Report On

An experience of teaching in an English version school

By

Sadia Sharmin
17103019

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Social Sciences in partial fulfillment of the requirements for the degree of
Bachelor of Arts in English

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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.

Student's Full Name & Signature:

_____
Sadia Sharmin
17103019

Supervisor's Full Name & Signature:

_____
Dr. Sabreena Ahmed
Associate Professor, Department of English and Humanities
Brac University

Examiner:
Bijoy Lal Basu
Associate Professor
Department of English
University of Dhaka

Chairperson:

_____
Firdous Azim, PhD
Professor and Chairperson, Department of English
School of Humanities and Social Sciences
Brac University

Acknowledgement

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Chapter 1

Introduction

As a part of partial fulfillment of BA in Applied Linguistics and ELT, all of us have to complete 3 months internship at any school. During this internship, we have to observe and take English classes in the designated time. I had the opportunity to work as an intern at Mirpur Girls' Ideal Laboratory Institute, Mirpur Dhaka. I joined the school on 5th September, 2022. My duties were giving instructions to individual and small group, and providing feedback to students, checking scripts, invigilating examination halls and taking English language classes. Through this experience, I gained valuable knowledge and skills in lesson planning, classroom management, and teaching English as a second language (ESL).

Mirpur Girls' Ideal Laboratory Institute was founded by Mr Fakir Sharif Uddin Ahmed on 21 January 1978. There are two main shifts for students which are morning and day, the school runs from class nursery to class ten, also it operates in both Bangla and English version and follows National Curriculum Text Board (NCTB) curriculum. In that school, there are near about 3500 students and 150 well qualified teachers. Moreover, for the students' well-being, there are language club, debate club, sport club, computer lab, science club, cultural club, karate club and so on. Apart from this, there is an enriched library where students can find many reference books and all. In different season and different occasion, school authority arrange cultural programs where students perform with enjoyment. Beside study, there are lots of activities for students, such as study tour, picnic, perform debate, and dance in television. In the period of COVID-19, the authority of the school arranged online classes successfully, there was a platform for all of the students where the online classes held. The main goal of the school is to make students as an ideal citizen of Bangladesh so that they can explore well in every phase of their life.

This internship report reflects on my experience of teaching English in an English version school as an intern teacher. The teaching experience was a valuable one, as it provided me lots of knowledge and rewards of being a teacher. It also allowed me to apply the theories and concepts learned in the classroom to real life situations. Through this experience, I gained a deeper understanding of the importance of creating a positive learning environment for students and impact that a teacher can have on their students.

The teaching staff at the school is highly qualified and experienced. The majority of the teachers have a Master's degree in Education and many have additional certifications in specific subjects. The teachers are supportive and collaborative, regularly participating in professional development opportunities to enhance their teaching practices.

The students at the school are diverse, with a range of cultural, linguistic, and socio-economic backgrounds. The majority of the students come from middle to upper-class families and are motivated to learn. The school is committed to creating a positive learning environment and promoting cultural understanding and respect.

During my internship, I saw different teaching strategies and approaches in action and was impressed by the teachers' ability to create engaging and effective lessons. I also had the opportunity to work with small groups of students, assisting with individualized learning and providing additional support. Throughout the internship, I received feedback from both my supervising teacher and my students on my teaching practices. This feedback was invaluable in helping me to identify my strengths and weaknesses as a teacher and to develop my teaching skills. The feedback was helping me to reflect on my teaching experiences and to make informed decisions about my future teaching practices.

In addition, I also had the opportunity to implement effective classroom management techniques. I learned about the importance of establishing clear expectations, rules, and

procedures for students, as well as the importance of positive reinforcement and effective consequences for misbehavior (Jones & Jones, 2018).

I learned a lot from the teachers and the supervisor of the Mirpur Girls' Ideal laboratory institute where I could use my theoretical knowledge of language teaching practically. The following chapters elaborate on my internship experience.

Chapter 2

Literature Review

Part 1: Popular Methods of Teaching English

Teaching English as a second language has become a global phenomenon, and it has been observed that different language teaching methods have evolved over the years to meet the needs of learners in diverse contexts.

2.1.1 Grammar Translation Method

Grammar-Translation Method (GTM) is one of the earliest methods used for teaching foreign languages. GTM emphasises the acquisition of vocabulary and grammar rules and their translation from the target language to the native language. This method primarily focuses on written language and is more concerned with accuracy than fluency (Brown, 2001). The GTM method is usually used in a classroom setting where the teacher is the authority figure who lectures and explains the rules of the language while the students take notes and practice translating passages.

Richard and Rodgers (2014) stated that one of the main advantages of GTM is that it provides a systematic and structured approach to language learning. GTM also provides students with a foundation of grammar and vocabulary that they can use as a basis for further language learning.

However, GTM has several disadvantages. One of the main disadvantages is that the method does not promote the development of communication skills in the target language (Brown, 2001). GTM also does not promote the development of fluency, and it can be boring and demotivating for learners who prefer to communicate in the language.

2.1.2 Communicative language teaching (CLT))

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the importance of communication as the main goal of language learning. According to Littlewood (2014), CLT is based on the premise that "language is a social and communicative tool, and that the aim of language learning is to develop the ability to use language appropriately and effectively in different social contexts" (p. 1). This approach emphasizes the development of communicative competence, which is defined as "the ability to use language to communicate effectively in a range of social situations" (Richards & Rodgers, 2014, p. 71). He also added that, CLT is focused on the use of language in real-life situations and encourages learners to use language to express themselves and to understand others. The approach emphasises the importance of communication and interaction between learners, as well as between learners and teachers. The role of the teacher in CLT is to facilitate communication by providing opportunities for learners to use the language in meaningful ways and by giving feedback on their language use. CLT also emphasizes the importance of authentic materials and tasks that reflect real-life communication situations. This includes using materials such as videos, podcasts, and newspaper articles that are relevant to learners' interests and experiences. Tasks that are used in CLT are designed to be interactive and communicative, such as role plays, group discussions, and information gap activities. In addition to that, CLT is an approach to language teaching that prioritizes communication and interaction as the main goals of language learning. It emphasises the development of communicative competence, the use of authentic materials and tasks, and the role of the teacher as a facilitator of

communication. However, there have been plenty of criticisms of the communicative language teaching. One of the main criticisms of CLT is that it can sometimes neglect important aspects of language learning, such as grammar and vocabulary (Nunan, 2015). In some cases, this can result in learners who are able to communicate effectively, but who lack accuracy and precision in their language use.

Another criticism of CLT is that it can place a heavy burden on teachers to create authentic and meaningful communicative tasks for learners (Galloway & Rose, 2015). This can be time-consuming and require a great deal of preparation, which may not be feasible for all teachers or in all educational contexts. Furthermore, CLT may not be appropriate for all learners, particularly those who may have a more traditional or rote-based learning style (Miyahara, 2020). This can lead to feelings of frustration or confusion for some learners, and may result in a lack of engagement or motivation.

2.1.3 Audio-lingual Approach

The Audio-Lingual Method (ALM) is an approach to language teaching that emphasises the use of drills and repetitive practice to develop language skills. According to Larsen-Freeman and Anderson (2011), the ALM "is based on the behaviorist theory of learning, which holds that language learning is a process of habit formation through imitation, repetition, and reinforcement" (p. 77). The ALM places a strong emphasis on the development of accurate pronunciation and grammar. This is achieved through the use of drills and pattern practice exercises that focus on specific grammatical structures and sentence patterns.

2.1.4 Direct Method

The direct method of teaching a second language involves the exclusive use of the target language for instruction and communication (Richards & Rodgers, 2014). This method is believed to facilitate language learning by providing learners with ample opportunities to use and practice the target language in meaningful contexts (Brown, 2000). Additionally, proponents of the direct method argue that it can help learners develop their speaking and listening skills faster than other methods that rely more heavily on translation and grammar instruction.

2.1.5 Project Based Language Learning (PBLL)

Project-Based Language Learning (PBLL) is an approach to language teaching that emphasizes the use of real-world projects as a means of promoting language learning and proficiency. PBLL has been shown to be effective in promoting language acquisition and motivating students to engage with language learning (Kovalyova, Y. Y., Soboleva, A., & Kerimkulov, A. (2016). In recent years, PBLL has gained popularity in language education worldwide, including in Bangladesh. In Bangladesh, PBLL has been implemented in a range of contexts, including in secondary schools and universities (Islam & Zaman, 2019). PBLL in Bangladesh typically involves students working in groups to complete projects that involve the use of English language skills, such as researching a topic, conducting interviews, or creating a multimedia presentation. These projects are designed to be authentic and meaningful, and to provide students with opportunities to use language in real-world contexts. One of the main benefits of PBLL is its ability to promote student-centered learning and to provide students with opportunities to develop critical thinking and problem-solving skills (Garcia-Sanchez, 2019). Additionally, PBLL has been shown to be effective in promoting student motivation and engagement in language learning.

However, there are also challenges associated with implementing PBLL in Bangladesh, including a lack of resources and materials to support the approach, as well as a lack of training for teachers (Islam & Zaman, 2019). To address these challenges, there is a need for teacher training programs that focus on PBLL and provide teachers with the skills and knowledge they need to effectively implement the approach in the classroom. Overall, PBLL may significantly improve language education in the mainstream schools of Bangladesh.

2.1.6 Total Physical Response

Total Physical Response (TPR) is an approach to language teaching that emphasises the use of physical movement to reinforce language learning. TPR has been shown effective in promoting language acquisition and retention, particularly for beginners and young learners (Sakui & Gaies, 2020). In recent years, TPR has gained popularity in language education worldwide, including in Bangladesh. In Bangladesh, TPR has been implemented in a range of contexts, including in primary schools and language learning centers (Rahman, 2017). TPR in Bangladesh typically involves students following physical commands in the target language, such as "stand up," "sit down," or "jump." These commands are designed to be simple and easy to understand, and are used to reinforce vocabulary and grammar structures. One of the main benefits of TPR is its ability to promote student engagement and motivation in language learning. TPR is a highly interactive approach that encourages students to participate actively in the learning process (Sakui & Gaies, 2020).

However, there are also challenges associated with implementing TPR in Bangladesh, including a lack of trained teachers who are not familiar with the approach, as well as a lack of resources and materials to support TPR instruction (Rahman, 2017). To address these challenges, there is a need for teacher training programs that focus on TPR and provide teachers

with the skills and knowledge they need to effectively implement the approach in the classrooms.

Part 2: Teaching English Language Skills

Teaching and assessing English language skills is a complex process that involves multiple components, including vocabulary, grammar, listening, speaking, reading, and writing (Cummins & Davison, 2007). Effective language instruction involves integrating these components and providing opportunities for learners to use the language in authentic contexts (Ellis, 2008).

Assessing language skills requires a comprehensive approach that includes both formative and summative assessments (Brown, 2004). Formative assessments, such as quizzes and self-assessments, provide ongoing feedback and help learners identify areas where they need to improve.

2.2.1 Teaching Productive Skills

Speaking and writing skills are two of the most important productive skills in English language learning. These skills enable effective communication in both personal and professional contexts. According to the Cambridge English Language Assessment, effective communication requires the use of appropriate vocabulary and grammar, as well as the ability to convey meaning clearly and accurately. Developing speaking and writing skills requires practice, feedback, and reflection.

In order to develop speaking skills, students can participate in activities such as role plays, debates, and presentations. These activities provide opportunities for students to practice speaking in different contexts and to receive feedback on their performance. Writing skills can

also be developed through practice, feedback, and reflection. Exercises in creative writing, academic writing, and business writing can provide opportunities for students to develop their writing skills

Incorporating authentic materials, such as news articles, podcasts, and videos, can also be an effective way to develop speaking and writing skills in English language. These materials can provide students with exposure to different types of language use and help them to develop their own speaking and writing style. Overall, developing speaking and writing skills in English language requires a combination of practice, feedback, reflection, and exposure to authentic materials. Utilizing technology and incorporating authentic materials can also be effective strategies to support the development of these skills.

2.2.2 Teaching Receptive Skills

Reading and listening skills are important receptive skills in English language learning. These skills enable learners to understand and interpret spoken and written language.

According to the British Council, reading and listening skills can be developed through exposure to a variety of texts, such as news articles, podcasts, and videos. This exposure can help learners to develop their vocabulary and comprehension skills.

In addition to exposure to authentic materials, learners can also engage in specific activities to develop their reading and listening skills. Activities such as summarizing, predicting, and note-taking can help learners to engage with and understand the content they are reading or listening to.

Incorporating assessment of reading and listening skills can also be an effective way to support the development of these skills. Assessment can help learners to identify areas in which they need to improve and can provide motivation for continued learning.

Overall, developing reading and listening skills in English language requires exposure to authentic materials, engagement in specific activities, and the use of technology. Assessment can also be an effective way to support the development of these skills.

Part 3: Managing a Large Classroom

Managing a large classroom can be challenging for teachers, as it requires the ability to engage and motivate students while also maintaining order and control. In recent years, there has been growing interest in strategies and techniques that can help teachers effectively manage large classrooms. One strategy that has been shown to be effective in managing large classrooms is the use of positive behavior support (PBS) interventions (Scott et al., 2007). PBS involves the use of proactive strategies to prevent problem behavior and promote positive behaviour, such as providing clear expectations and rules, using positive reinforcement, and providing students with opportunities for choice and autonomy. Another strategy that can be used for managing a large classroom is the using of movement activities among students (Schacter, Thum 2018) such as the student who is sitting in the first row today, he or she will sit in the last row tomorrow, so that every student will get same focus or attention and also teachers will get more chances to observe all the students. Furthermore, Evertson and Weinstein (2013) stated that creating a small group among students can be a useful technique while managing a large classroom.. In addition to that, effective classroom management requires the development of positive relationships between teachers and students. This can be achieved through strategies such as using humor, showing genuine interest in students' lives, and providing opportunities for collaborative learning (Evertson & Weinstein, 2013).

2.3.1 Techniques of Managing a Large Classroom

Managing a large classroom in high school can be a challenging task for teachers. However, there are several techniques that can be used to effectively manage a large class.

According to the National Education Association (NEA), one effective technique is to establish clear expectations and procedures for classroom behavior. This can include creating a list of classroom rules, developing a routine for starting and ending class, and establishing consequences for misbehavior. By setting expectations and procedures, teachers can create a positive and structured classroom environment.

Another technique is to actively engage students in the learning process. This can include using a variety of instructional strategies, such as group work, interactive lectures, and project-based learning. Engaging students in the learning process can help to maintain their attention and reduce disruptive behavior.

In addition to these techniques, technology can also be used to support classroom management. Classroom management software, such as ClassDojo and Edmodo, can be used to monitor student behavior, communicate with parents, and provide feedback to students (Cox, 2020). However, in Bangladesh traditional teaching practice. Overall, effective classroom management in a large high school classroom requires establishing clear expectations and procedures, actively engaging students, using technology to support management, and taking care of one's own well-being.

2.3.2 Disruptive Behavior of Students

Disruptive behavior in the classroom can be a significant challenge for teachers. However, there are several strategies that can be used to address and manage disruptive behavior

effectively. According to Emmer (2012) teachers can create a list of classroom rules and communicate them clearly to students. They can also develop a system of consequences for misbehavior, such as a warning, a call to parents, or a referral to the principal's office. Another strategy is to actively engage students in the learning process. This can include using a variety of instructional strategies, such as group work, interactive lectures, and project-based learning. By engaging students in the learning process, teachers can maintain their attention and reduce disruptive behavior.

In addition, positive behaviorism can be an effective tool for managing disruptive behavior (Everston, 2013). This can include acknowledging and rewarding positive behavior, such as completing assignments on time or participating in class discussion. Positive behavior of a teacher can encourage students to reduce disruptive behavior. Finally, teachers can work with students to develop a plan for managing disruptive behavior. This can include identifying triggers for disruptive behavior and developing strategies for managing these triggers. Teachers can also work with students to set goals for behavior and academic performance. It is important for teachers to remember that managing disruptive behavior is an ongoing process and may require ongoing intervention and support. It is also important for teachers to seek support from colleagues, administrators, and other professionals as needed.

Part 4: Bangladesh Context

Teaching English in Bangladesh presents a unique set of challenges and opportunities for educators. In recent years, there has been a growing demand for English language instruction in the country, with a particular emphasis on improving English proficiency in the workforce (Khan & Hogue, 2019). To address this demand, the government has implemented several initiatives to improve the quality of English language education, including training programs for teachers and the development of new curriculum. Additionally, private institutions and non-

governmental organizations have been actively involved in providing English language instruction to students and adults in Bangladesh (Rahman, 2014). One challenge that teachers may face in Bangladesh is the lack of resources and infrastructure for English language instruction (Rahman, 2014). This may require teachers to be creative and resourceful in their teaching methods and to make use of available technology and materials. To be effective in teaching English in Bangladesh, it is also important for teachers to be aware of the cultural and linguistic background of their students and to adapt their teaching strategies accordingly. This may include using examples and materials that are relevant and meaningful to Bangladeshi culture and incorporating the use of Bengali language in the classroom.

2.4.1 Bangladesh Education system definition

The education system in Bangladesh is a complex and multifaceted system that has undergone significant changes in recent years. The system includes both public and private schools, as well as a range of tertiary education institutions (Alam, 2021). At the primary level, education is compulsory for children aged 6 to 10 years old and is provided free of charge in government schools (Alam, 2021). However, access to education in rural areas can still be limited, with many children unable to attend school due to poverty, social norms, and other barriers (Ahmed & Hossain, 2021).At the secondary level, students can choose to attend either a general education program or a vocational education program, which prepares students for specific careers (Alam, 2021). However, there are still significant disparities in access to education at this level, with students from disadvantaged backgrounds often facing barriers to higher education (Ahmed & Hossain, 2021). In recent years, the government has implemented a range of reforms aimed at improving the quality of education in Bangladesh, including the development of new curricula, teacher training programs, and the expansion of digital learning platforms (Alam, 2021). However, challenges remain in terms of ensuring access to education

for all children and addressing issues such as low enrollment rates, high dropout rates, and poor quality of education in some areas (Ahmed & Hossain, 2021).

2.4.1.1 Vocational Educational System in Bangladesh

In Bangladesh, vocational education and training (VET) is an important component of the education system and is designed to equip students with the skills and knowledge needed for employment in various industries (Islam, 2020). The VET system in Bangladesh is managed by the Bangladesh Technical Education Board (BTEB) and includes both formal and non-formal education and training programs. The VET system in Bangladesh has undergone significant reforms in recent years, with a focus on improving the quality and relevance of VET programs and promoting partnerships between the education system and industry (Akter & Jahan, 2019). These reforms have included the development of competency-based curriculum, the establishment of industry advisory boards to provide input on VET programs, and the introduction of modern training facilities and equipment. Despite these reforms, challenges remain in the VET system in Bangladesh, including a lack of coordination between different government agencies and stakeholders, limited access to training opportunities in rural areas, and a mismatch between the skills of VET graduates and the needs of industry (Islam, 2020). Overall, the VET system in Bangladesh plays an important role in preparing students for employment in various industries, and ongoing efforts to improve the quality and relevance of VET programs are needed to ensure that graduates are equipped with the skills and knowledge needed to succeed in the workforce.

2.4.2 Teaching English in Bangladesh

Teaching English in Bangladesh is a challenging yet rewarding experience. English is widely taught and used as a second language in Bangladesh, making it an important skill for students to acquire (Alam, 2019). English language teaching is a major focus of the education system,

with many schools and universities offering English language programs. However, there are still significant challenges in teaching English in Bangladesh, including a lack of resources and infrastructure, as well as a shortage of qualified teachers (Alam, 2019). Many teachers in Bangladesh have limited training and may lack proficiency in English themselves, which can make it difficult to effectively teach the language to students. In recent years, the government has implemented a range of initiatives aimed at improving English language teaching in Bangladesh, including the introduction of new curricula, teacher training programs, and the expansion of digital learning platforms (Rahman & Alam, 2021). However, there is still a long way to go in terms of ensuring quality English language education for all students in Bangladesh. One way to address these challenges is through the use of innovative teaching approaches and technology, such as blended learning and online teaching platforms (Alam, 2019). These approaches can help to increase access to English language education, as well as provide students with opportunities to practice their language skills in authentic contexts.

2.4.3 Difficulties in implementing CLT in Bangladesh Mainstream School

The Communicative Language Teaching (CLT) approach has been gaining popularity in Bangladesh in recent years as a way to improve English language education. CLT emphasizes the importance of communication and interaction in language learning, and has been shown to be effective in promoting language proficiency and communicative competence (Rahman, 2018). In Bangladesh, the implementation of CLT has been a gradual process, with many teachers still using traditional approaches to language teaching (Khan, 2019). However, there is growing recognition of the benefits of CLT, and many schools and universities are now incorporating CLT principles into their language programs. One of the main challenges in implementing CLT in Bangladesh is the lack of trained teachers who are familiar with the

approach (Rahman, 2018). Many teachers have limited training and may not be familiar with the principles of CLT, which can make it difficult to effectively implement the approach in the classroom. To address this challenge, there is a need for teacher training programs that focus on CLT and provide teachers with the skills and knowledge they need to effectively implement the approach in the classroom (Khan, 2019). Additionally, there is a need for more resources and materials that support CLT, such as textbooks, audiovisual materials, and digital resources. Despite these challenges, the implementation of CLT in Bangladesh has the potential to significantly improve English language education and promote greater language proficiency and communicative competence among students.

Chapter 3

Putting Theories into practice

3.1 My experience as an intern teacher

I worked at Mirpur Girls' Ideal Laboratory Institute for the sake of my internship. In that school, I got the chance of taking class of high school students such as class five to ten, though I took classes of play, nursery, class two, three and so on. The students' age level was four years to fifteen years old. The school mainly follows the grammar translation method (GTM), where students get the traditional way of learning. As the school is a Bangla medium school, so it follows the traditional Bangladeshi method in terms of teaching. However, there is a section of English version, where students' get some unique techniques of learning such as project based learning, total physical response and so on.

Most of the English classes, they also have some specific activities such as speaking practices with fellow classmates, creative writing, alphabet learning etc. Apart from this, science fair, pitha utshob, sports, cultural program were held in the school.

In the science fair day, students who participated were presenting some of their projects that they made to the teachers such as science group students' presented some of the electrical devices which they made. Moreover, students who were participated were presenting projects according to their levels. On the other day, there was a program called pitha utshob. On that day, each of the students who participated made different types of cakes and pitha such as puli, milk puli, vapa pitha, patisapta pitha and many more, making pitha is totally a Bengali tradition. Both students and teachers were enjoying the program, all of the teachers were testing pitha and cakes and marking accordingly. In the cultural program day, the school arranged different segments such as dance, singing song, playing drama and so on. As it is a girls high school, so girls were dancing with different outfit, getting and dressing up in different poses, there is a

segment called 'jemon khushi temon shajo' where girls dressing and getting up as different famous personalities such as some dressed up like prime minister Sheikh Hasina, some were like Khaleda Zia, some were like famer, police, doctor, teacher and many more personalities.

3.2 Classroom Observation

Observing classes was one of my favorite works while doing internship in that school. My observations take me to the different level of my experiences. As the school follows the traditional method of teaching, so it focuses more on the general method which is the grammar translation method. However, the teachers use different techniques such as audio-lingual method, total physical response and the communicative language teaching which was rarely used.

In the first week of my work, exam was running in the school, so I observed and invigilated some of the exam halls. On the first day, I only observed nursery students' English examination with a senior teacher where I realised that classroom management is really important for a teacher, and it is a very tough responsibilities (Emmer, 2012). The classroom environment was great, it was a kid's friendly classroom, there were one pair of white board, a chair and a table, and also there were some of the paintings especially for the students. while observing the class seven exam hall, at first I noticed the question, it was English 1st paper exam, where was given an unseen passage and they have to answer multiple question answer, true false solving, then they had to write an essay and an application. They were really confident about their exam.

In the next day, I had to invigilate class nine and class ten English exam. As, they were the eldest among all, firstly they did not believe that I can a teacher, they thought I was a student like them, it was a bit awkward to me as I did not seem as an elder teacher. Moreover, I faced difficulties to manage that exam hall because I was only teacher in that room, I tried to calm

down them as they creating noise. Finally I was able to take their exam successfully by arranging their seating arrangement to arrange all of the scripts accordingly.

When I started observing or taking classes, mostly I took classes of nursery, KG, class one, class two classes. As they were young learners, I saw them always cheerful and easily learned things such as academic story or poem and also many others things. In the classroom, their seating arrangement was quite interesting, lots of colorful art, drawings in the whole class. Students of class nursery, KG and play group were seating the as a circle group, which means their seating arrangement was circle. Moreover, seating arrangement as in a circle is really important for the young learners so that they can watch all of their mates equally in a group (Scrivener, 2011).

In addition to this, I saw in every pre play to KG class, there were two or three sisters who helped teacher by watching whether every students were active or not or working or not. As, most of the time teachers being busy in checking scripts or writing diary of students, so for the limited time those sisters manage classrooms.

In every class I saw, maximum students were more active than their age capacity, most of the time they act what they learn or read. Moreover, students were really quick learners while doing activities. However, there were some of the students who have some problem on learning. For example, I found a student who was not able to speak which means she could not talk. As she could not talk, so she has problem to communicate with teachers, she only used sign language.

3.2.1 Synonym Word Learning

While taking class in class two, I taught them synonym words which was really interesting to teach. At first I write all of the words in the white board, after that I wrote all meaning accordingly, students' were writing as well at the same time on their notes.

Word	Synonym word
Big	Large
small	little
happy	glad
beautiful	pretty
fast	quick

Table 1: Synonym Words

After writing all of the word in the board and making sure that all the students finished writing, I started saying those words with designated synonym loudly, same the students' were doing with me. This is how they learned all of the synonym in the class.

3.2.2 Word Meaning Overview

In another day of my internship, I was assigned to take English first paper class in class seven. When I entered in the class I already seen a senior teacher taking that class. After that, she took me over the class and made me understand the lessons and the she left. The teacher was teaching them a paragraph called 'A Rainy Day' and from that paragraph students' had to find word meaning.
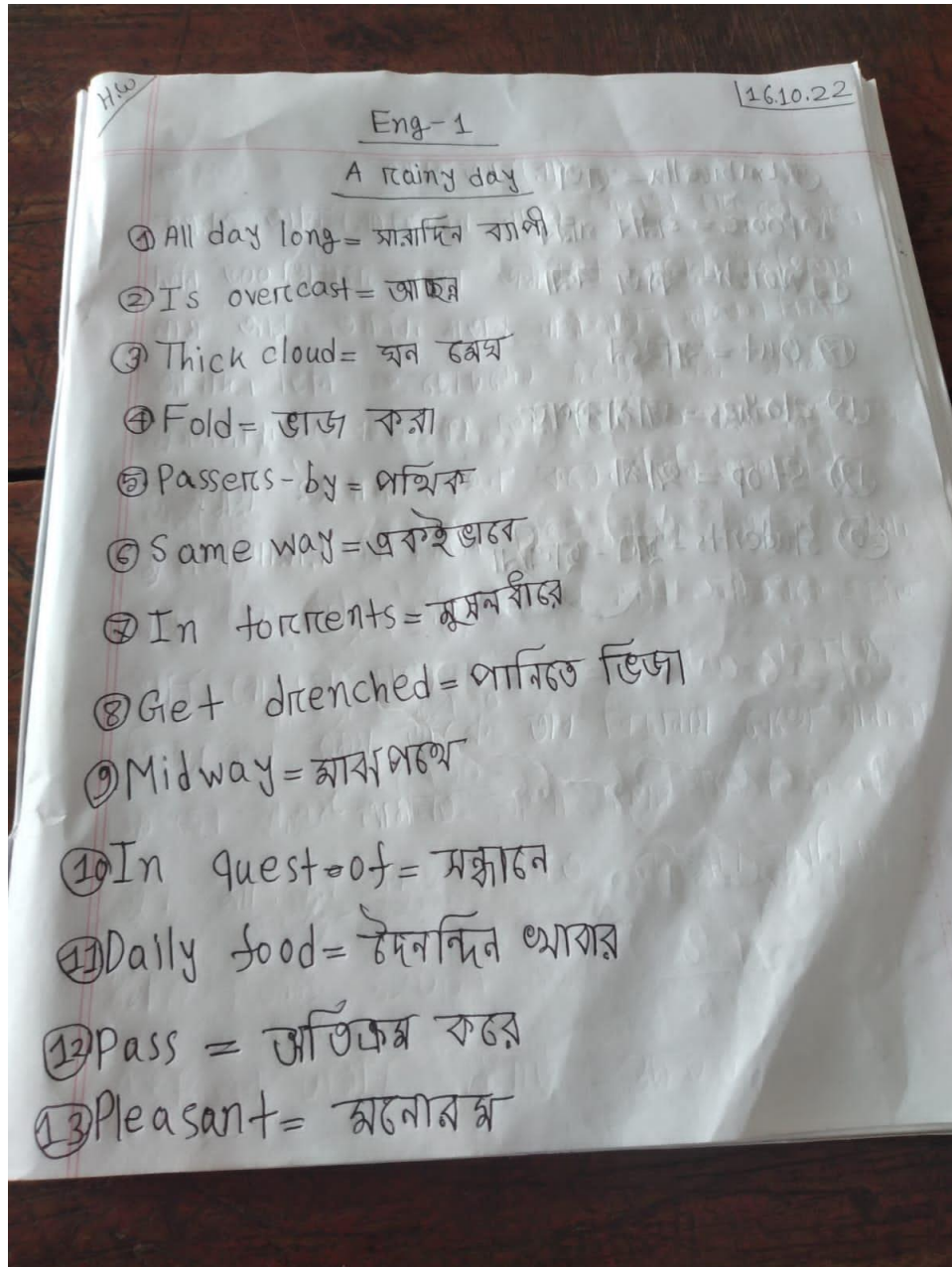
Figure 1: Word meaning from paragraph 'a rainy day' finding by a student

Before finding them all the meanings, I made sure that all of them had read the paragraph well
or not. I also read loudly the paragraph for making them understand well.

3.2.3 Poem Reciting Activity

On the other day in class two, there was a fun activity assigned by the teacher which was poem reading in the class with different tune and kids had to dance with it. Moreover, the segment was quite fun and enjoyable. All of the students' were standing in position and there was mild tune playing with a Bluetooth speaker, then the teacher started reciting poems one by one and the kids were also reciting poems and moving and dancing slowly.
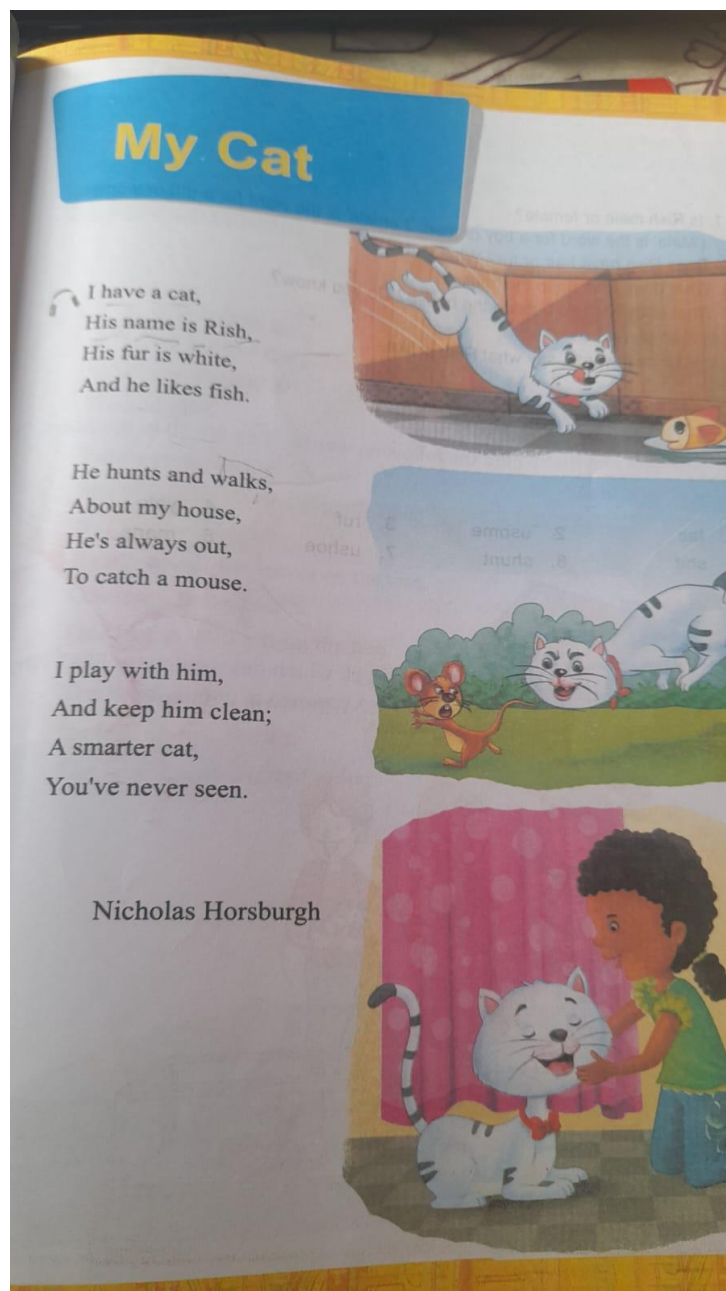

Figure 2: Poem 'My Cat'

Usually kids' love to adore pet like cat, so when this poem was reciting students' were super excited and cheerful. Some was saying that they have a pet, cat in their home. Overall, it was a interesting learning for all of the student's. Moreover, I can relate this segment with total physical response.

3.2.4 Letter Writing

Another day, I was assigned to take class in the class five English. Senior teacher was saying me to teach students' letter writing. First of all, I introduced them what is letter and how to write them, mainly made them understand the rules and regulations of writing letters. I frequently told them, where to put the date, address, name and so on.
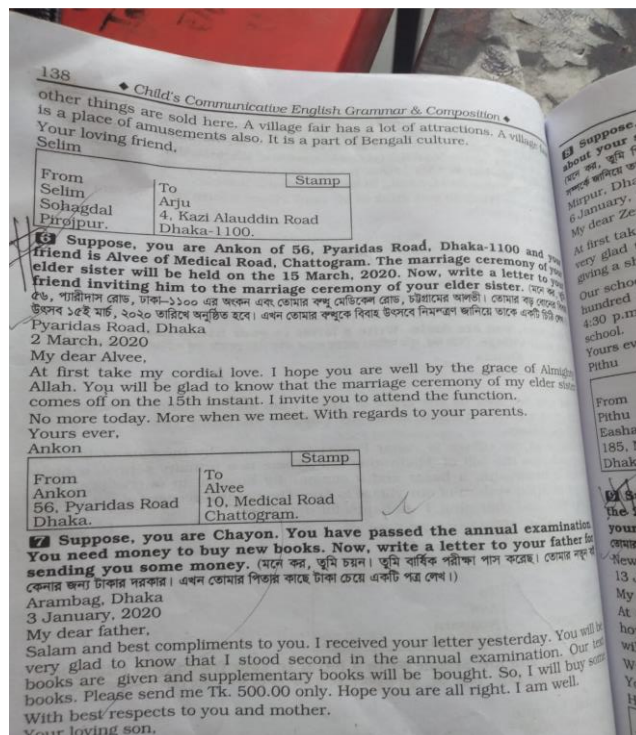

Figure 3: Letters

After that I assigned them to write a letter about writing a letter to their friend to come to join their sister's marriage ceremony. Then , they write that by abiding all the rules of the letter. Some students' were not understanding easily I had to made understand them one by one.

3.2.5 Reading Story

Learners especially the young learners always love to listen stories from teachers, my students were not beyond this. So I decided to tell story in class by their lesson, there were many stories in their English book, among all I selected one story. In the day of the class, I told them to open the story named 'Raju's Auto-rickshaw' from their book. All of them were so excited to hear that. After that, I started to read the story loudly and told them to focus on it.
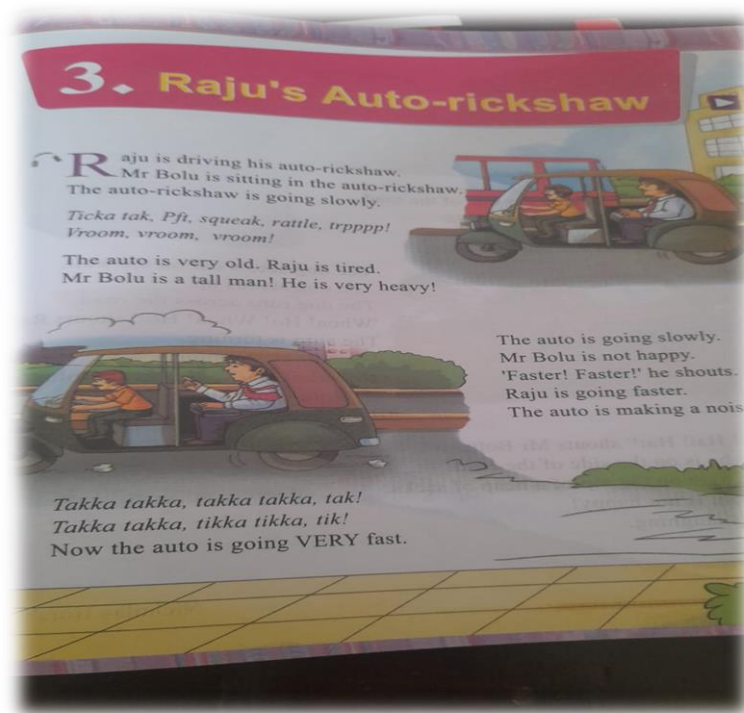

Figure 4: Story- Raju's Auto-rickshaw

After that I assigned them few works based on this story, and also told them to do that in group. I select all group and told them to sit in circle so that they can discuss properly.

COMPREHENSION

1. Talk about these questions with your teacher.
   a. Who is driving the auto?
   b. Where is Mr Bolu?
   c. What is the dog doing?
   d. Why does the dog cross the road?
   e. Who makes the auto stop?
   f. What happens to Mr Bolu?

2. Use words from the story to fill in the blanks.
   a. Raju is .... his auto.
   b. Mr Bolu is .... behind him.
   c. The auto is .... slowly.
   d. The auto is........................... a noise.
   e. The dog is........................... at the side of the road.
   f. Mr Bolu is .... high in the air.

WORKING WITH WORDS

1. Make sentences of your own with these words.

a. driving	b. stopping
c. walking	d. flying

SPELLING

2. Add -Ing to the following action words.

   Examples: run   runnmg   (two 'n's)
              sit   sitting   (two 't's)

   a. hit   ....   b. put   ....
   c. fit   ....   d. pat   ....
   e. tap   ....   f. dip   ....
   g. cut   ....   h. hop   ....
   i. slp   ....   j. rub   ....

Figure 5: Question answer and fill in the blanks

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3.3 Challenges Faced During My Internship

I found some challenges during my internship period. At first, I could not cope with the rules and regulations of the school, as teaching was totally new for me, interaction with teachers and students was difficult for me. However, when got attached with them, it seemed easy for me to cope with everything. Moreover, the other senior teachers were really helpful and friendly to me.

Secondly, another challenge I faced was, while taking class in elder section like class nine or ten, they consider me as their big sister not as a teacher, as I look younger than other senior teacher. When I took classes in class ten or nine, students' often did noise and tried to make fun in some cases, in that situation it was so tough to take class and make them attentive. Moreover, they did not want to consider me as a teacher, most of them always gossiping instead giving attention to class. After that, I complained to the principle about this, so she gave less classes to the elder section.

Thirdly, I faced difficulties while taking classes in the kids section. Kids always want especial attention from their teachers. Therefore, I had to do different activities to them such as different story telling, colorful drawings, poster making in class. Even though it seems interesting, still everyday different ideas generation was quite difficult for me, and if I did not do different activities they started creating noise and kept less attentive.

Finally, the challenge I faced was checking large amount of copy in class. As my maximum classes was given to the kids section so there was lots of in class activities, copy and diary checking in class was one of them. Most of the time, I had to check thirty to forty copy and had to write diaries, it was quite difficult for me for the first few weeks. As all of them were senior to so I could not denied this work as well. Though I did not had to check the exam

copies but still checking huge amount of copies in the class then taking class was huge

responsibility for me, though I adjusted with it after spending few weeks.

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Chapter 4

Recommendations

While I got accustomed with my job, I come up with different ideas that can be applied in the class and those ideas was definitely for the teachers which can improve the learning process of students.

Firstly, their seating arrangement should be in a different position. As the school follows the traditional way of teaching method, so their seating arrangement was as usual front to back. However, I think it's not the good idea to seat. I talked to most of the teachers and suggested t to rearrange the seating position such as students' can seat in a U shape, or sit in circle. If all the teachers does this, especially in kids section, students' will be interested and grab their attention to the class.

Secondly. I would recommend to the teacher that to use more English language in the class. While observing in the class, most of the teacher use Bangla language than English. If the teachers keep practicing English in the class with students' and tell them to practice more English language at home as well, so students' English will be more enriched.

Finally, I would like to recommend all the teachers whom I met that to be friendlier with the students'. While observing classes, I saw most of the teachers were not soft spoken to the students' if they had mistaken anything. In my opinion, this are so bad practices. If teacher-student relationship remain so friendly in class, so students' will get more interest in class and study.

Chapter 5

Conclusion

To conclude, I would like say that it was a life changing experience for me to do internship at Mirpur Girls Ideal Laboratory Institute. The way all the teachers and students' given me the token of love, it will be unforgettable for me. I have learned lots of skills of teaching which I would never know if I did not work in that school and surely this experiences will take me in a better position in my job sector. The main purpose of my internship was to get some better experiences and to do some field work for my better future, I think which is successfully accomplished. Moreover, I have already discussed all of my experiences with some relevant theories. Also, I had some recommendations for the young learners, which I already told to the teachers and the students. Throughout my journey, I was able to reflect on my own teaching practices and make improvements.

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