Internship Report
On
Classroom Teaching Techniques and Classroom Management in Middle Section Students

By

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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 that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all the main sources of help.

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List of Acronyms

CM	Classroom Management
CTT	Classroom Teaching Techniques
ELT	English Language Teaching
CLT	Communicative Language Teaching
GTM	Grammar Translation Method
DM	Direct Method
ALM	Audiolingual Method
PBLT	Project-Based Language Teaching
PBL	Project-Based Learning
TBLT	Task-Based Language Teaching
EFL	English as a Foreign Language

1. Introduction

Internships are actually practical experiences offered to people for their actual experience of the execution of what they have studied. In the following passages, I will be describing my experience during my internship at Academia Outstanding English Medium School. It mainly relates to the instruction of classrooms and classroom management by teachers and, more specifically, to the defense of sixth-grade classrooms.

I'll share details about the school, what I did during the internship, and the kind of students I worked with. The report will discuss things like how classrooms are set up, what happens during classes, and the methods teachers use to teach. It will also briefly describe the observations and experiences that have been made.

The aim of this paper is to give insight into how teaching is conducted in the middle of school and some learning that I have gained from this internship. It might be more useful for other teachers or other schools that are willing to improve the techniques for students in the middle section.

1.1 Background of the Study

Before I talk about my internship, let me tell you about the school. The Academia Outstanding English Medium School is a famous place that gives good education in English. Students from different backgrounds study here and follow a set plan. For this study, I looked at the sixth-grade students in the middle part of the school. At this age, students learn new and challenging things, so it's a key time in their growth. Knowing the school's background is key to understanding what

I saw and did during my internship. It shows why teaching and running a class for sixth-graders is a big deal. This information establishes the context for the remainder of the report.

1.2 Objectives of the Internship Report

This report has some main goals:

• The aim of this writing is to describe the place where I worked as intern, which is Academia Outstanding English Medium School. As such, writing should only focus on the approaches that are possible when it comes to teaching and conducting a class with six graders.

• Explain what I learned about methods of teaching English to middle school students.

• Look at how classrooms are set up, how teachers teach, and how they talk to students. See how this affects learning and participation.

• Write about problems I had and what I learned. Think about how I can get better as a teacher.

• Give ideas on how to make teaching and managing a class better, based on what I saw and did during my internship.

By doing this, I want to add to what we know about how to teach and manage middle school students. This will help make teaching and learning better in schools like the one where I interned.

1.3 Scope and Significance of the Study

Scope:

This internship report is more particular about teaching strategies in the classroom and classroom management in the middle section for sixth-grade students studying at Academia Outstanding English Medium School. It comprises notes, ideas, and thoughts about English language classes,

including learning-teaching approaches, classroom context, teacher and learner interactions, and learners' involvement.

Despite focusing mainly on the experience of the internship at Academia Outstanding English Medium School, the report might also reference common practices and educational theories to shed light on the specific case.

Significance:

The value of this work stems from its ability to contribute to the field of education by:

- As an opportunity to provide first-hand information on the current practice in classroom teaching approaches as well as the management of the middle section students with emphasis on teaching of English.

- Offering practical recommendations derived from an application process that will also be beneficial to other teachers working with similar students and in similar conditions.

- Identifying challenges and opportunities in classroom management and teaching methods, thereby facilitating professional development and continuous improvement for prospective educators.

- Highlighting class management and students' engagement as the key determinants of the students' performance and fostering a good classroom environment.

- Providing information to schools, teachers, and policymakers who are concerned with enhancing middle-section education and best practices in teaching.

Consequently, the present research aims at increasing knowledge of the existing challenges within middle-school classroom teaching and classroom management and their effect on students' education in the sixth grade.

2. Literature Review

This part of the paper looks at past research and ideas related to how teachers teach and manage their classrooms for sixth grade students. It will cover key concepts, theories, and studies that are important for good teaching methods, keeping students involved, and strategies for managing the classroom.

Topics covered in the literature review include:

- **Educational theories that help teaching go well**: This part will highlight learning theories and models that good teachers employ, including constructivism, behaviorism, and social cognitive theory. It will explain how these theories influence the implementation of instruction and the content delivered in middle section classrooms.

- **Classroom management strategies:**This part will focus on various facets of classroom management and cover necessary techniques that teachers implement in their classrooms, such as setting classroom rules and regulations from the onset of the school year. It will

also look at proactive measures concerning behavior concerns or interferences when they occur.

- **Teaching techniques for middle section students:** The following sub sections will look at the issues of teaching regarding instructional methods and techniques that meet the cognitive and developmental characteristics of sixth grade learners. It will elaborate on measures to enhance the learning mechanism to promote active participation in the class, critical thinking abilities, and students' motivation and involvement.

- **Differentiated instruction:** The topic for this subsection will be the differentiation of instruction, which is focused on the implementation of the variation in the procedures of teaching and learning activities that are more suitable to the learners with learning differences in the middle section.

- **Technology integration in the classroom:** This subsection will look at how technology can improve sixth-grade students' teaching and learning experiences. It will explore the benefits and challenges of integrating technology tools and resources into classroom instruction.

By looking at what's already been written about these topics, the literature review wants to give a theory base and way of thinking for understanding good classroom teaching and managing the class for middle school, specifically for sixth graders.

2.1 Theoretical Framework of Classroom Teaching Techniques

Different Approaches and Methods of Teaching English is the title of this paper. It talks about the Grammar Translation Method (GTM), the Direct Method (DM), the Audio-Lingual Method

(ALM), Communicative Language Teaching (CLT), the Eclectic Approach, and Project-Based Language Teaching (PBLT) in terms of their history, features, and effects on teaching and learning.

Different Techniques used in the Teaching and Learning Process of English

English is an international language; it plays a role in so many fields as education, the economy, law courts, and so on. The ability to speak English is usually assumed to be part of the education that children in school acquire. This is because the English language is associated with knowledge, skills, and other competencies that enhance or enable one to engage in any social task. It is more appropriate for them to indulge in it once they are mature enough. In the past several centuries, various intercessions in the sphere of linguistics have affected the teaching of English as a foreign language as it is in the present.

Language teaching and research became prominent in the twentieth century when people developed an interest in learning a foreign language, in particular English. For the purpose of this chapter, several sociopolitical reasons for it are irrelevant, but two facts can be highlighted. The first is that many areas of the world, including Bangladesh, were colonized during the Colonial period, and the second is that English became the world language during the Cold War period and later. In the article by Howatt and Widdowson (2004), they describe the history of the teaching of English internationally. They note that the teaching of the English language in the Empire and Europe was the decisive phase of the formation of its formal teaching. Besides, in the period of the Cold War, all areas of education and all occupations deemed that a person must be proficient in the English language to be educated and intelligent.

As a result, the growth of many reasons for learning English has inspired different ways and approaches to teaching English. According to Richards and Rogers (2014), the concept of a

systematic set of teaching strategies based on a specific language acquisition theory gave rise to a variety of language learning theories. The methods and approaches are discussed in the following sections.

2.2.1 Grammar Translation Method and Its Influence in Teaching English

The Grammar-Translation Method (GTM) is one of the earliest methodologies ever introduced in the process of language teaching and is greatly employed in ELT classrooms. This method evolved from the classical one. The method was introduced in Germany towards the end of the eighteenth century (Howatt & Widdowson, 2004). In structure, it concentrated on writing and thus isolated items of grammar & excluded meaning & form, unless an attempt at translation was being made. Richards and Rogers (2014) observe that language, particularly Latin, in the Middle Ages awakened and promoted the development of this method for language teaching. However, it was the intention of its proponents to introduce a suitable method for this kind that could be employed for teaching schoolchildren (Howatt & Widdowson, 2004). The main aspects of GTM for the mother tongue include prerequisites where the intended language is established using the mother tongue. It is recommended when using wordlists to explain new words to students and expand their vocabulary. Here are some of the activities that are done: One is the literary passages where the students are supposed to interpret by answering some comprehension questions, which they also practice. They are also required to translate the text to and from their L1 For the first process, it appears to pose much difficulty to the learners (Benati, 2018). It is factual that the grammar rules explained here, in the present discussion, are very elaborate. Therefore, the students must memorize these rules as well as the vocabulary of the targeted language in order to pass each level and meet the learning objectives set. Vocabulary exercises

that are most commonly conducted include matching exercises that entail learning synonymous and antonymic words and definitions (Brown & Lee, 2015). Also, it is overwhelmingly more teacher-based than the other types of assessments. Although this procedure was used first to learn Latin translation of texts into English in the eighteenth and nineteenth centuries, the British employed it in the eighteenth and nineteenth centuries as well as later in all the territories that they had colonized. This method, therefore, was carried out in all those conditions where the language being used was not native to the learners.

Today, there are many countries where this type of technique is still used and practiced. Sultana, convinced of the practical utility of GTM in the case of Bangladesh, underlines the fact that this method is of the utmost helpfulness. With respect to the proficiency level of the learner, it is cascaded among the learners at the beginner level. It is also efficient for teachers because thedoes not possess certain teaching skills (Brown & Lee, 2015), as teachers with various teaching competencies can adopt the strategy used in class teaching. Another important reason why GTM is seen as one of the most effective approaches in the non-target contexts of English language education in Bangladesh is that mastery of this tangible language is linked to its mental growth (Richards & Rogers, 2014). So in the context of Bangladesh, English is taught as an academic subject (Sultana, Engish) in schools, and it has become the teacher's responsibility to ensure that they have captured it well enough.

As noted earlier, the GTM approach to teaching a language is as old as language teaching research; however, several researchers have criticized the method for several shortcomings. GTM makes learning dull for students because tutors require students to develop a habit of memorizing grammar rules and vocabulary on a continuous basis. Especially, more emphasis is placed on the development of writing and reading abilities, while such aspects as speaking and

listening are given rather limited practice. In other words, the suggested method falls short of Liu and Shi's (2007) requirements by failing to place enough emphasis on students' communicative competence. Lack of such ideals pushed for the development of new techniques that were supported by new interventions in language acquisition research.

2.2.2 The Direct Method

The direct method was created in Germany, and it was initially prepared as the method for German as a foreign language only (Howatt & Widdowson, 2004). This was the objective set when creating DM, with the idea that the program should discover the method that people use to learn languages in the first place. According to Sauver and others, teaching the first language is impossible, but teaching other languages is possible if learners receive direct instruction in the target language through action (Richards & Rogers, 2014). We can therefore conclude that both GTM and DM led to the establishment of DM.

There are several aspects of DM, which include the fact that instruction is in the target language, the class sizes are small, and the form of learning in the classroom is limited to speaking and listening. The explicit mention of teaching strategies is modeling and practice. The everyday language is taught, and the words are not hard and complex. Unlike GTM, the teaching of grammar is inductive in nature since the students are presented with examples and then use the examples to come up with rules. All teachers' input was spoken in the DM class, and demonstrations, objects, and pictures were important components of how to teach concrete reference. In all these steps, an attempt was made to aim for accurate pronunciation, as the intention was to overgeneralize the TL and teach it as children do their L1.

Although DM was popular in everyday use in the United States at the end of the 19th and beginning of the 20th centuries, it never became the focus of public education. The reasons included, but were not limited to budget, as handsome activities using realia, pictures, and pantomime that could directly teach the students' encouraged them to learn the foreign vocabulary were beyond the ability to control due to limited budget, area, time, and the background of the teacher posting to a public class. It thereby confronted a brand new ELT method later on.

2.2.3. The Audiolingual Method

The Audiolingual Method (ALM), or Army Method, borrowed precepts from DM to be codified as a language teaching strategy. Like DM, it originated in Great America in the early part of the first quarter of the twentieth century. However, it is important to note that roots are founded on theoretical assumptions of logical positivism and empiricism, since both were the prevailing philosophies in psychology and education during that timeline. Lado, Fries, and others have been regarded as pioneers of ALM, and this method has been developed with reference to behavioral psychology, where Pavlov and Skinner offered the ideas of classical conditioning and operant conditioning.

The reason why ALM is also referred to as the Army method is that it began during the Second World War to develop and give the soldiers oral fluency in other languages (Brown & Lee, 2015). The major points that could be inferred about ALM are that all language teaching materials were introduced to the students in their intended language, and where new resources were used, these were said in oral form in dialogue. Since behaviourism, imitation, memorization, and overlearning of language patterns were incorporated, these got prominent places in it (Rilling, 2018). It was inductive in nature, with contrastive analysis used in the

sequencing and teaching of grammar and vocabulary inducted through form predictability in dialogues. Because speaking and listening were the most highlighted skills, an effort to ensure that pronunciation was correct and without mistakes was stressed (Brown & Lee, 2015).

ALM was in use in the West for quite some time until the practice of the 'Designer method' in the 1970s. The reason why ALM failed in the long term was that students could not learn long-term communicative proficiency, and this opened up designer methods and, at long last, the CLT approach.

2.2.4 The Communicative Language Teaching Approach

Further advancements in the teaching of foreign languages in the last quarter of the 20th century led to the creation of CLT, known as Communicative Language Teaching. CLT is the second language learning process that aims at enhancing the effectiveness of the learner in communication (Richards & Rogers, 2014). The American linguist Dell Hymes first used this term in the late 1960s. He noted that communicative competence means that one can handle his language well as long as the person understands how to apply the language in a particular manner, at least at a conscious or subconscious level. The following points show that a person's ability to comprehend and speak the target language is not solely defined by their knowledge of grammar: Hymes (1962, as cited in Theresa, 2006) defined context as a factor that can help define what counts as appropriate language depending on the context being used. Last of all, getting accustomed to using this language transpires through the process of socialization, whereby a person is taught how to use language in real-life situations and, for that matter, how to use it constructively (Theresa, 2006). Considering Canale and Swain (1980), as cited in Brown and Lee (2015), and Dell Hymes, the mentioned concept of communicative competence was further elaborated and divided into four competencies: discourse, grammar, sociolinguistics, and

strategic. They claimed that applying the CLT approach will foster the achievement of communicative competence in the students, which, according to them, is what is required of L2 learners to make them proficient in that specific language.

Therefore, in CLT, there is a focus on the explicit structural and functional aspects of a language, which teachers are encouraged to look for beyond the set rules of the target language to foster communicative proficiency among the targeted students (Thamarana, 2015). Controlled attendance or communicative language teaching dictates crucial parts of the functional use of the second language (Richards & Rogers, 2014), CLT eye both fluency and accuracy in their teaching and learning process (Brown & Lee, 2015), and the teaching of the target language is functional in a manner where the learners or the target audience has the intention to use the language. In contrast to the conventional classroom approach made popular by B496 (Savignon, 1991), interlanguage instruction is less formal, and the primary use of the target language is for communication. Last, CLT focuses on all four skills of language since language allows for practical use of the given language in daily life or for any other purpose as defined by communicative competence (Thamarana, 2015).

Some of the reasons that make CLT efficiency a subject of debate with regard to societies that are not the home of the learners are as follows:. For example, in Bangladesh, CLT has been recommended to be implemented in the curriculum (National Education Policy, 2010), but in teaching English in the context of Bangladesh, there was a problem (Rahman, Pandian, 2018), The main issues of concern are lack of skills in training teachers (Sultana, Nahar, 2008) the policy practice gap always exist (Rahman, Fahad et al., In a similar regard, Rahman et al. (2019) argue that the Bangladeshi English language teachers are themselves non-native speakers who

have the restricted ability to gauge their language proficiency levels; therefore, there is a need to train and enhance their general ability when teaching employing CLT.

2.2.5 The Eclectic Approach to Language Teaching

Every form of teaching and learning has its limitations, hence the development of a new form of language teaching. Likewise, the shortcomings of CLT forced researchers to discover some specific strategies for the problems in second language teaching environments. For instance, the Situational Teaching Method was an approach that taught L2 depending on the situation (Al-Khasawneh, 2022); however, the criticism of this method is that it is difficult to anticipate the contexts in L2 use as they happen in real life (Mwanza, 2017). As a result, scholars and practitioners have developed another strategy for L2 that is called the eclectic method. The unique feature of this method is that it integrates other language teaching methods and approaches into a single one, taking into consideration the learning purpose as well as the learners' situation (Al-Khasawneh, 2022). Regarding this, Gao (2011) believes that the strength of this approach is that it enables teachers to make decisions with respect to the goal and context of a classroom, the learners, and the resources available to a teacher to teach. Therefore, it is possible for teachers to select a vast array of methods for teaching in their classes depending on the learning activities; teachers can use any method or approach of teaching L2 that may best suit their teaching environments and thus address any situation that may be teaching challenging by making learning an enjoyable and creative process for the learners, which increases the learner-teacher interaction and the learner-learner interaction with consideration of the individual learners needs and giving them the feel of the learning.

Thus, when Bangladesh is considered an L2 context, an eclectic approach is postulated as a better model for second language teaching by Summa (2021). However, according to Alam and Sultana (2020), there are a few limitations to the approach.

This increases the challenges of access to teaching resources, and makes the task difficult due to factors such as getting a trained teacher, few classroom resources available from the institution, large classes sizes, and lack of better teaching facilities in language undertakings. But if one adopts the eclectic approach, as we saw above, he has some benefits since the teacher has more freedom though the teacher has to be endowed with appropriate teaching skills.

2.2.6 Project-Based Language Teaching (PBLT)

Finding and choosing the most appropriate method in language teaching is still under investigation. These practices often involve the borrowing of ideas from other related disciplines, as seen in the evolution of language teaching practices and research. Within this regard, project-based language teaching (PBLT), a student-centered approach to teaching and learning in which learners engage in real-life hitches whereby they acquire more information and understanding of a particular subject matter and, in the process, acquire other skills from the episodes, was integrated into language teaching. It works on Dewey's (1959) problem-solving model of teaching, whereby knowledge acquisition is a subjective process that happens between the learners and the learning environment (Grant, 2017).

In the course of time, PBL has proved to be one of the most effective and efficient models of teaching and learning running at different stages of education in many countries. development of PBL is a nod to the progressive education movement that This means that PBL was developed from the progressive education movement that favored primary, secondary, and higher secondary

educational models that entail enhanced understanding of real-life problem-solving situations and challenges (Condliffe et al., 2017). The benefit of PBL is associated with the improvement of the learning-teaching process and its connection with the formation of a higher level of thinking as the students succeed in problem solving, providing creative results. Among them, it educates students on subtle processes and procedures that encompass planning and communication; it prompts students to conduct genuine research, thereby encouraging self-education.

It also assists the development of active listening amongst students; improves their preference of personal learning and enables them to define real problems and solve them in like manner/Newman, 2005, p. 13). The skills in learning that they get through PBL are gotten from the learning experience of the various theories and concepts acquired. Moreover, problem solving, creative thinking, stress and time management, ability to manage and cope with change, interpersonal skills, effective conflict solving, critical thinking, and empathy are the skills developed under PBL.

According to the study done by Beckett (2002), teachers and students of English had positive and negative attitude toward PBL because while enhancing their language related skills including social and cognize ones students had some issues and concern towards it. Although, it does possess the ability of teaching and learning the communicative aspect of the language which research has indicated that it facilitates language acquisition of young learners as well as enhancing student's responsibility on language learning (Allen, 2004). Some studies also revealed that PBLT is crucial in enhancing the students' independent learning of the English language only (Hebbouch, 2018; Poonpon, 2017; Thuan, 2018). They also said that students

achieve balance in terms of language skills through the projects that they carry out, and that this genuine incorporation also benefits students' thought processes (Dornyei, 2005).

PBLT could be effective in teaching in the context of EFL countries like Bangladesh as it exposes the students to other types of learning apart from the normal learning that aims to improve their learning processes. However, to facilitate it in the classroom, the instructor has to remind himself/herself that the students have never encountered this style of learning before (Islam & Ahmed, 2018).

2.3 Role of Teachers in English Language Classrooms

In L2 teaching, such as the teaching of English, the role of the teacher has always been key. The role of a teacher has evolved based on various language teaching methods, and this has significantly influenced students learning of the language and their attitude towards the learning process. In the language classroom, a teacher is tasked with several functions. Sometimes, they are forced to be the controller since they are 'in charge' of the classroom and the instructional tasks for delivering knowledge. Such people see it as a profession of passing on knowledge to the students, and this is as pointed out by Harmer (2001). Harmer (2001) points out the other roles that teachers have to play in the language class They include: These are prompters who work with students in such a way that if the student is not aware of how to proceed, the prompter reminds the student that there is work to be done. A teacher as a participant is a model where the teacher actually becomes a participant and interacts in all of the learning activities that take place in the classroom alongside the students. A teacher is a resource when students have the chance to ask the teacher about the details of the activity or any information about it. At times, the teacher

is merely observing what is going on, the discussions, the questions, or even does not guide the learning process as is expected of him/her but just inculcates knowledge where necessary. One of the roles of the teacher is the role of the teacher as a tutor, which involves a role where the teacher is both a questioner and a source of information to assist a single learner or a few learners toward the realization of a learning objective. As it was earlier discussed, in conventional classrooms that implemented the Classical Method, or GTM, the classroom was somehow oriented towards the teacher (Liu & Shi, 2007). Scrivener (2005) categorizes this one as a type of classroom in which the learners are largely ignored or excluded from the teacher's consideration. He also goes further to state that in such classrooms, there is less student talk and more teacher dominance. Regarding such a role for the language teacher, one may have controversies while considering the outcome as positive and negative. According to Brown and Lee (2015), a classroom with more teacher talk will promote learning better than the same students in a learner-centered classroom with less teacher exposition in a class with young learners or when learners' literacy levels are low.

Another major issue is student motivation, which has emerged as a crucial component in learning a language (Kaboody, 2013). When it comes to the teaching of foreign languages, there is a proposition about how the motivation levels will help the learners learn faster and become more proficient. Both Richards and Rogers (2014) and Brown and Lee (2015) have sufficiently seen this. Any work at encouraging students might be rather difficult; this is the core of the learning-teaching process, and this problem is crucial. This is because all teachers, consciously or unconsciously, aim at imparting knowledge and making the lives of their students better or enhancing their capabilities of doing so in the process of teaching the students what they ought to know in life." A number of theories on motivation have been given consideration in SLA

research, and the major ones are the extrinsic and intrinsic motivations. Extrinsic motivation, which dates back to Kaboody (2013), suggests that a stimulus from outside the students' control affects their language learning process by regulating their behavior, whereas intrinsic motivation, according to Brown and Lee (2015), is a result of the learners' own will to learn the target language for personal growth. As Tanaka (2005) pointed out, teachers' have a crucial role in learners motivation in the SLA environment. It is also stated that when the teachers can influence the learner, the learners will effectively learn the language in question, and this will be done in a shorter time than expected (Kaboody, 2013).

For instance, in the context of non-native education system in Bangladesh, motivation has a very severe effect on the students. Introducing English as the medium of instruction has the incentive of enhancing intellectual capacity as well as better living in Bangladesh. Hussan and Masum (2016) observe that present students mainly have an extrinsic motivational inclination within the Bangladeshi context. This is because they do not feel they stand to get better prospects in the future if they continue on that track. They also shared specific and individual examples of students' experiences of the effects of motivational efforts from the teacher and their impact on learning outcomes, which yielded better results in subsequent examinations and boosted self-esteem. The CLT approach highlights the role of the language teacher, where he/she is assigned with the main purpose of encouraging the learners in order to enhance their performances in class.

2.4 Classroom Management Strategies for Middle Section Students

A positive learning environment highly depends on classroom management, especially for the children in the middle section, like the sixth graders. This segment looks at different approaches used by teachers in a classroom with a view to enhancing participation, student conduct, and a positive learning environment.

- **Establishing Clear Expectations:** Establishing clear and proper expectations promotes the understanding of rules by students with regard to the classroom as well as other behaviors. Teachers may set down standards of practice and the conduct expected from children; lessons; and penalties for appropriate and inappropriate conduct and performance (Howatt & Widdowson, 2004).

- **Building Positive Relationships:**Establishing relationships with students maintains a positive relationship and, subsequently, creates the right environment in class. Teachers can also smile, use appropriate tone to speak to the student, take time to listen to the student's interest and concern, and give a word of encouragement (Kaboody, 2013).

- **Proactive Behavior Management:** Proactive behavior management strategies are those that are intended to prevent behavioral problems from occurring. This entails ensuring that there is order in the classroom, establishing routines and procedures, and using praise and reward to encourage desirable students' behavior (Howatt, 2004).

- **Engagement Techniques:** Managing a classroom in such a way that the learners are interested in what they are taught is a very important aspect that needs to be considered. That is why teachers have to pay much attention to the fact that students remain engaged

in a learning process; they can achieve this by using, for example, talks, the use of technology, projects, or tasks.

- **Responsive Behavior Management:** There are tendencies for some students to develop behavioral problems in the class. Some of the top of the range issues that responsive behavior management deals with include. In case of a confrontation, the teachers can follow steps like redirecting the learner(s), using positive language, speaking and demonstrating correctly and supporting the specific learner individually (Mwanza, 2017).

- **Differentiation:** Every child who attends school has his or her own learning needs that must be addressed to ensure that they are learned adequately. Instructional modifications can be made whereby teachers modify the amount and type of teaching plans, assignments, worksheets, or additional instructional resources for children with special needs.

- **Consistent Discipline:** It is essential for a teacher to be disciplined and prove that they have full control of the class by maintaining order from time to time. Sanctions should be meted out in a consistent manner across the student population, and when dealing with students, the same actions should be consistently applied.

- **Parent Involvement:** Engaging parents in a classroom may be beneficial in matters concerning management in class. Parents can be updated regularly about their children's progress and manners in school and the teacher can also ask for parents' support in ensuring the child follows the rules in class.

All these activities under the heading of classroom management strategies in the middle section shall be employed to foster a positive, productive, and nurturing climate in the classroom to facilitate the students' growth to achieve better scores and make a better learner.

2.5. Bangladesh Context

According to the Ministry of Education (2010), there are primarily four different types of curricula in Bangladesh. They are the Bangla medium, where the National Curriculum (2010) is followed, and the explicit medium of instruction to teach all subjects is Bangla, the English version, which uses the identical curriculum but English as the primary language of instruction. If English is not available, then Bangla is to be used. The technical and vocational curriculum and the Madrasah curriculum follow the same as the Bangla medium curriculum. The only difference is in the English-medium curriculum, where most commonly the British curriculum is followed and the medium of instruction is always English, with little or no Bangla use for learning and teaching.

Rahman & Pandian (2018) restate the observation made by Hamid and Baldauf Jr. (2018) that, in the context of Bangladeshi language instruction, there is no obvious relationship between practice and policy. The above situation of the different curriculums shows that there is no uniform medium of instruction across the curriculum; hence, there are many problems that are present that are hampering learning. Additionally, teachers' limited capacity to teach and their own lower language proficiency levels (Sultana, 2008; Sultana & Nahar, 2018) further create problems in teaching English effectively. Bangladeshi learners are, thus, unable to attain a certain proficiency level even after twelve years of schooling and learning English as an academic subject (Ali & Walker, 2014). All of these point to the fact that in all institutions, the

pressure on the teacher to improve students' language proficiency levels is immense. Additionally, primary, secondary and higher secondary education is seen as a gateway to doing well in life. Hence, Al Amin and Greenwood (2018) note that pressure to do well in public examinations also affects English language teaching greatly. As a teacher myself, I feel this pressure too, and in my time as an intern teacher, all of these aspects did affect my teaching quality, which I will share in the next chapter of this report.

3. Classroom Management

In other words, the teacher has to be in a position to make arrangements that will enhance young learners' fundamental skills and values in the classroom as well as in other aspects of their lives.

- **Establish Clear Expectations:** Introduce rules of conduct within the classroom, expectations and responsibilities of the students, and general procedures of the class. It is important that all such expectations are communicated to the students and reinforced throughout the school year.

- **Create a Positive Classroom Climate:** Ensure that the children in your class feel protected and appreciated by fellow classmates and everyone else. Create friendly relationships with the students, encourage and support their success, and resolve the students' misconduct and misbehavior in an appropriate manner.

- **Organize the Physical Environment:** Arrange the classroom layout to optimize learning and minimize distractions. Ensure that desks or seating arrangements allow for easy movement and visibility, and maintain a clutter-free and organized classroom environment.

- **Use proactive behavior management:** Use strategies that help to control behavioral problems before they occur. Provide directions and discipline, have procedures and policies, and model and explain acceptable ways of handling problems.

- **Promote engagement and participation:** Provide activities that would ensure that students are actively involved, such as group discussion, group exercises, simulated case studies, etc. Give students flexibility to make their own choices, encourage them to participate, and provide different ways to instruct and teach students.

- **Monitor and supervise:** Be alert when students are around to prevent situations like them accidently falling from a building or something like that. Move around the classroom during various learning activities, supervise students' activity, and quickly restore order when students are off-task or arguing.

- **Establish Consistent Discipline:**Explain the positive and negative consequences clearly and make sure that they are fairly applied. Employ the use of discipline that is appropriate for the child's age, non-aggressive, and is aimed at correcting the child's behavior instead of punishing the child.

When such measures of classroom management are well put in practice, teachers might help their students to be more disciplined and focused in class so that they can achieve better academic scores and develop sound personality among the group of learners.

3.1 Establishing a Positive Learning Environment

Making a good place for learning is very important for getting students interested, making them feel like they fit in, and helping them do well in school. Here are some important ways to create a good learning environment in class:

- **Build Positive Relationships:** Based on respect and confidence, ensure positive interpersonal relationships with the students. Devote time for learning each student individually, showing interest in what is important to the student and being friendly and accessible.

- **Promote Inclusivity and Diversity:** Appreciate the different students' beliefs, values and know that every student is unique in some way. As the teacher, develop a setting in the classroom that will allow all the students to be welcome and appreciated. Make sure to engage as many people as possible and see that they appreciate that they are part of the group.

- **Set Clear Expectations:** Set clear rules for how to act and do school work. Tell students about these rules and remind them often.

- **Foster a Growth Mindset:** Ensure children feel that they have the ability to improve if they practice enough. The message to teach them is that learning is acquired through hard work and not via intelligence. Allow them to make mistakes so that they can learn from them.

- **Create a Safe and Supportive Space:**It is important that the students feel safe and comfortable in the classroom physically as well as emotionally.Address bullying, harassment, or disruptive behavior promptly and sensitively, and promote kindness, empathy, and mutual respect among students.

- **Provide structure and routine:** Develop an understanding, routine-friendly classroom where there must be a plan for how things must be done in the classroom. Consider how to arrange the day activity schedule, how to teach specific names for drawings depicting

familiar practices, and how to explain the particular means of accomplishing work and shifts.

- **Promote Engagement and Active Learning:** It is essential to present the material in such a way that the students would not only watch but also participate in the process of learning, using such forms of activities as interactive exercises, hands-on projects, real-world applications, etc. Employ various teaching strategies, audio-visual aids, and technology resources to be used to meet the needs of learners' preferences and modalities.

- **Celebrate Achievements and Progress:** Appreciate children's accomplishments and milestones, and work on a daily, weekly, and monthly basis. Praise the students, encourage them, bring them celebrations of success, and ensure they have an opportunity to share those successes with others and the larger school.

- **Model positive behavior:** Use appropriate language and manners with your students and be honest with them, as well as respect them. Be the example that students need in terms of the behavior you expect from them, and employ a strategy where you make corrections as well as reiterations every time an undesirable behavior is observed.

By implementing these strategies consistently, teachers can establish a good and encouraging learning atmosphere that encourages student participation, motivation, and academic achievement.

3.2 Behavior Management Strategies

Maintenance of order among the students is very important in attaining a constructive atmosphere in which teaching can take place in a given class. Here are some strategies for managing student behavior effectively:

- **Establish Clear Expectations:** This ultimately involves having specific and stable behavioral codes and academic policies, ideas, and approaches to guidelines.
The expectations mentioned above should be stated when students are introduced to a particular teacher or when a new academic year begins, and then be reminded often during the school year.

- **Build a Positive Classroom Environment:** Ensure that your class provides an appreciation for learning where all children feel they belong, are welcome, and can express themselves. For this reason, actively build a positive relationship with students, reinforce and demonstrate appreciation for successes, and enhance feelings of acceptance.

- **Use Positive Reinforcement:** Praise, rewards, and recognition can all help to reinforce positive conduct. Acknowledge students' efforts, progress, and achievements, and provide specific feedback to reinforce desired behaviors.

- **Provide Structure and Routine:** Create a positive classroom climate that includes the goals, objectives, rules, materials, and limited student choices. Develop a daily routine, place pictures, draw and/or write a schedule for the day, and give verbal instructions when illustrating changed schedules or routines.

- **Implement Consistent Consequences:** Make consequences for both positive and negative behavior equitable and be timely to avoid bias all the time. The consequences should include a number of foreseeable reactions, starting with mild ones if the child

repeats the prohibited action. Thus, the tutor may warn or scold the child, and if the child repeats the same mischievous conduct, he/she may be punished through losing certain privileges

- **Use Behavior Contracts:** Apply the use of behavior contracts to students who may require some modification on their behavior patterns. Work together with the objective and behavioral expectations and the rewards and penalties set for the student, adjusting the contract as needed based on the student's behavior.

- **Implement behavior modification techniques:** This entails rewarding desirable behaviors and punishing other behaviors you do not want, especially among children, and this can be done through the use of positive reinforcement, token economy, and other behavior charts.

- **Provide Individualized Support:** Based on the observation, look for students who have behavior problems and develop strategies and assistance to cater for such cases. Communicate with other teachers, parents, counselors, and other staff to come up with behavior support plans.

- **Teach Self-Regulation Skills:** Train learners into maintaining self-regulatory behaviors, self-evaluations, self-control, and problem solving. This can be done by providing the student with various other resources that are essential in developing these skills, such as exercise, reflection, and the operations involved in conflict-solving skills.

- **Seek Professional Development:** To strengthen your behavior management skills, seek out professional development and training opportunities on a regular basis. Stay informed about evidence-based practices and research in behavior management and apply them in your classroom.

By maintaining and using these strategies in initiating appropriate behavior among students, the teachers may create a good and conducive environment in which children may learn appropriately and socially.

3.3 Addressing Individual Learning Needs

Serving the needs of the learners is crucial, especially for the academic achievement of every learner and to increase their chances of success in lessons. Here are some strategies for addressing individual learning needs effectively:

- **Differentiated Instruction:** It mainly enables the teacher to design lessons that should meet the learning needs of all the students that he or she teaches. Integrate the different students' learning preferences, academic capabilities, and choice of topics with lessons, assignments, and tests. We are hoping to give learners the opportunity to learn in a different way and alternate learning media, as well as flexible groups and various ways of instruction.

- **Personalized Learning Plans:** Create individualized learning strategies for students with specific needs, learning difficulties, or other exceptionalities. Collaborate with special education teachers, support staff, and parents to create individualized goals, accommodations, and modifications to support each student's learning needs.

- **Individualized Assessments:** Use a variety of assessment methods to measure student progress and understanding. It also includes the provision of assessed tasks, which allow students to showcase what they have learned in the form of projects, portfolios, or oral presentations. Changes to the standards that the learners must meet as well as the modes of assessment delivery should be involved.

- **Provide Additional Support:** It should also establish guidelines for identifying slow learners at an early stage to make sure they get extra focus and assistance in their problematic classes. Provide make-up or remediation classes or workshops, homework help, or comprehension skills instruction to help students who have problems with their work.

- **Utilize Assistive Technology:** Introduce learning technologies and materials to enhance learning for those children who have special educational needs. Employ technologies like TTS, graphic aid tools, and screen readers to improve accessibility and effective learning for learners who have disabilities or learning difficulties.

- **Foster a Growth Mindset:** By stressing key areas like hard work, tenacity, and persistence in learning, one can cultivate a growth mindset. To help students identify goals, monitor performance as well as facilitate their evaluations, and cultivate the students' understanding that intelligence and knowledge are developed with effort and time.

- **Regular Communication:** For the proper management of each student's learning needs, there must be consistent and proper interaction with students, parents, and other professionals in the institution. Encourage family carers to participate in the identification of students' strengths and weaknesses and offer them opportunities to be involved in developing and/or implementing support plans for their children.

- **Provide Choice and Autonomy:** Ensure the students have voice and choices by creating a scope for independent learning, inquiry and projects in which they can choose to participate in. Allow students to pick their desired courses, assignments, or projects based on their desire or areas that interest them most or that they are best at. This will assist

them in owning their education process in the same manner that they own other important responsibilities in their lives.

- **Monitor Progress and Adjust Instruction:** Formative assessment, observations, and casual talks with students for some time can be used to track the progress of the students. Teach using research and learn how to apply data to modify student learning instructional methods, practices, and assistance when necessary.

- **Professional Development:** Try to find a chance for personal development to develop professional competency so as to ensure all the student's needs have been met. Attending conferences will help to maintain professional up-to date information on the current practices, theories, and research on differentiated instruction, special education, and inclusive teaching.

Strategies such as these, if implemented properly along with teaching style, get a chance to foster a learning environment that not only identifies each child, meets the individual needs of students with disabilities, and encourages increased learning from each child regardless of the disability.

4. Implementing Theories into Practice

4.1 My Experience as an Intern Teacher

I received the opportunity to observe and teach the English language to sixth grade students while doing my internship at Academia Outstanding English Medium School. The school mainly follows the Grammar-Translation Method (GTM) approach to teaching English to the learners. The age level of the students was between 11 and 13 years old. Since most of them started their schooling with an English-medium background, almost all of them understood basic English.

Besides general students, the school also had a few students with special needs and indigenous children who were treated just like the other students in terms of behavior but were given all the support they needed.

The arrival and departure times of the teachers were 8:10 a.m. and 2:35 p.m., respectively, though the duration for students was 8:10 a.m. to 1:35 p.m. A teacher escorted each Grade 6 student to their assigned classroom on the third floor as soon as they entered the school. Afterwards, at 8:10 a.m. sharp, they would go downstairs for their assembly, where all the teachers accompanied them. Though I was an intern teacher, I didn't need to attend the assembly. As an intern, I had to take all proxy classes as a substitute teacher at different levels in different subjects and observe English language class in class six every day. The subject of the English language was divided into three parts: comprehension, grammar, and creative writing. There were two comprehension classes, two grammar classes, and one creative writing class per week. For the first two weeks, I was only observing classes, and after class, my on-site supervisor (Nusrat Jahan) gave me checking copies every day, and I needed to check those copies and also provide proper feedback. On my first day, I was a little nervous, as for me, it was my very first experience working in such a professional field, but gradually I became used to doing these things and started to love taking classes. Within a very short time, I bonded well with my students as they started to shower their love on me. Their love and respect helped me a lot in refraining from my nervousness and anxiety. I soon understood how to grab their attention and make them complete their work within class time by showing a positive attitude and motivation.

4.2 Classroom Observation

In the first week of my school experience, I got a chance to observe two classes: English literature and language. Literary students' interaction was a review on the story books "The Black Beauty" and "Narnia. " On the other hand, in language class, they learned "simile" and "metaphor. " The aim of these sessions is to enhance the students understanding of additional vocabulary as well as their skills in reading & writing.

Additionally, the aim was also to teach students the distinctions between "simile" and "metaphor." The methods that were followed in the class were both "CLT" and "grammar translation method." In English literature class, the teacher used the GTM and CLT methods. As we all know, "CLT" means using the target language directly to teach a lesson. In the literature class, the teacher gave her lecture using the target language, English. She explained the whole story in English. However, both approaches were applied in the language courses "CLT" and "Grammar Translation Method." In the class, the teacher told them the characteristics and rules to identify "simile" and "metaphor," which followed the GTM method and, at the same time, the "CLT," as the rules and explanations were given in the targeted language. So both GTM and CLT methods were used in the classroom.

The lesson plan applied the CLT, which requires the student's active participation in the target language. It began with an exercise session to wake everyone up. The teacher initiated some of the lesson inputs. This included the ability to give contextual information before providing actual content that the students needed. Then they asked questions to all and thought about the topic. During the class, the instructor kept asking questions to see if everyone understood. They explained things if needed. There was additional time for solo exercise all through the lesson. This gave the students an opportunity to use what they'd learned in class by working on the

subject on their own. This planned method came after the direct method, which placed an emphasis on active and involved learning (Allen, L. Q. 2021).

4.3 Putting Theories into Practice

Different schools sometimes follow different teaching techniques or methods despite having the same syllabus and the same age level of learners. It was my first time working as a teacher in an English-medium school with such young learners. Putting theories into practice was one of my major learning activities as a student teacher during my internship at Academia Outstanding English Medium School. This way, I was able to practice all the teaching approaches and management skills that I had learned in theory. Here are some key ways in which I applied theories to practice:

4.3.1 Vocabulary and Grammar

In my classroom, I started with voice change, then tense and narration. I devoted the whole four classes to the explanation of voice change, beginning with the main principles of voice modulation. These four classes helped me cover the topic, and upon their completion, I offered my students practice sheets to enhance their learning.

The practice sheets, which consisted of exercises including the distinction between active and passive voice sample sentences, were quite helpful for my students. These sheets could therefore be used as home practice sheets for the children in order to improve their understanding and recall of the content being taught. Specifically, students stated that these practice sheets helped them so much during the consolidation of learning outside of the classroom setting. The worksheet is attached below:

ACADEMIA 2nd QUARTER

GRAMMAR PRACTICE WORKSHEET-1, 2023-24

NAME : CLASS: 6 SUBJECT: ENGLISH LANGUAGE SECTION : R

1. Complete the sentences using appropriate Active or Passive V

4.3.2 Extra-Curricular Activi

The school introduced several extr

and hidden talents. As a part of co-curricular activities, there is a debate club, illustration club,

science fair, annual show, annual sports, and many more. The school held its annual sports day

on November 5th, 2023, where students of all grades took part in lots of different sports and

games.

Figure 2: annual sports day

4.3.3 Feedback during Oral and Written Work

During grammar classes, the students were initially making a lot of grammatical errors, and I corrected those by repeating the sentences right after a student completed his speech. For instance, when I asked the question, "What does a nurse do?" A student replied, "A nurse <u>takes</u> care of sick people." Immediately I repeated the sentence and said, "A nurse <u>takes</u> care of sick people." Moreover, I added that in the case of a third person, we add "s/es" with the verb. Thus, the student was able to understand his mistake and the rest were aware of the grammatical rule; none made the same kind of error during the rest of the class. This method of repetition is known as echoing. According to Harmer (2015), "echoing is a precise way of pin-pointing an error" (p.144). On the other hand, while doing the exercises, whenever each exercise was discussed, I continuously roamed around the classroom and took a look at the students' copies and instantly

pointed out their spelling errors and the students made the corrections. This made students more aware and alert to their errors, and they instantly learned from their mistakes. My attempt to provide them with corrective feedback is reflective of the behaviourist paradigm of language acquisition, as corrective feedback induces positive reinforcement (Richards & Rogers, 2014).

4.3.4 Copy-Checking and Written Feedback

Since I had three classes every day, I used to check a minimum of 50 copies each day. In my opinion, checking copies is the most hectic part of a teacher's job. However, when I used to finish checking each set, I would feel immense pleasure. While checking copies, I had to give written feedback to the students, and all corrections were done using a red-inked pen. For spelling errors, I would underline the word, write "sp." below it, and do the correction above the word. For grammatical errors, the word would be underlined, "gr." would be written below the word, and similarly, correction would be done above the word. In the case of incomprehensible handwriting, I provided feedback such as, "Please improve your handwriting." This did not affect the students; rather, they realized that they had tried to work on their handwriting. The correction instructions are given below:

Correction Type	Symbol
Grammatical Error	gr.
Spelling Error	sp.
Small Spelling	sm.sp.
Capital Spelling	cap.sp
No link between sentences	run on
Two separate words	

Incomprehensible handwriting	Please improve your handwriting.

Table 1: Written Feedback

4.3.5 Correction Work

Error correction is a type of feedback for language learners (Amara, 2015). All language teachers use error correction to correct any form of language errors their students may have. Young learners such as this particular learner group usually had intralingual interference and simplification errors (Amara, 2015). As their teacher, I instructed them to do their correction work regularly. It is noted that feedback and correction work usually help learners retain it in the long run (Storch & Wigglesworth, 2010). Therefore, whenever a student made any mistake and I expected him or her to do a correction, I had to write "C" where the written work ended. Later on, the students used to do their correction work. For each spelling error, the students were instructed to write the word three times and for each grammatical mistake, they had to rewrite the whole sentence once. The students were also awarded stars if they did their correction work properly and timely. At the conclusion of the session, these stars were counted, and students received certificates labeled "Highest Star Winner."

4.3.6 Parent-Teacher Meeting

The Parent-Teacher Meeting session was arranged every quarter to discuss the academic development and behaviour of every child with his or her parents. The role of parents in educating students is essential and this often has a cultural significance. In language teaching, it is said that the successful involvement of parents has many advantages and can help the teacher teach the students better (Pena, 2000). At the school, the Parent-Teacher meeting was organised

during weekends so that working parents did not have any issues attending it. All the teachers had to be present and we used to seat in one column facing the door and would place cards on our tables writing our identities such as name, class, and subjects we took. Moreover, the class teachers used to have a paper where the names of the students were written and the parents would have to sign and give feedback for the school's service. This allowed for monitoring of the meeting, and following the parent-teacher conference, our section head would convene a meeting with the teachers to go over the general input and concerns raised by the parents.

Along with the verbal discussion, every teacher had to write all the details every parent had talked about and mail it to the head. Therefore, based on the feedback and concern, the school would take steps to solve the issues. For instance, one parent showed concern about his daughter that she was very slow in everything and hesitated to talk to anyone loudly. Her voice was very soft and she was a shy and introverted one. Later on, we, the teachers were instructed to engage her more in all activities such as asking oral questions, asking her to read texts during the class, assigning her to distribute copies, changing her seating partner, pushing her to write swiftly and so on. After one and a half months, we noticed a few positive changes in her behaviour; now she could make friends easily, engage in conversations willingly, voluntarily ask and answer questions and many more.

4.3.7 Project-Based Language Teaching (PBLT)

The school had organised a Science Festival where the interested students participated and presented their projects in front of audiences and the best three were given awards whereas each student who participated received certificates. Some of the students' science projects are given below:

Figure 3: Science Fair

4.3.8 Some Other Responsibilities

In addition to my role as an intern teacher, I took on additional responsibilities within the school. I served as a proxy teacher for classes 2, 3, 4, and 5, stepping in when regular teachers were unavailable to ensure continuity in students' learning experiences. Additionally, I was appointed as an art teacher for classes 2 through 5, where I was tasked with creating engaging and educational art question papers to assess students' understanding and creativity in the subject.

ACADEMIA			
HALF YEARLY EXAMINATION, November 2023-24			
NAME:			
CLASS: II CURRICULUM:	SUBJECT: Art and craft PAPER/UNIT: CODE:		OBTAINED MARKS:
SECTION: ROLL NO:	STUDENT'S ID NO:	TIME: 2 hours DATE:	TOTAL MARKS:
INVIGILATOR'S SIGN:		EXAMINER'S SIGN:	

Section A: Drawing (Total Marks: 100)

Question 1: Grape Vine (40 marks)

Option A: Draw a grape vine with at least 5 grapes on it. Color the grapes purple and the vine green.

Question 2: Swan (60 marks)

Create a beautiful swan swimming in a pond or lake. Use appropriate colors to make it look elegant.

Figure 3:art question paper (class 3)

These responsibilities allowed me to further contribute to the school's educational environment and support students across multiple grade levels.

Overall, putting theories into practice during my internship allowed me connecting the gap between academic understanding and practical application in a real classroom setting. It provided me with invaluable hands-on experience and helped me develop the skills, confidence, and competence needed to become an effective educator.

4.4 Application of Teaching Techniques and Management Strategies

During my internship at Academia Outstanding English Medium School, I had the opportunity to apply various teaching techniques and management strategies to effectively engage students and create a conducive learning environment. Here's how I implemented these techniques and strategies:

- **Utilizing the Grammar Translation Method (GTM):** The school predominantly follows the GTM approach and CLT to teaching English. I incorporated this method into my lessons by focusing on translation exercises, grammar rules, and vocabulary building. I provided clear explanations in English while also utilizing the students' native language when necessary to aid comprehension.

- **Observation and Proxy Teaching:** As an intern teacher, I observed regular classes and occasionally conducted proxy classes as a substitute teacher. This allowed me to gain practical teaching experience and apply the knowledge and skills I acquired during my training.

- **Engagement through Classroom Management:** I focused on maintaining effective classroom management to enhance student engagement and learning. By establishing clear expectations and routines, utilizing positive reinforcement, and utilizing my voice to command attention, I created a structured and supportive learning environment.

- **Incorporation of Interactive Techniques:** I incorporated interactive teaching methods such as elicitation, team work, and pair work to promote active participation and collaboration among students. These techniques encouraged peer interaction, facilitated discussion, and enhanced comprehension and retention of learning materials.

- **Seating Arrangement Considerations:** While the classroom had a traditional seating arrangement, I recognized the importance of varying seating configurations to enhance student engagement and learning outcomes. I considered alternative seating arrangements such as the horseshoe layout to promote better interaction and communication among students.

- **Continuous Improvement:** Throughout my internship, I continuously reflected on my teaching practices and sought feedback from my supervisors and colleagues. I identified areas for improvement and implemented adjustments to enhance the effectiveness of my teaching techniques and management strategies.

By properly implementing these teaching techniques and management practices, I aimed to establish a dynamic and encouraging classroom in which students were actively involved in the process of learning and driven to attain academic achievement.

5. Discussion

5.1 Challenges Faced during the Internship

- I had some hard times during my time as an intern. At Academia Outstanding English Medium School, I met tough situations that tested my teaching skills. These included:

- **Adjusting with Grammar Translation Method (GTM):** The school used the GTM way to teach English. This way was not like the CLT way I knew. Changing how I taught to fit with GTM was hard. At first, I had to focus on grammar and translating, not talking.

- **Managing Classroom Dynamics:** Managing the class well with different kinds of students was challenging. I had to make sure all students were involved in lessons and behaved well. I had to plan and act early to help each student learn and behave better.

- **Limited Resources:** Having few things for teaching made it hard to have interesting classes. Also, not having much tech stuff made it tough too. I needed to find new ways to make learning fun with the little I had during my time working there.

- **Time Management:** Juggling watching classes, teaching for others, and doing office work at the right time was difficult. Deciding what to do first and using time well to finish on time while making sure teaching is good took careful thinking and planning.

- **Cultural and Linguistic Differences:** Teaching students from different cultures and languages had hard parts in talking and understanding each other. To make things work, I had to be patient, understanding, and aware of different cultures. It was important to connect with and communicate well about what we were learning.

- **Navigating Professional Relationships:** I made work friends with colleagues, supervisors, and support staff while figuring out the school's levels. I talked well and worked together with others to help kids and make teaching better (Allen, L.Q. 2021).

- **Self-Confidence and Self-Efficacy:** Beating doubts and getting confident in teaching was challenging in my internship. I grew by having a good mindset, getting feedback, and looking back on my teaching.

In spite of these problems, my time working taught me a lot and helped me become better at handling tough situations. I learned to bounce back, adjust, and find solutions, which are important skills for my job as a teacher.

5.2 Recommendations

Based on my experience during the internship at Academia Outstanding English Medium School, I have some ideas to make teaching and learning better:

- **Teaching Training:** Help teachers learn new things and improve skills. Give workshops, training, and chances to watch others get better.

- **Different Ways to Teach:** Tell teachers to use different ways to teach instead of just one way. Using more talk and activities can make it easier for students to learn.

- **Resource Allocation:** Assign enough things, like books, technology, and staff, to help with school. Buy new teaching tools and things to help all kinds of kids.

- **Inclusive Practices:** Treat all kids the same and give them what they need to learn. Teach the adults new ways to help kids and make a place where all kids can learn.

- **Classroom Management Support:** Help teachers be good at controlling the class and making sure students are involved. Show ways to handle bad behavior and make a nice place to learn. Give advice and help to new teachers to get good at controlling the class.

- **Collaborative Learning:** Support students working together, like in groups, teaching each other, and doing projects together. Make a good place for students to learn from each other and join in their own learning.

- **Parent Engagement:** Build good relationships with moms and dads by talking often, including them in their kid's learning, and giving chances for them to join in school events and choices.

- **Feedback Mechanisms:** Set up ways for students, teachers, and parents to give thoughts on teaching, lessons, and school rules. Ask for thoughts often through surveys, talks, and meetings to help make things better.

- **Cultural Sensitivity:** Support understanding and respect for different cultures in the school. Celebrate diversity and include multicultural views in teaching. Train teachers on cultural awareness. Make the school culture welcoming and inclusive for everyone.

- **Continuous Evaluation:** Create a way to always check and think about teaching, students, and how well the school is doing. Use data to decide what to do and find things to make better. Then, put in plans to help teaching and learning get better.

By doing these things, Academia Good School can be a better place for learning. It will help all students do well in school and grow in all ways.

6. Conclusion

My experience at Academia Outstanding English Medium School has been fruitful in my understanding of teaching middle section students as well as being able to manage them. In my teaching practice, I was involved in different facets of teaching, including lesson planning and classroom instruction. Certainly the most valuable part of the experience was being able to implement all the knowledge that I accumulated into practice in a real classroom. In this regard, I was able to practice some of the approaches, such as the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). I learned that classroom discipline management is required for learning to occur.During my internship, working with students presented certain difficulties, for example, changing approaches to teaching, individual differences, etc. To

overcome these challenges, I had to work hard and try to be very wise when choosing the most appropriate strategies. Another way to find effective solutions was to collaborate with other teachers. My supervisor and other teachers were very supportive and helpful; therefore, I experienced a lot of development in the course of teaching. All in all, my internship experience has been a great benefit to me and enabled me to develop appropriate skills, knowledge, and confidence to teach. I want to thank you for the knowledge that I was able to gain as an educator, and I look forward to implementing that knowledge in the future.

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