strategies, and making any necessary adjustments (Connor et al., 2020).

While observing class I, I came across indirect assessment. For classes 1 and 2, the school only allows indirect assessment. That means we were asked to assess the students only by observing the students' involvement, performance, and growth through indirect observation. Through the use of additional sources of information such as student work samples, portfolios, evaluations, and progress reports, indirect monitoring differs from direct observation in that it does not include seeing students in action in real time (Villa et al., 2017). The students of classes 1 and 2 were provided with project works, artwork, assignments, handouts, oral tests, and many more for the assessment. By using indirect monitoring strategies, teachers may provide inclusive learning environments that meet the needs of a variety of students and improve their performance as a whole. As in class 1, there were students with learning disabilities. I was able to understand how well these students were coping.

3.4.7 Assessment Through the Activities

The school uses various tools to evaluate children's progress, such as observation and assessment through activities, checklists, and standardized assessments. These evaluations can help identify areas where children may need extra support or stimulation and inform the development of individualized plans to support their growth and development. Teachers observe and document children's behaviour and interactions throughout the day. They use this information to track progress, identify areas of strength and need, and inform planning for future activities. Here, I tried to help the children develop more fruitfully by working on their strengths. Checklists and rating scales are used to assess specific skills or behaviours, such as language development, social skills, or physical abilities, like gross motor skills, such as jumping and running, and fine motor skills, such as holding. They provide a structured way to document progress and can be used to compare a child's development to typical milestones for their age group.

To reach these milestones, I helped each child in the organization—this assistance from the caregivers is known as scaffolding. Scaffolding is a teaching strategy widely studied and implemented in educational settings. According to Wood, Bruner, and Ross (1976), scaffolding involves providing temporary support to help learners achieve a specific learning goal. This support can take many forms, such as clear instructions, breaking down complex tasks, offering hints or prompts, modelling, and providing feedback. Teachers help children in all stages of development through scaffolding. For instance, if the child cannot create a new colour from the primary colour, the caregivers assist and make them do it. Along with that, as the classroom cultured inclusivity, the classroom needed different types of feedback.

3.4.8 Giving Feedback

Checking the copies and giving feedback is the most hectic and sensitive part of the teacher's job. I used to provide comments in writing to the students while checking copies, and I used red-inked pens for any feedback and corrections. To rectify mistakes in spelling, I would highlight the incorrect word, put "sp." underneath it, and then make the necessary adjustments above it. Grammatical mistakes are indicated by underlining the word, writing "gr." underneath it, and then correcting it above it. I offered comments such as "Please improve your handwriting when someone's handwriting was difficult to read."

Correction Type	Symbol
Grammatical Error	gr.
Spelling Error	sp.
Incomprehensible handwriting	Please improve your handwriting.

Table 1: Written Feedback

Often for the students with learning disability I used give them extended feedbacks. The children were unaffected by this; instead, I discovered afterwards that they made an effort to practice writing by hand. The directions for rectification are provided below.

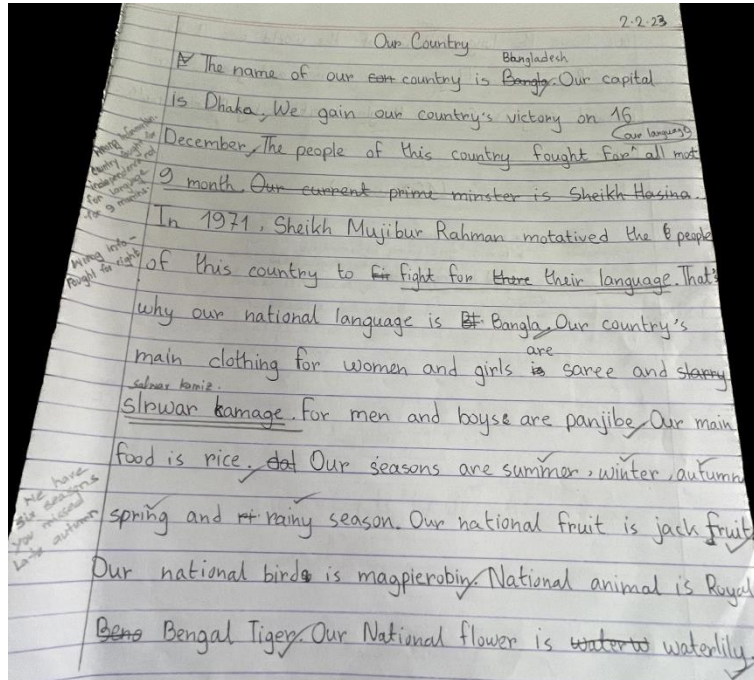


Figure 5 Feedback given in students classwork

3.5. Experience with the teaching methodologies: DM, GTM, CLT, and ALM

3.5.1 Observation of the Direct Method in the English Classroom

In the first week, I observed the English literature class. The class was on the poem and summary writing. The objective of the content is to develop vocabulary and enhance their writing ability. The method that was followed is the direct method. The approach is known as the 'oral' or "natural" method. According to Donaldson, the direct method is the direct appeal to the learners using the foreign language. In the 19th century, Gouin attempted to build a method based on child language learning. After that, other reformers modified the method to follow a naturalist principle of language learning. The main attempt was to make a second

language sound like a first language. As said, the classroom follows a prescribed textbook that is written in English but is in a foreign language. According to Richards and Rodgers, there are a few principles that reflect the successful use of the direct method in a classroom. The analysis is based on Richards and Rodgers' principles.

According to Richards and Rodgers (2001), classroom instructions should be given in the target language. All the instructions were given in English. No use of the native language was seen. The class was conducted exclusively in the target language. From the start of the class until the end, the target language was spoken by the teacher as well as the students. Every day, new vocabulary and sentences should be introduced. According to Richards and Rodgers (2002), oral communication skills should be organized around Q&A exchanges between students and teachers. New sets of vocabulary were taught to the students. For example, in STD-IV, while reading the poem "The Story Spirit," new sets of vocabulary were introduced. The learning objective of this poem is that after reading it, they will learn new words and their meanings, and it will work on their speaking skills. Words like "spirit," "merchant," "custom," "selfish," "damsel in distress," "faithful," "ripe old age," "retire," "procession," "get rid of," and many more were introduced to the students with meaning. The students were communicating with the teacher through questions and answers. For example, when the teacher asked a context-based question like, "Who remained where? The students answered, "The spirits from the stories remained in the leather bag forever." The teacher asked, "Who planned to release them? Students answered, "The old servant. Apart from this, there was continuous engagement between the students and the teacher. Grammar was taught inductively. Now, points should be introduced orally. The lesson and the class followed it explicitly. There was concrete use of vocabulary, and that abstract vocabulary was taught outside of the class. For example, to make the students understand the word "custom," the teacher used the word "tradition" and explained the word. Again, she used a synonym and example of the word "thrill," so here we can see that

extra effort is given to vocabulary. As the teacher was reading aloud, she was working on the students' listening skills. The writing task also involved the content, which worked on the writing skills. Writing a summary and answering the questions was approaching the students' thinking ability in English. The incorporated tasks make the students brainstorm and generate new sets of ideas. Here, they have to generate ideas in a foreign language. It will help them adopt a foreign language like their native language. A focus on speaking was given. The teacher asked students to read aloud the poem one by one. After reading the stanzas, the teacher explained them. While reading aloud the stanzas, the teacher corrected the students' pronunciation; as a result, they improved their pronunciation. If the students had any difficulty understanding a foreign language, English was used to make them understand. No translation was done in the class, which replicates the way we learn our native language.

3.5.2 Experience while implementing the theory of GTM in the language classroom

The classroom should pursue a methodology to achieve the expected outcome in foreign language learning. Selecting a suitable methodology and applying the theories requires a close analysis of the needs of the learners. According to Larsen-Freeman & Anderson (2011), the goal of learning a language is to read that language's literature. Acquisition of the second language and reading the literature are the successes of GTM. One of the traditional language teaching methods is the grammar-translation method (GTM). In GTM, the target language is rarely used by me. GTM helps students read and learn foreign languages and literature.

While taking grade 7 English Literature class, the students were able to read and understand the poem 'The Lake Isle of Innisfree'. I have barely used L-1 in the classroom, and this technique helped the students read and learn foreign languages and literature. An essential feature of GTM is being able to translate the language. The students in the class successfully

translated the poem. The institution is an English-medium school and promotes the usage of English inside the class.

Nevertheless, for learning, they used their native language to translate. In GTM, students read and translate texts, write essays, do exercises, and give assessments (Scrivener, 2011). When they were giving responses, they used the target language. So the feature of translating the language was used by the students. Even though the goal was not to be able to communicate in the target language, the students were able to do that. Language skills like reading and writing are developed through this method. When the students did the writing activity, they read the texts closely and wrote effectively. One crucial feature of GTM is that teachers will be the authority in the classroom (Larsen-Freeman & Anderson, 2011). In the class, the interaction was between me and the students, and there was no scope for peer interaction. I used to give extended explanations of the intricacies of grammar. In the class, the students got acquainted with much new vocabulary based on the reading texts. Through the activities, the vocabulary of the target language improved. In GTM, mental exercises stimulate the brain to recall and memorize new vocabulary. The puzzle-solving activity of guessing the words from clues is an example of mental exercise. Using the GTM in the classroom helped the students learn the target language. It helped them to understand much vocabulary in the target language, and they excelled in reading and writing the foreign language. Students can write freely and can interpret the literature. In the literature class, I observed the theories of GTM practically.

The class started with unit 19, the lesson 'The Lake Isle of Innisfree' written by William Butter Yeats from their prescribed book. It was a short yet significant poem. Before presenting the topic, the teacher asked the students a few questions like, 'What comes to mind when they think about a holiday?', and 'What do they like, like most villages or cities?' Students actively answered the questions. Taking the answers, the teacher introduced the topic and gave them 5

minutes to read the poem and underline the unknown vocabulary. I asked one student to volunteer and read the poem aloud. Taking the authority, I explained the poem line by line and the meaning of the words ‘Innisfree,’ ‘wattles,’ ‘bee-loud,’ ‘glade,’ ‘cricket,’ ‘linnet,’ ‘pavement,’ and many more. While explaining, I translated a few lines from the poem. Then I asked the whole class what they understood while reading it. Explaining the verse took 10 minutes of class time.

While brainstorming the answer, students translated the lines into their native language first for a better understanding. After translating the stanzas, the students, in their native language, approached their teacher to share their answers. Even though they used their native language to translate, they used English to answer because the school is an English-medium school. I ended the session by asking if they had any further questions.

Since the students had no questions, I moved on to the following questions and asked them to write the answers to the comprehensive questions of the exercise. The questions were in English, and they had to write them in English. During the activity, I assisted the students when required.

The next day, they continued with the same activity. Sets of vocabulary like ‘morning,’ ‘midnight,’ and ‘evening’ were given. Students had to describe how the poem described these vocabularies. In the following task, students had to write the meaning of a few words. The words were ‘arise,’ ‘veils of the morning,’ and ‘a purple glow’ water lapping. Before helping them, I gave them hints and reviewed the words with the closest meaning; they wrote the task in their classwork copy. As the class was running out of time, I gave the initial idea of the next class that they would be doing.

3.5.3 Experience with the theory of ALM

ALM is best for young learners rather than adult learners. Young learners are more likely to adopt the features of ALM. In the audiolingual teaching method, the students were given a methodical framework for improving their speaking and listening abilities through mimicking and drilling exercises (Chastain, 2014). ALM allows students to use the mimicry and repetition methods, which are useful for students. For instance, in class 1, for English Language Classroom and English Literature, the students go for the ALM. First, I made the students read the topic loudly. After explaining the lesson, the students orally memorized it. For class 1, the reading materials, such as storybooks and poems, being introduced to the children follow the audiolingual method. According to Richard & Rodger (2006), the basic principles of the audiolingual method include an emphasis on oral skills, mimicry, drills, and repetition. For English Language class, the students learn common chunks of sentences and memorize them in class through repetition or parroting. To make the students learn the English language fluently, they go through language drills and mimicking. I have practically observed that the students with learning disabilities do go with the ALM approach because this approach follows a certain rule and pattern. Remembering the patterns, they memorize chunks of sentences.

3.5.3.1 Emphasis on oral skills, mimicry and memorization, drills, and repetition

For class 1 Speaking and listening skills are also prioritized over reading and writing. The school aims for the proper verbal development of a child. Thus, the adapted storybooks and poem books are based on listening and speaking. As the children are minors, I used to read the story or poems first, and then the students repeated them. The language of the story and poems is English, which helps the children understand the story just by listening. Only by listening to the story are children able to develop their listening skills. Students were encouraged to imitate and repeat patterns of sounds, words, and sentences until they could reproduce them accurately and fluently. In Academia Dhaka school, memorization is not fully encouraged as they are

minors, and putting pressure on them would be unnecessary. Instead, memorization through mimicry is supported. For instance, the children know the national anthem, songs such as Aha Aji Ei Boshonte, Amar Bhai Er Rokte Rangano, and poems. These were all memorized by the kids, but they did not memorize them forcefully; rather, they did it by imitating their teachers. Students engage in structured drills and exercises to reinforce grammatical patterns and vocabulary. I read out the stories and poems, and the children repeat them. Continuous language drills are given, and the kids learn through repetition. Through this, the children develop their vocabulary and patterns of language.

3.5.4 Experience with the Theory of CLT

While taking it, I used to target the four language skills, which are the reading, writing, speaking, and listening skills of students. Their teaching approach and goal were to achieve fluency, which was based on communicative language teaching. CLT enables flexibility and communicative learning inside the classroom. As the classroom had students with language impairments and the classroom had flexibility in terms of teaching, Using the language skills separately, students with learning disabilities may experience a successful learning outcome. According to Richard & Rodgers (2006), communicative language teaching is more like situational learning, and it sets the teaching of communicative competence as its goal. The CLT approach helps to modify the typical classroom setting. For instance, it enables the use of realia, technology, and task-based materials, changes my role as a teacher, the scope for group work, and pair work. Other approaches, like ALM or GTM, individually focus on particular language skills, but CLT focuses on all four language skills. It works to improve a learner's social skills. I have seen that using the CLT in the classroom benefits normal students as well as students with learning disabilities. As per the language skills, a child may have a disability targeting these four areas of language skills. Using CLT in the classroom helps to emphasize four

different things at the same time. For instance, in class 7, there are three students with learning disabilities, and they have three different kinds of learning disabilities. In language class, when I used the CLT approach, a notable change was seen.

CLT embraces multimodal approaches to language learning, accommodating diverse learning styles and abilities (Kress & Van Leeuwen, 2001). As per the theory, I incorporated visual aids, gestures, role-plays, and multimedia resources that allow learners with different modalities to engage with and comprehend language in various ways, promoting inclusivity in the classroom. Throughout the process of learning, I have considered the student an active participant. I noticed that when CLT was applied, language learners had a strong desire to communicate their thoughts and take ownership of their language-learning process. I have practically used CLT to connect language learning with the development of abilities to communicate. Students work on projects that ask for concessions, problem-solving, and information sharing. To connect language learning with the development of communication skills, students work on projects that call for compromise, problem-solving, and information sharing (Johnson and Johnson, 1999).

While using this approach, I have seen that CLT promotes empathy and fosters cooperation and respect to enhance students' socioemotional development in an inclusive classroom. In the classroom, I have fostered CLT, which was helpful and encouraging, and created an atmosphere where students with learning disabilities feel appreciated and welcomed through meaningful interactions and teamwork. Research by Johnson (2015) concludes that CLT is much needed for an inclusive classroom because it promotes fluency, accuracy, and sociolinguistic competence, enabling learners to communicate effectively in diverse social and cultural contexts. Moreover, in CLT, there is scope for teacher-learner interaction and learner-learner interaction.

3.5.4.1 Classroom Interaction in CLT

Interaction is a spontaneous process that dynamically changes depending on the lesson and the needs of the student. Speaking and listening to one another during learning are both crucial for a student. Conversation practice is the best way for learners to learn. In the grade VIII English Language class, I have included tasks that allow the students to work in pairs. More interactions between students occurred throughout their English language creative writing course than during any other course. In the creative writing class, the conversation frequently switched back and forth between me and the students. In such class interactions, the atmosphere is cordial, unhurried, and adaptable. Interaction between students lengthens student talking time, which enables the students to offer their thoughts in a wider range.

For instance, the students were asked to write about their favourite book in one of the creative writing sessions. The students were eager to write about it since it was an engaging activity. On the other hand, certain students asked me if they could create their conclusion to their favourite story rather than write about it and give it an entirely different climax. I was skeptical while the students weren't; they were eager to witness what their friends were doing. Unexpectedly, the entire class joined in, and by the end of the class, everyone participated and had created a new conclusion to the tale. The class had student-student interaction, which is beneficial for an inclusive classroom. This gave the students more speaking time than usual. But when they have regular grammar classes, the interaction is teacher-student.

To encourage students to take ownership of their education and engage with the classroom community, teachers must support their collaboration and decision-making skills (Adams et al., 2021). The classes I was assigned have a proper balance between teacher-student interaction and student-student interaction. I used to maintain the correct proportion of this interaction. For instance, students in class 1 are more likely to express their thoughts

immediately. Teachers used the concept of turn-taking and let them speak in the class. Sinclair and Coulthard's (1975) introduction of the idea of "turn-taking" in classroom discourse is widely regarded as a seminal contribution to the study of classroom interaction. Planned, structured interactions in which teachers and students take turns speaking were stressed as an effective means of fostering communication and the exchange of knowledge. This technique helped the students gain more confidence and validation from me that they have the quality to give logical reasons for the topic.

In the senior classes, like class 7, the students were more comfortable with student-student interaction. To deal with this, the youth's teacher used to give group and pair work that was based on student-student interaction. This approach helped to support the cognitive growth of the students and create a collaborative learning environment. Numerous studies have been carried out to investigate the different aspects of classroom interaction and how they affect student participation, academic performance, and overall learning objectives.

To promote successful communication and information transmission, I used to emphasize the need for planned, ordered interactions in which instructors and students took turns speaking. The classroom I taught had an appropriate distribution of interaction. This benefited the students with special needs. It was evident that the students with learning disabilities were also actively participating in the lessons due to the proper disturbance of the interaction.

3.5.4.2 Teacher Talk and Student Talk

I observed that they could communicate effectively, which had a significant impact on the atmosphere of teaching and learning. Teacher talk time has multiple types of impact on students' engagement, comprehension, and overall learning outcomes (Johnson et al., 2019). With the help of persuasive gestures, practical instructions, and lesson delivery, teacher talk

improves the teaching experience in many ways (Jones, 2020). While observing the classes, I noticed that teachers are implementing the features of teacher talk, or student talk, by doing collaborative work between peers and student-initiated discussions.

This technique of using student talk has improved students' critical thinking and made them active learners. After applying this method, I saw that the students who participated in the group discussions were more likely to attain a deeper comprehension of the material, retain it better, and gain self-confidence. According to Brown and Lee (2018), students' learning can be greatly improved by their capacity to express ideas, exchange viewpoints, and participate in discussions with peers. This can turn them from passive learners into active participants in the campus community.

To develop a rich learning environment, the appropriate balance between teacher talk and student talk should be maintained by me. The combined balance helps students learn critical thinking, communication, and teamwork, among other important skills (Robinson, 2018). I have witnessed that the young learners and the learners with impairments had improved performance when there were group activities and pair work activities. These students with learning disabilities were helped by their peers. In this context, methods such as group activities, carefully considered technology integration to promote interactive participation, and skillfully designed questioning strategies all contribute to meaningful student talk (Thomas, 2019; Chen & Wang, 2020). The proper balance between teacher-student talk is responsible for the teacher-student relationship. I have observed that the students used to share a great bond among themselves.

3.5.5 Teaching Grammar in the Language Classroom Using the Teaching Methodologies

The following activities represented a range of possibilities for introducing new grammar to the students: This section aimed to enhance vocabulary and spelling knowledge, focusing on prefixes, grammar, and punctuation. The lesson was already explained in the previous class. Unit 2 contained the activity of the grammatical structure of the target language. While teaching the grammatical structure, I have accustomed the students to subject, verb, object, and the use of these elements while forming a sentence—the use of verbs and forms of verbs. The parts of speech like adverbs, adjectives, and conjunctions were also presented to the students. A deductive approach to grammar teaching and explicit grammar teaching was seen, appealing to the declarative knowledge of the students'.

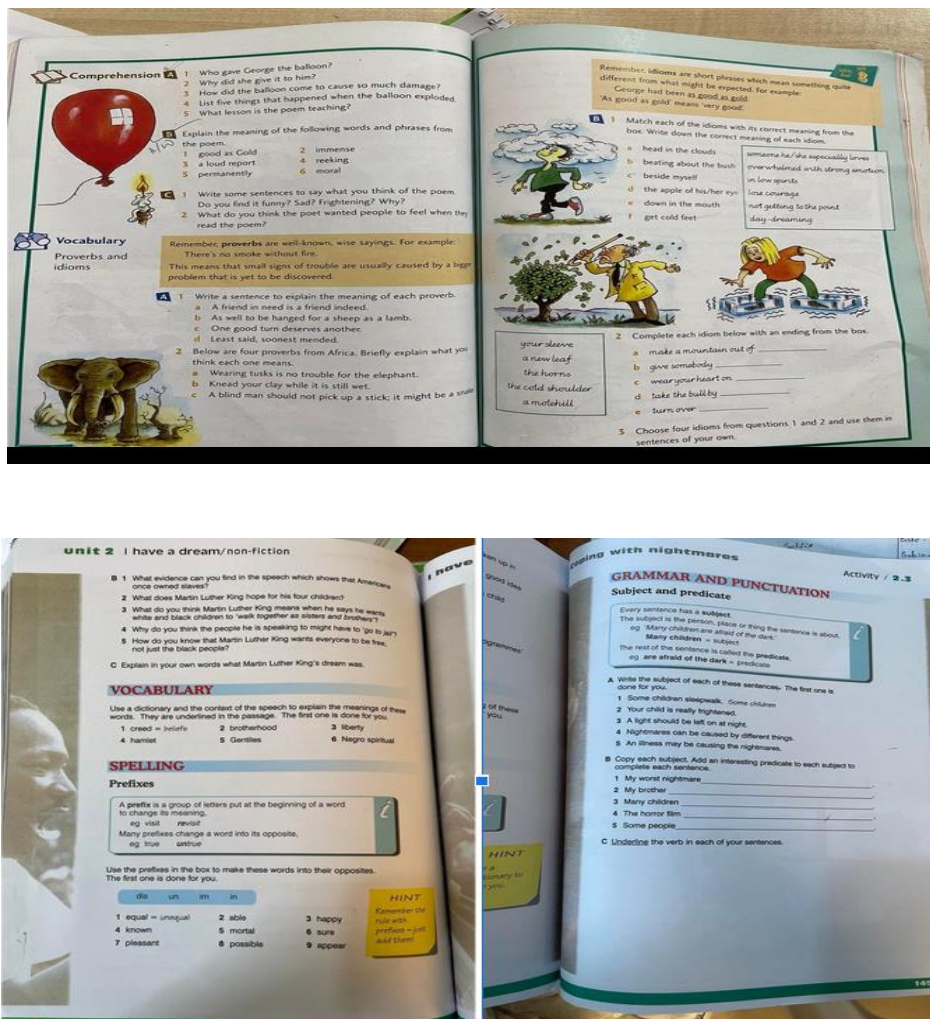


Figure 6 Picture of the lesson

I adopted the present-practice approach first. The lesson was on vocabulary, prefixes, grammar, and punctuation. Explaining the functions of the grammatical structures of these items and clarifying I also used the traditional grammar-translation method along with the audiolingual method. I read and translated the text first. The grammatical points and sentences of the target language were presented first, for instance, what is a subject, object, and clause, how a pronoun is used, how a verb is used, how to use an adverb in an adverbial clause, how to use punctuation and many more. New sets of vocabulary were introduced to the students. How to transform a new vocabulary from an existing vocabulary was also taught. These grammatical parts are known as suffixes and prefixes. This segment focuses on spelling and word formation skills. Prefixes are letters we add to the beginning of a word to make a new word with a different meaning. Suffixes are one or more letters added to the end of a base word to change its conjugation, word type, or other grammar properties, like plurality. Students can learn extra vocabulary with different meanings outside the text using suffixes and prefixes.

Once they can use grammatical point suffixes and prefixes, they can identify which parts of speech these belong to. For example, in Unit 2, the first vocabulary activity was given. They have to use a dictionary to find the context of the speech, and then they will explain the meaning of the given word. The words like 'creed', 'brotherhood', 'liberty', and many more were given; they will look for the context. This task requires the students to use a dictionary of the target language, which is an intelligent way to polish the vocabulary. The next task is to use 'prefix' to make the opposite words of the given words. Prefixes such as dis, un, im, and in' are given. They will use it and complete the task. The words 'equal' are given, and they will add 'un' to make the opposite word. The audiolingual method was also used while teaching the grammatical points. Language drills were given to the students for memorization of the

grammatical structure. A drill is a teaching strategy that uses spaced repetition to help students learn the material. Drills encourage knowledge or skill acquisition through repeated practice.

After this, I applied the test-teach-test approach and set communicative activities to determine if the students understood a particular topic. The activity could be a writing task or a role-play task. I kept monitoring the students' actions and decided if the focus was on the right track. First, the students were assessed, and I used marks if the students could complete the task. Once they can complete the task within the structure, they move on to something else (Gower et al., 1983). After delivering the lesson, I asked the students to do their class activity. She asked them to do tasks A, marking the adverbial clause, and B, filling in the blanks. I took the test and then assessed the students, and after the assessment, I moved on to the next activity. The whole lesson is on the adverbial clause and its associated activities. I monitored the class discretely while the students were writing their tasks—the lesson focused on their writing and critical thinking. As the class ran out of time, I gave the students a post-task activity.

The next topic was the adverbial clauses. The class started with the pre-task activity. I used the board and wrote the sentences "so that" and so... that and then asked the students what the difference is between these. I asked the students, 'Can we use 'so that' in the main clause?'. Again, I wrote, 'Lina is so charming that everyone adores her' and asked why 'so..that' was written. This was an interactive activity. Through this activity, students connected with me. After this pre-task, the teacher proceeded to the main lesson. I used the deductive approach to teach the grammatical structure. She used the presentation and practice approach; she explained the difference between 'so that' and so...that'. She explained the grammatical point that 'so that' is used when there is a purpose. Chronologically, she explained the contents as given in the book. I deductively explained the grammatical structure of the grammar. For example, 'so...that'(so+ adj/adv+ that) refers to something that happens because the subject is the main

clause and has extreme quality. After giving the grammatical structure, she gave examples. I also taught them the exception.

3.6 Experience with Learning Disabilities in Inclusive Language Classrooms

Students' academic development and social growth at school are impacted by learning disabilities. Early identification of such situations is a plus point for teachers to offer modified tools and assistance to students with learning disabilities. As a teacher, with the help of Response to Intervention (RTI), I identified the students with learning disabilities. According to Bradley, Danielson, and Hallahan (2018), a formal evaluation procedure is a technique to detect learning disabilities. To identify such students, I took informal assessments and observations in addition to official evaluations and RTI to spot potential learning disabilities. During this informal assessment, I found, that a student with learning disabilities would struggle to follow directions or finish assignments, whereas a student with attention deficit hyperactivity disorder (ADHD) might struggle to concentrate in class. As a teacher, I also watch for students' performance patterns, such as persistent difficulties with particular topics or activities. As a teacher, I evaluated the student's academic and medical background. There were a few students who had already been diagnosed; in this case, I have looked over previous assessments of those medical records, or Individualized Education Plans (IEPs).

Inclusive education has drawn much attention as it ensures that all children with or without learning disabilities have access to quality education. Learning disabilities are neurological conditions that prevent students from learning, memorizing, and applying information. Reading, writing, listening, speaking, and communication skills are the learning-related areas that learning disorders can affect. According to the National Center for Learning Disabilities (NCLD), approximately 1 in 5 children in the United States has a learning disability. "Inclusive education" refers to a new teaching method that values differences and considers the unique

needs of children with learning difficulties. It creates an environment where students feel accepted and encouraged, regardless of their learning disabilities. Inclusive education believes that students may benefit from good teaching and appropriate implementation. Inclusive education aims to create a safe and supportive learning environment that supports positive student behaviour and fosters social and emotional development. In Bangladesh, it might be difficult to create an inclusive learning environment. Utilizing reading tools specially created to meet their needs is one method for assisting students with learning disabilities in inclusive classrooms. It may be challenging for a learner with a learning disability to flourish academically and socially in a language classroom. Depending on their specific needs, students may struggle with various language-based skills such as communication, understanding, reading, and writing.

For instance, I have observed a student in class 1 who has dyslexia and has trouble reading and writing. That student with dyslexia finds it difficult to understand what is being taught in class. He struggles with language processing, and he cannot react to the instructions or engage in class discussions. The student faces problems assembling the words in the right position. They are tasked with assembling the alphabet after seeing it stumbling around. According to Shaywitz et al. (2018), the patient sees the words, seeing them stumbling around, and the brain misinterprets speech, which is the root cause of this learning disability. Spelling and reading problems may result from it. The student from class 1 perceives the alphabets 'b' and 'd' as the same thing; the student also thinks that 'c' and 'e' are the same; the student cannot differentiate between the alphabets. For instance, the student pronounces words like

- 'Vegetable' 'Vegetable' as 'Vegetadle'
- "Kindness" instead of kindness
- "builb" instead of "build."

As that student has problems with reading, he also has difficulty speaking. He cannot form a proper sentence. He used chunks of words. Students with trouble speaking may find it challenging to communicate and put their ideas and thoughts into words. These students face frustration and demoralization, impacting their academic performance and self-esteem.

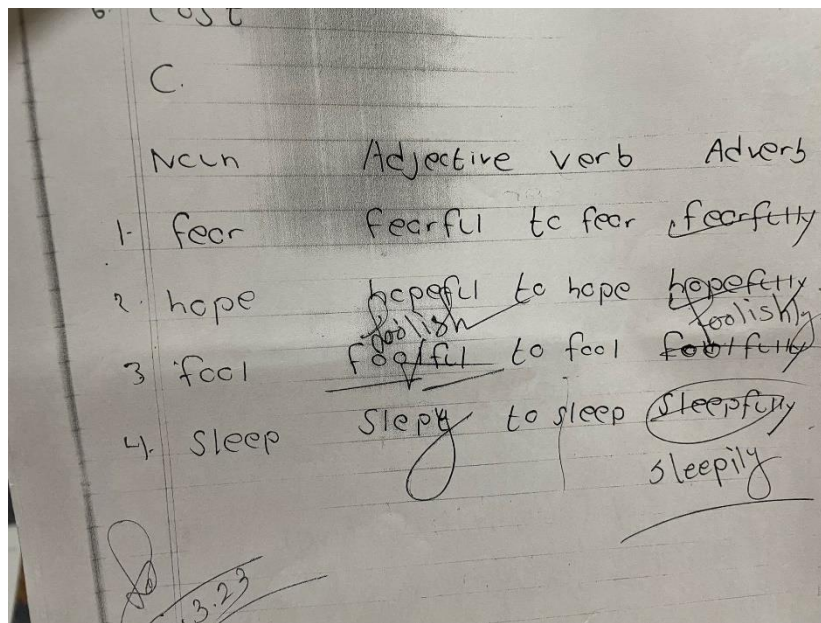


Figure 7 Overgeneralization by the student with learning disability

In class 7, the students with learning disabilities face problems with writing. That particular student has dysgraphia, which makes him struggle with spelling, the handwriting process, and planning their ideas down on paper. He finds it difficult to take notes in class. Put what they are thinking and thinking into writing, demands extra assistance. This particular student knows that he has problems with writing, so what he does is memorize the pattern, which is known as overextension. For instance, in a task where he has to write adjectives, verbs, and adverbs of the given word, He writes like the following:

Noun	Adjective	Verb	Adverb

Fear	fearful	To fear	fearfully
Hope	hopeful	To hope	hopefully
Fool	foolful	To fool	foolfully
Sleepy	slepy	To sleep	sleepfully

Table 2 Overgeneralization by the student with learning disability

The student thought that the adjective of a noun has ‘ful’ in the last and the adverb has ‘lly’ in the last. He believes that is how a noun is changed to an adjective, verb, or adverb. It is done because of overextension. Here, it is clear that the student follows the pattern. He thinks that all adjectives have ‘ful’ at the end and all adverbs have ‘fully’ at the end. He does not want to learn that there are exceptions. Even though I corrected him, he made the same mistake. To support these learning-disabled students in a classroom, I have observed that teachers have modified their tools to meet their needs. It included extra time for lessons and assignments, using technology, providing visual aids, and modifying the mode of instruction to meet their learning style and pace.

3.6.1 Experience with the student with Autism Spectrum Disorder (ASD)

The school fostered an inclusive classroom, which gave the students who are on the autism spectrum a general education with the general students. In class 1, I came across a student who had the hallmarks of autism, like repetitive behaviors, difficulty in communicating, and social isolation. According to Happé and Frith (2020), people with ASD frequently struggle to interpret and react to social signals, engage in repetitive actions, and may have sensory sensitivity issues. He used to remain quiet, but if somehow, he was triggered, he used to give

overwhelming reactions. Again, if his routine was disrupted, he would get frustrated. For instance, in one event, I was doing the rooster duty during the tiffin time. When the bell rang to notify the students that tiffin time was over, that particular student came to me and said, "Why did the sister ring the bell? The time is not up", "I could not play", and "Why did you ring it". He said that he started crying and started to show things to me and the sisters. So, this incident proves that these kinds of students like to function as per their routine.

Learning disabilities can affect how well people learn languages. For instance, identifying and recognizing sounds in spoken language might be difficult for students with learning disabilities. As a result, they may find it challenging to pick up new words, identify linguistic patterns, and comprehend the connection between letters and sounds. Reading comprehension, or the meaning of the written text, may be difficult for students with learning disabilities (Swanson, Hoskyn, & Lee, 1999). They may find it challenging to follow directions, participate in class discussions, and comprehend written tasks. Students with learning disabilities may have difficulty using language to vividly express themselves, which is the capacity to effectively convey thoughts and ideas (Berninger & Richards, 2002). As a result, they may find it challenging to participate in class discussions, ask questions, and communicate their thoughts in writing tasks.

3.7 Challenges Faced During the Internship

There were a few challenges that I encountered while doing my internship at Academia Dhaka. In my first few weeks, I struggled to get accepted by the students. It was unusual for them to have a new teacher in their class. I struggled to get their attention, but soon they accepted me, and I was able to build a strong bond with them. As I had a few students with special needs, it was quite difficult to deliver the class-based lecture. I had to be more conscious while using my tone and pitch. Soon I learned about it, and I was able to overcome my challenge. My goal

as an ELT major was to implement the many teaching strategies and tactics I had learned. Unfortunately, as an intern, I did not have the opportunity to do so. All of the prior instructors' lesson plans, curriculum, and resources were given to me, and I had to follow them. While taking the classes, I later found several errors in the lesson plans and materials. Last but not least, I was allowed to make the necessary modifications and add my responses.

Chapter 4

Recommendation and Conclusion

4.1 Recommendations

In light of my experience, I have a few recommendations for students with learning disabilities. Bangladesh has significantly advanced in recent years to support students with learning disabilities and promote inclusive education, regardless of challenges. The government of Bangladesh has put out several measures to give access to high-quality education to these students. A prominent policy is the "National Education Policy 2010," which promotes inclusive education to ensure universal access to education. Following the policy, "children with disabilities shall receive education in mainstream schools" (Ministry of Education, 2010, p. 31). To make the policy successful, emphasis is given to teacher training to promote inclusive education.

In Bangladesh, establishing inclusive education is still difficult, despite the efforts made. For instance, there are too few qualified teachers for special education and insufficient specialized teaching materials and assistive technology (Alam, 2020). Negative attitudes toward students and children with disabilities and a general lack of understanding of the value of inclusive education also create challenges. To ensure the success of a student with learning disabilities in both their academic and personal lives. It is essential to educate them first.

1. My recommendation is that the schools should provide training to the teachers.

Training associated with child psychology, autism, children with learning disabilities, and teacher attitude should be given to the teachers. In my internship period, I have seen teachers with a lack of empathy and patience in the classroom. I have observed

that the teachers often get restless. The training can help the teachers foster a positive attitude towards the students.

2. My recommendation is to give general counselling sessions to the students so that they have empathy for the students with learning disabilities. This counselling session will help the students learn about learning disabilities and autism. Social and peer acceptability problems are something that kids with disabilities frequently deal with, and these problems may significantly influence how they feel about school and how well they do academically. When their peers make them feel accepted, they will be interested in taking the class.
3. There are numerous methods for teachers to support general students and students with learning disabilities and encourage social acceptance. Making an inclusive classroom where all children feel supported and respected is one of the most important duties. My suggestion is that teachers should allow students to work in groups to encourage peer collaboration and social relationships. To support students with disabilities in engaging in academic activities and feeling included, teachers can also make adjustments and changes in the classroom. The school authority can change their seating arrangements from semi-fixed to flexible.
4. Teachers can plan activities encouraging empathy and understanding among peers with disabilities to promote peer acceptance. Teachers may promote peer teaching and include students with disabilities in extracurricular activities. To promote social acceptability and give students with disabilities a feeling of acceptance, peer support might be beneficial.
5. Teachers may help children with learning difficulties by implementing evidence-based teaching strategies in the classroom and encouraging social acceptance. For instance, to aid students with learning disabilities, teachers can employ multi-sensory

methods, including using visual aids and kinesthetic activities. My suggestion is that the school transform into a multimedia classroom; they should install projectors and computers to help the students learn more effectively.

6. Teachers should also offer frequent feedback and emphasize constructive conduct to encourage student achievement. While working with students with learning disabilities, involving parents and other caregivers in the educational process is another essential component. Parents may make decisions about their child's education by constantly updating teachers on their child's development and receiving progress reports. Working together, parents and educators can ensure that special needs kids get the assistance they require at home and school. My suggestion is that the school should call teachers to meetings more frequently.

4.2 Conclusion

In conclusion, I would like to mention that I had an amazing three months working as an intern at Academia Dhaka. I was successful in solidifying my teaching background and gaining the love and respect of both my students and colleagues. While working there, I had certain challenges, but as I've covered in the previous chapters, I overcame them. Finding out more about the role instructors play in teaching young learners in an English-medium classroom was the main objective of my internship. An inclusive method, which combines a few various tactics and approaches, is what teachers should use to teach and learn languages efficiently. Through the process of gaining experience, I have come to realize this. In this report, I have outlined these aspects to analyze them using relevant theories. Moreover, I have made a few suggestions that I believe might benefit the younger pupils.

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