

Report on

My journey as a teacher: a report on my internship at an English medium school

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fulfillment of the requirements for the degree of
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Declaration

It is hereby declared that

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

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Abstract

This report is based on the experience I have gained by doing an internship in Learner's International School (pseudonym). During the internship I explored the challenges and opportunities of teaching and my capabilities of becoming a teacher in the future. In this report, I presented my reflection on my practice, different methods of teaching including Grammar-Translation Method, Communicative Language Teaching (CLT) and Task-based Teaching and tried to find the best method of teaching that facilitate maximum learning for my students. Along with that, I also reported my experiences of observing other teachers, developing an understanding of the qualities of good teachers, and building a good and effective teacher-student relationship in the class. This report also portrays some of the challenges and drawbacks that I experienced during my internship. At the time of my internship, I also tried to maintain my professionalism and moderate relationships with the teachers and my colleagues. Also, I mentioned all the learning that I have gained during the internship and how I can demonstrate those learnings in my future teaching journey. At the end of the report, I suggested some recommendations that will help make some changes for better and more effective learning in the classroom.

My journey as a teacher: a report on my internship at an English-medium school.

Chapter 1: Introduction

"Teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together." -Scott Hayden

My desire for teaching began in my childhood, as both my parents are teachers. I grew up watching them teach many students at school. However, my intention to teach became more prominent when I chose English language teaching (ELT) as my major as an undergraduate student. Another reason I have chosen to teach English is because of my father. He used to share how he could not learn English as a student because of a lack of a good English teacher. Nevertheless, I did not have any personal experience teaching multiple students in a classroom before starting my internship. Through this internship, I gained my first experience of teaching English in a classroom and in a school.

In recent times, English has become the most important language in the world. English is known as an international language. In every aspect of life, the English language has a pretty strong influence. That is why the English language is considered the lingua franca. ELF has been introduced as a way of referring to communication in English between different speakers with different first languages (Seidlhofer, 2005). As a result, teaching and learning the English language is very essential for achieving the power to communicate with the whole world. This is not different in Bangladesh's educational context. Recently, the number of English-medium schools is increasing day by day, and most of them are following the international teaching curriculum to teach English as a second language. Added to that, nowadays, most of the students' as well as the parents' first choice is an English medium school since the English medium schools have more suitable teachers and curriculum than a Bangla medium school.

Every English medium school or organization follows a specific curriculum; the most famous one is Cambridge. English language teachers have to make sure that they are providing a proper learning environment for the students in the classroom. Teachers have to build a positive and understanding relationship with the students. As an English teacher, he or she has to maintain a planned and monitored teaching environment so that the students can learn properly. Not only teachers in English medium schools, but also teachers from any school, can provide effective learning in the classroom by following any curriculum and instructions.

Sometimes it is difficult for the teachers to provide effective learning to the students, as they can lose their patience while learning. Also, the students tend to use their first or native language in the classroom. To manage the students, teachers need to follow different methods to engage the students in learning English. There are different methods of teaching that are widely followed by English language teachers. Through my internship journey, I was able to relate and understand which method can be followed to teach the students.

I started my internship in Summer 2022. To start my internship, the very first and most important step was to find a reputed English medium school. For that, I had to look for different schools. Since most of the schools started online classes due to the COVID-19 pandemic, it was really difficult to find a school that would allow me to observe the classes offline. After lots of searching, I got the opportunity to complete my internship at Learner's International School (LIS), which was for four months. Though the school was not close to where I live, I liked their environment and classroom setup. Also, the teachers were efficiently trained, especially for teaching English.

After certain academic procedures, the principal of the school asked me to join their school on August 1st, 2022. That was my first day in a classroom full of students. I was assigned

as a trainee at first. In the first few days, I observed different classes and four English language teachers, and I was able to take a few classes as a teacher as well. During my internship, I was able to observe four teachers, and as a result, I got to learn practical practices and apply them in my work with my other academic knowledge that I have learned in my undergraduate program. I have learned how to manage the students with positive actions by observing the teachers. Each teacher had a different way of showcasing their skills to manage the classroom. The curriculum that is solely followed by LIS is the Cambridge curriculum. The school is very strict about following the curriculum, and teachers are always evaluated monthly to ensure effective learning in the classroom. The relationship between the teachers and the students was very friendly and positive, and as a result, the students accepted me as one of them so easily. They were very respectful toward me. Overall, the environment of the school was really pleasing and met my satisfaction. It was a great learning place for me to gain experience to become a teacher in the future.

In the next section of this report, I will discuss some literature that is related to my learning and observation. I went through some of them during my internship to connect my experiences with the articles.

Chapter 2: Literature Review

Amid the time of my internship as a teacher, I have surfed through various articles and journals that are related to my academic learning as well as my aim to understand more about the teaching profession. These articles and books helped me to remember the purpose of my internship; they were like guidelines for me to observe better in the classroom and connect all the theories with practical experience. In this section of the report, I will discuss a few of the articles and resources that will give ideas about different forms of teaching methods, along with the qualities of a good teacher and the required skills and knowledge for a teacher to ensure effective learning in the classroom. especially the matters that I have taken into account while working as a teacher. I tried to apply these teaching techniques while teaching in a classroom.

2.1 Language teaching methods:

Here, I will briefly talk about the teaching methodologies that I followed during my time as a teacher. In this detail, I would like to mention that I did not follow any specific method; rather, I tried to pick suitable methods and mix them together by evaluating the student's proficiency level. Furthermore, I tried to remember the things that I had missed during my learning stage in school. The teaching techniques that I have taken into account are the Grammar Translation Method (GTM), Audio-lingual Method (ALM), and Communicative Language Teaching (CLT). I tried to keep the balance between all four language skills: speaking, listening, writing, and reading. Additionally, to make the classroom environment more active and communicative, I tried to follow task-based teaching (TBT) so that we develop proper teacher-student time in the classroom. Thus, I will include all the literature regarding my topic and give some practical examples supporting the literature below in this chapter.

2.1.1 Grammar Translation Method (GTM):

The Grammar Translation Method is the most traditional method of teaching any classic language, especially English in Bangladeshi context. In this method, students learn the rules first and then practice the examples from the textbooks. Students study grammatical rules and then put those principles into practice by translating sentences between the targeted language and their native tongue. It is also known as the deductive method of learning grammar. In the English classroom, GTM is one of the most efficient methods to use for a teacher. Some EFL teachers find the grammar translation method to be the easiest method among other methods for English learners by approaching the importance of vocabulary and grammar rules (Milawati, 2019). Some of the highlighted characteristics of GTM are mentioned below, which are mainly followed by the teacher.

- i. The teacher has the most authority in the class, as he or she discusses the vocabulary and grammar rules in the native language.
- ii. Students only learn vocabulary from isolated word lists, which are translated into their native language.
- iii. Lessons are taught systematically following a certain syllabus, mostly in literature.
- iv. Since these methods do not focus on fluency, learners do not play any active role by interacting. For this reason, GTM is only followed to teach specific grammar rules and vocabulary. Thus, teachers have to rely on other teaching methods as well.

Likewise, this method is not that competent for communicative learning, as the teacher takes over the class by demonstrating the rules. Focusing on other competing language teaching methods, Brown (2006) mentioned, GTM provides nothing to enhance communicative ability in learning another language (p. 19).

2.1.2 Audio-lingual Method (ALM)

The Audio-lingual method is another popular teaching technique among teachers at the elementary level. In this method, various types of drilling are practiced so that students can learn about grammatical structures. The types of drilling that are common in classroom practice are repetition, replacement, inflection, restatement, and others. Drilling helps the students to identify the difference between the native language and the targeted language by following the teacher. The more times something is repeated, the stronger the habit and the greater the ability to learn (Larsen-Freeman & Anderson, 2001). This method is a form of Behaviorist theory since it involves positive and negative reinforcement among the learners (Skinner, 1957). Again, only focusing on ALM does not initiate communicative learning for the students.

2.1.3 Communicative Language Teaching (CLT)

Unlike Grammar Translation Method and Audio-lingual Method, the communicative language teaching method focuses on interactions. CLT involves learning to communicate through interaction in the targeted language; the ultimate goal of this method is interaction or communication between teacher and students. According to Savignon (1987), the purpose of the CLT approach is to help students handle the communication skills of the targeted language. The teacher tries to design the learning tasks or lessons in a communicative way. The teacher plays a vital role in this method (Richards & Rodgers, 2001, p. 77). Furthermore, students can learn the targeted language in a communicative way when the teacher is able to assign them

interactive tasks. In this case, the learning environment is also very important. Students' spoken language is more productive when they are engaged in a dynamic learning environment that encourages them to do their tasks (Toro et al., 2019). In the CLT method, using different interactive materials is highly recommended. Peacock (1997) mentions that many authors believe that the use of authentic interactive materials motivates learners in foreign language lessons. Since students are engaged in different tasks, they do not feel pressure to learn the language effectively. Along with that, students also get the chance to role-play by doing the given tasks, like acting out a dialogue or presenting a drama.

2.1.4 Task-based Language Teaching (TBT)

Task based language teaching is another effective teaching approach in the classroom. Task-Based Language Learning is an approach that implies the idea that language learning takes place by using language meaningfully and contextually. Nunan (2004) explained that in task-based teaching, the task should help the students to comprehend, produce, or interact in the targeted language after expressing the meaning by using grammatical knowledge. (p. 4) In TBT, the given task should have an outcome and aim. If the students are asked to discuss a scenario from the textbook, it is important to monitor how they are using the language to describe it. The main outcome of a task should be involved with cognitive and linguistic processes (Ellis, 2003). In task-based language teaching, the role of the teacher is very important. The teacher should provide ample input and should model or practice the performance of a task or the use of a certain strategy (Van den Branden, 2016). He also added that the teacher should engage in negotiation to describe meaning during the task as they are dealing with the input and output of the task (p. 170). This also means that a teacher should come with questions to identify the output of the task from the students.

2.1.5 The best method

From my experience, there is no specific teaching method that is best for effective language learning. To acquire a second language, it needs to develop all four of the language skills: speaking, writing, listening, and reading. Each of the teaching methods serves a different purpose in developing these language skills. There are different students with different proficiency levels in a classroom. A teacher needs to understand every student's needs and design a suitable classroom environment by practicing different methods. Sometimes, teaching complex grammatical rules or providing an accurate meaning of literature is difficult when using targeted language in class. In this case, using the native language is the best option to explain the rules or translation to the learners. Learning gets meaningful via translation, and better comprehension promotes foreign language proficiency (Mart, 2013).

On the other hand, at the elementary level, drilling or Audio-lingual method is very essential, as the students can gather knowledge about the language by repeating after the teacher or copying the style of speech. This method helps to develop the students' listening and speaking skills. Qin (2019) explains the advantages of ALM, saying that the audio-lingual method emphasizes listening and speaking and encourages students to use foreign languages for thinking. He added that this method develops the accuracy of pronunciation among students, which is really important for speaking. However, the limitation of Audio-lingual method is that it does not serve to develop the learners' writing and reading skills. Likewise, the Communicative Language Teaching method serves to develop the students' speaking and listening skills as they are involved in interactive tasks. They can present in groups and demonstrate their speaking skills by reciting a dialogue or play. Nevertheless, CLT also is not efficient enough to develop other two language skills. To improve writing skill task-based

teaching can help, as the teachers can engage the students to write something in the targeted language, implementing the learning from GTM.

In short, it is difficult to choose the best method for teaching English because the method used depends on the age and level of the students as well as the subject being taught. Most teachers find that a combination of communication, audio-language approaches, and task-based instruction works well in most cases.

2.2 The qualities of a good teacher

If education is the backbone of a nation, then a good teacher is the heart of education. A teacher needs to have proper knowledge of learning and teaching. A good teacher can make learning an easy process and make the students capable of acquiring knowledge. To become a good teacher, one needs to be enthusiastic and able to care about what the students' needs professionally (Reed, 1989). And being a good English teacher is more difficult. The teacher needs to be well aware of his or her own skills in the targeted language, as the students mainly follow the teacher in the language learning classes. Language learning classes can make students lose their interests. However, as an effective teacher, he has to make his class interesting (Mahmoud & Thabet, 2013). A good teacher should have knowledge of her teaching content. She has to make sure by self-evaluating whether she has sufficient knowledge about her teaching content or not. Additionally, she should know her strengths and limitations. Research shows that a good teacher is understanding, patient, consistent, respectful, and well-educated, as well as a friend, a master, and has excellent subject knowledge (as cited in, Ida, 2017).

A teacher should be well-versed. Students learn most of their lessons from their teacher. If a teacher fails to represent her teaching theory, or does mistake in pronunciation, or explains

wrong grammatical theory, that will reflect on her students too, and thus the teacher fails to become effective for the learners. A teacher who is aware of his grammar theory provides himself with believability and stature in the eyes of his students. With a bit of coaching on a way to justify synchronic linguistics and a way to show it, academics have an imperative tool (Miller, 1987). She also mentioned that his ability to explain grammar and teach it means he has an indispensable tool (p. 38).

Another tool that shows the characteristics of a good teacher is her teaching materials. Each teacher should have their own way of choosing or providing teaching materials for the students. Some teachers are only committed to the text book in the classroom. She only uses textbook-oriented exercises rather than being creative with her skills. Developing separate materials for the classroom can show how the students get engaged and feel challenged, which increases their learning thirst. Ruzgar (2021) said in his study that students believe a good teacher has high expectations from the teaching as well as from the students, ensures the design of various materials, and makes a good learning environment according to the students' needs.

A good teacher uses teaching approaches practically in the classroom. Based on the proficiency levels of the learners, a teacher should practice different teaching methods in the classroom. The relationship between teacher and student also represents a good teacher. A good teacher increases the chances of having a strong relationship with students because the teacher shows care and acts as a team player (Bullock, 2015). To ensure an effective student teacher relationship, a teacher gives personal attention and always wants to help them fairly by understanding their situation (Ida, 2017)

Beside maintaining good relations with only students, a teacher must build friendly relationships with the parents as well.

A good teacher must know how to manage the classroom. Classroom management is an essential skill for a teacher to have. In the next section, I will briefly discuss the importance of classroom management.

2.2.1 Classroom Management

The essential goals for all teachers are to construct effective classroom management and a positive classroom environment (Sieberer-Nagler, 2016). Classroom management does not only mean stopping shouting in the class and keeping the students quiet and calm. A teacher has to look at many things to manage a classroom. To create an appropriate learning environment in the classroom, teachers need to follow some techniques to manage the class.

Eye contact

Foremost, eye contact plays a vital role in class management. Besides hand gestures and voice, keeping eye contact with every student is important. This way, the teacher can monitor each and every student and make them understand that the teacher has full authority over the class. However, if the teacher fails to keep eye contact with the students, it shows her lack of confidence and gives the students a sense of insecurity (Gower et al., 1983). Having active eye contact during any task or activity, encourages the students to participate in the activity more. Gower et al. (1983) also mention that, through eye contact, teachers can easily understand which students are having difficulty understanding lessons.

Seating arrangement

Practicing different seating arrangements in the classroom is another technique of classroom management. There are different types of seating arrangements that can be used in a classroom. Additionally, proper seating arrangement also allows the teacher to maintain eye contact with the students in the classroom. Scrivener (2011) explains that changing seating arrangements helps the learners to interact with different people. (p.61) Students have a common intention to sit in a fixed place, especially the backseaters, who are less attentive during class time. This is why reshuffling the seating arrangement frequently is necessary; inattentive students can understand that there is no room for skipping lessons, and they are more interested in doing activities and interacting with others. However, seating arrangements can differ on the basis of the number of students, the space of the classroom, and the environment (Khatri, 2016). Changing the seating arrangement of the classroom also develops the interpersonal distance of students and builds social relationships between class peers (van den Berg et al., 2012).

Lesson plan

If a teacher plans lessons previously and figures out how to engage students in learning, there are fewer classroom management issues. In short, a planned lesson helps with classroom management. During lesson planning, the teacher makes decisions about the goals of the lesson, planned activities, and necessary resources, considering the class timing and the number of students (Richards & Renandya, 2002). Teachers should plan creative resources or materials besides the textbooks. However, teachers need to keep in mind about the number of students and period timing while planning lessons, as too many activities will take up the time for feedback and wrapping up the class.

Chapter 3: My Experience

During my internship period, I got the opportunity to experience the real essence of teaching. Teaching is not an easy job. To become a teacher, one needs to know all about effective teaching in the classroom. Not only that, one must have enthusiasm, passion, and love for teaching. While I was studying my academic courses, I made up my mind to become a teacher in the future; it was my childhood wish to take up teaching as a profession as well. However, I did not know before starting my internship as a teacher that teaching is a huge responsibility, especially when the subject is English. Since I was doing my internship at an English medium school, I had to communicate in English with the teachers and students. I learned that my English needs to be more efficient in terms of speaking. So, I tried to practice speaking English at home so that I could communicate with the students.

Before starting my internship, I had an interview with the respected principal and two of the senior language teachers. They asked me many questions that were related to teaching and class management. They also checked my pronunciation proficiency in English, for instance, the principal asked me to say 'sugar' to check if I could pronounce it properly. It was a bit funny, but I also got a hint of how seriously they take the proper delivery of speaking English.

The first few weeks were a little bit different for me as I was new to the school and students were trying to figure out what I was doing there. Gradually, they accepted me as a teacher, and they really liked me and appreciated my effort. In the first month of my internship, I worked as a trainee and observed the other teachers' classes. I used to sit beside the students at the back bench and observe the teacher's teaching method and how they managed the class timing. I got to learn that the teachers design their lesson plans in advance for a month, and then

the lesson plans are evaluated twice: at the start of the month and at the end. In the first month, the teachers showed me how they make the lesson plans. Furthermore, I learned how teachers practice different teaching methods and make sure the students are developing all four skills of language, and they are reading, writing, speaking, and listening. I was pretty amazed to see how the teachers were well known for balancing all the teaching approaches because, when I was a student, I used to see that the other teachers only followed textbooks and did not give feedback on speaking or reading. Added to that, in my working school, the students were always eager to use English to communicate in the class with the teacher or the other classmates. The teachers always encourage the students to speak in English, whether they can say it accurately or not. This works as positive reinforcement, and the students gain confidence to communicate. While I was observing the classes of the senior teachers, I noticed each of them had a different way of teaching practice, which was also different from what I had experienced as a student at school. When I asked about the senior teachers and how they manage to keep the diversity of teaching techniques, they elaborated on how it helps the students being more attentive in each teacher's class, and they have more interest in attending the classes. This was the most different experience for me.

During my observation period, the teacher showed me how to check the class work and homework during class time. They also encouraged me to come up with my own idea while giving feedback on the copies. I was told the same about planning lessons for my class, though I could only take two classes every week. I had to plan my lessons for each week. My main aim was to see the students develop their skills through my teaching. So, I tried to design my lesson plan that way. However, in the first few weeks, I struggled with managing time as there were twenty students in each class. I could not follow my lesson plan properly. I had to take the class

work outside the classroom and check it. The teachers were very helpful towards me in this matter, and gradually I was able to design a map for teaching the lesson and then giving feedback to the students in the classroom. As, the class duration was forty minutes, I divided my lesson for 20-25 minutes, and I would keep at least ten minutes to check their homework and classwork and give them feedback.

In my internship period, I took classes from grades 1–5 as in elementary-level students. In the class, they were always active and would try to complete their given lessons. At first, only a few students showed interest in taking part in reading out loud. I motivated them by giving them positive feedback and by giving them nicknames according to their favorite flowers. I felt this technique helped the other students to come out of their shells, and they also took part in class activities, especially the 1–3 graders. I also told them if they bring their homework daily, then we will play guessing word games in the next class of the following week. The students get very excited and happy if we play board games or word-guessing games. To illustrate, in board games, I would write the meaning of a word on the board, and they had to find it from their book. The word meanings were given in the previous class. The students seemed to enjoy the game so much, and they were completing their homework and lessons regularly.

I would write positive words like ‘very good’, ‘excellent’ and sometimes draw stars or emojis on their copies, especially in their class work. The young learners would show the stickers or emojis to other students, and they would complete their writing and come to me to get the copies checked. Sometimes, if I felt that they did it only to get the drawings, I would ask questions from the lesson that we had done in the class so that they would also pay attention to the lesson and understand what they had learned. Sometimes, while reading from the book,

I would purposely say a wrong word to see if the students were following along with me. Most of the time, I would ask the students to read from the book by calling them in front of everyone. Sometimes, it was difficult when one or two students could not read at all. So, after hearing from all the students, I would go to the students who struggled to read, and read the passage again for them. After class, I informed the senior teachers about their situation so that the teacher could let the parents know about it too. However, in class, I would give those students extra time to help them with their understanding.

I also took several classes in grade 5. They were newly introduced to creative writing, for instance, writing a summary, a letter, and broad questions to answer. Since they had a more complex syllabus, I needed help from the senior teachers to understand how to conduct their classes. They give me permission to use my own methods. I only got to take two classes in a week. The language teacher shared with me that the students like to do worksheets in the class, and from class 5, they start to work in groups to implement grammar learning. I got the opportunity to make one worksheet for the students on Case and Adjective. I will attach the sheet to the report. The students were fantastic in groups. They have great proficiency in speaking. They were always ready to give a presentation in front of the class. As they were still learning creative writing, they made several mistakes with sentence formation and using synonyms. Some of the students would only write the answers directly from the book. For them, I showed how they could use the dictionary to find alternative words and then modify the answers differently from the book but with the same meaning.

Besides teaching, I have fulfilled many other responsibilities and duties as a teacher. Though I was an intern, I had the opportunity to participate in every decision along with the senior teachers. I have learned a lot for my future preparation to become a teacher. I tried to be

sincere and regular during my internship. I managed to enter the school on time, attend the assembly with the students and teachers, and sing our national anthem. It was an amazing experience for me. I tried to maintain a good and friendly relationship with teachers and other office staff. As the youngest trainee on the school premises, I received love and respect from everyone. I also took a few classes with senior students as a substitute teacher. It felt like managing the senior students was more difficult than the elementary students. At first, I faced difficulty controlling the class, so I asked for help from the teachers, and they affectionately showed me how to do things.

I also participated in various extracurricular activities, like sports and art competitions, with the students. Added to that, I was able to attend events like the science fair, sports day, and vaccination day. This school has some special occasions, like William Carey Day and United Nations Day. On these occasions, students and teachers wear the same-colored attire and attend the class, followed by the cutting of cakes. Especially on UN Day, each student will bring food and share it with their classmates. On the day of the science fair, I helped the teachers decorate the classrooms and stage, and I also helped the students set up their projects for the science fair. During my internship, I realized students actually like coming to school every day unless they feel sick.

The school has a wide playground where students play sports with different equipment that is also provided by the school authority. The school also has library facilities and a computer lab where students can spend their free time. Added to that, one English teacher highly recommends the students visit the library and read literature books by different authors, and then keeps note of which students take books from the library. Later, finding a suitable day,

the teacher gives them assignments to write the bibliography of the author, a summary, and connect with real life. It was a good initiative to let the students discover the art of literature.

The principal in charge and the administrator were very happy with my performance. The principal was very kind to me by offering to stay as a substitute teacher, but I could not accept it as I was physically ill, and the school was really far away from my home. Besides my sickness due to dengue fever, I did not witness any problems in the school. The environment of the school was so cooperative that I liked my four-month internship journey.

Chapter 4: Obstacle and Challenges during my internship

The experience of working as an intern teacher was really amazing and enjoyable. However, there were still some problems and challenges at the time of my internship. The obstacles were not something that I am disappointed with, but they taught me to overcome my shortcomings as a teacher, which I think is very important for my future endeavor.

The first obstacle was the distance of the school from my home. As it took me much time to find a good school for starting my internship, this school was my last hope. So, I did not think for a second and grabbed the opportunity. I had to wake up really early in the morning to avoid the traffic and reach the school on time. Except for two or three days, I entered the school on time. Though it was hard, this helped me change my daily routine, which I think is more important than the daily journey.

The second obstacle for me was that I had a fear of speaking in front of the students. I am naturally a bit shy and find it difficult to speak with anyone. The fear was triggered more deeply when I saw the students were good at picking up the misspelled words and communicating in English. In the beginning, I started stammering in front of everyone while speaking because I was nervous, and this was very embarrassing for me. The stammering made me more doubtful of my proficiency in English. I shared this feeling with the administrator and one of the teachers, and they helped me by motivating me and giving me courage. Following their suggestion, I started to speak more English at home with my siblings to overcome my fear. I was able to discover that the long break during the COVID pandemic, the lack of communication with teachers, and not practicing academic presentations really affected my speaking skills. Thankfully, I was able to overcome this problem because I could tell that if a

teacher is nervous and confused about speaking during teaching, it affects the students' learning. To avoid this situation, I practiced more and more before going to school the next day.

Another problem was that, as I had never used the board for teaching or writing before my internship, it was difficult to use the whiteboard and write with a marker. My handwriting used to look so bad that, as a result, I had to read out my writing again and again to the students. I also had to be very careful while checking their class copy so that students did not write anything incorrect on it. However, daily practice helped me fix this problem as well.

The most saddening and painful part was that I had to take a few days off because I got the dengue virus. Physically, I was unable to get up from bed, let alone go to school. However, the teachers and principal were very kind to let me finish my job as an intern teacher. After returning to the school, I found out the students were having their first-class test for the term. At that time, I could not take any classes.

4.1 How would I use my learning in future teaching?

I learned many things from my internship journey, and it was the best experience of my life. Along with me, my whole family was very excited about my new experience. The main realization I had is that being a teacher sounds easy until one is actually doing it. Teaching means taking on the responsibility of many young learners as well as an entire institution. Now I feel more ready to start my career as a teacher. I still need to learn a lot of things and become more efficient with my knowledge to carry on my job as a teacher. I have to work on my personal skills—handling behaviors, learning to understand kids better, and becoming more passionate—to make myself a good teacher. I have picked up many positive techniques from the senior teacher, which I like to apply in my teaching too. I learned that students like physical

activities more in the classroom, so I will try to improve my recitation skills so that I can act out in front of my future students.

Chapter 5: Conclusion

My wish of becoming a teacher is starting to come true as I complete my internship. The internship journey inspired me a lot to take my dream of becoming a teacher seriously. Both of my parents are teachers, and their lives as teachers encouraged me a lot to become a teacher. The amount of love and respect they got from their teacher really motivated me. Moreover, the courses and faculties of my university also played a huge role in starting my teaching journey.

During my internship, I have learned a lot. I made many mistakes and tried my best to overcome them by gathering knowledge and seeking help from the senior teachers. I was not entirely successful in becoming a good teacher. I failed a few times to present the best of me in front of the class, and I tried to correct myself. My colleagues and the principal were really kind to me. They never showed disappointment or disagreed to help me. The experience of my internship was beautiful, and I will always keep the things that I learned in mind and apply them whenever I can. This journey also helped me develop my social communication skills, which I will always cherish in my life. The tender love of the students and my colleagues made me feel attached to them, so when I was leaving on my last day, it was very bittersweet for me.

However, based on my internship experience and my academic learning, I would like to suggest a few things to change at the school.

- First of all, the school has many classrooms, but except for playgroup to kg-II classrooms, other classroom walls are empty. It would be more wonderful if they redecorated the classrooms with colors.
- Secondly, there is no multimedia in the school, which they should arrange soon. Nowadays, multimedia plays a huge role in teaching.

- Lastly, some classrooms are too small; they need to increase the space as new students keep coming during the running session.

To conclude, I would like to say I enjoyed each and every day of my internship journey. I made good memories and learned a lot of new things, which I would not have known if I had never had the opportunity to do the internship. I got the chance to work with many sweet teachers. I realized that the things we learn in academic courses are not meant for good marks on the certificate; rather, those lessons encourage us to apply them in real life. During my theoretical classes, one of my faculty members said that either no one wants to become a teacher or they cannot provide good teaching for the learners. I can solely relate to this comment made by my respected teacher. And I could only realize this during my internship period. I learned a lot from this experience.

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