

Report on
The Role of Visual Display in Teaching English to Young Learners

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Declaration

It is hereby declared that

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

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Chapter 1

Introduction

An internship is a professional development experience that enables students to get practical experience related to their field of interest or preferred profession. An internship allows a learner to explore and grow in their career while developing new abilities. It offers learners the opportunity to enhance their skills via working with professionals, offer creative ideas, and perhaps generate opportunities for future permanent jobs. ENG466: Dissertation offers us the chance to gain real life experiences through an internship. Since I did my major in Applied Linguistics and ELT (English Language Teaching), I did my internship in a school and the name of the school was Paris International School. The opportunity to do an internship at a school has enabled me to practically implement my theoretical learnings through coursework into a real-world environment, and simultaneously provided me the opportunity to develop my professional and communication skills. Moreover, the internship as a school teacher allowed me to interact with children from different ages which in turn helped me to develop my problem-solving skills since every child is unique, and as a result I am required to utilise a variety of methods and techniques to help the child overcome the problem. Internship was also helping me develop time-management skills which I believe it will be crucial in every aspect of both my professional and personal life. I have joined the school as an intern on 11th February 2024 and I was required to work there for 12 weeks. I had been assigned to work there for a duration of 12 weeks. The principal of the school, Mrs. Shahnaz Khatun, had an informal interview with me to enquire about my objectives and aspirations for working at their institution. Furthermore, she was overjoyed to appoint a student from BRAC University as an intern for her institution

1.1 About the school

Paris International school is a school with both Bangla and English version of national curriculum which was first established in Goran, Dhaka in 1987. The full meaning of the acronym PARIS is: P= progression, A=attentiveness, R=relationship building, I=integrity and S= Sincerity. During the country wide lockdown due to the COVID-19 pandemic, the school saw a significant decline in the number of students enrolled, and therefore had to shift their operations located at Rampura TV road which is their only campus at this moment. The academic sessions of the school are January to December offering education to students of play group to class five. The school implements play-based learning for the children and encourages them to complete tasks everyday within the school hours so that the students have sufficient free time to focus on things like sports, extracurricular activities and many other areas of interest. The school observe most of the national events and cultural festivals.

1.2 Uniform

The school uniform consists of milk white half shirt, navy blue pant, blue tie, white sneakers and red belt for the boy. For the girls they required from play group to class one, navy blue skirt with red and white lace at the bottom of the skirt and sleeve, milk white shirt, white shoes, blue tie and red belt, from class two to five navy blue kamiz with red and white lace at the bottom of the kamiz and sleeve, milk white salowar white shoes blue tie and red belt, milk white scarf are compulsory.

1.3 My Responsibilities

My internship hours were from 8:15 in the morning to 11 am. My attendance was being recorded every day by the admin panel. It was my responsibility to teach English to students in the play, nursery and junior levels. Also, when the teachers weren't there, I took language class of grade two and three. Each class is thirty-five minutes long. In the first week I assisted Ms. Sadia who was the English teacher of play group, nursery and junior one. I observed the classes she took and followed her lectures. Along with the class observation I took notes for my betterment. However, from the second week, I regularly took English classes of junior one and applied my teaching techniques. The principal of the school Shahnaz miss and Sadia miss who guided me throughout my internship journey and whenever I need any help or anything, they helped me.

Chapter 2

Literature review

2.1 Part 1: Classroom Management

2.1.1 Classroom Management for Teaching English to Young Learners

The scholarly literature on classroom management emphasises how important it is to encourage an ideal learning atmosphere. Research has shown that successful classroom management has been associated with improved engagement among students, enhanced learning satisfaction, reduction of dropouts, and less inappropriate behaviour (Evertson, 2013; Evertson & Weinstein, 2006). Furthermore, Marzano and Marzano (2003) propose that it is the most significant factor affecting achievement among students. Classroom management refers to the capacity of teachers to create and sustain discipline within a classroom, with the purpose of encouraging both academic and mental growth. Teaching techniques include grouping and seating arrangements, routine regulation, activity timing, task analysis, providing instruction, giving feedback, and learner monitoring (Elias & Schwab, 2006; Emmer & Sabornie, 2015). In addition, it contains the management of learner behavior through the reduction, correction, and redirection of incorrect acts, as well as the development of self-control.

2.1.2 Creating Positive Classroom Environment

Research on effective classroom practices has consistently shown that these settings have a significant impact on students' social and intellectual development. Both Frenzel, Pekrun, and Goetz (2007) and Sandilos, Rimm, and Cohen (2017) emphasise the necessity of youngsters

feeling physically and mentally protected, since it leads to much improved performance. Ensuring physical safety is as simple as eliminating the area of any potential dangers. On the other hand, children need to be able to freely interact with others without worrying that they will be insulted or bullied in order to develop a feeling of psychological safety (Beamon, 2001; Mendler, 2000; Uzair-ul-Hassan, Farooq, Akhtar, & Parveen, 2017). According to research of (Bergin, 2016; Pekrun et al., 2002; Uzair-ul-Hassan et al., 2017), students' emotional reactions to learning are greatly affected by feedback on their successes and interactions with others. This feedback affects their happiness, hope for achievement, and sentiments of frustration, hopelessness, or fatigue. As children's first and most consistent settings outside of the family, schools are crucial in helping them develop a healthy self-esteem via their interactions with teachers and classmates. According to Mouratidis and Sideridis (2009) and Wentzel (2003), children are more motivated to participate positively in group activities when they feel valued and appreciated. Moreover, when it comes to navigating social situations and avoiding harmful effects like bullying, children depend on their teachers and other important adults for assistance (Platten, Hernik, Fonagy, & Fearon, 2010). As a whole, children's emotional well-being benefits greatly from classrooms that foster a sense of belonging, achievement, and confidence while equally reducing fear.

2.1.3 Teacher Talk Time (TTT) and Student Talk Time (STT)

Frequently, it is debated that teachers as well as students should engage actively in language classes (Kareema, 2014). Active engagement is essential for both teachers and students in target language

classes. As children require several chances for participating in discussion, instructors decrease their speaking time. The arrangement will be beneficial for both the student and the teacher as it enables learners to independently participate in target language practice. Numerous studies have been conducted on student and instructor speaking times. Research shows that increased use of student talk time in the classroom contributes to improved speaking skills, especially among those who are not native English speakers and are learning English as a second language. Research studies have found that greater chances for students to listen and speak English are directly related with their development as English speakers. According to Kareema (2014), it is proven that children gain higher skills in learning without having a chance to participate in practical use. In certain situations, the teacher spends too much of time to explaining the material to the students, resulting in not enough time for the students to participate in studying and analysis. Therefore, in order to deal with this problem, it is essential to provide additional discussion time for the students. There are multiple techniques related to the particular situation. In a learning environment, the teacher should encourage and guide students to take part effectively. Activities like as role plays, games, and group assignments can increase the chance for the student to use the target language. A possible method is to reduce student-teacher dialogue and increase the student-to-student connection. Students will improve their listening, speaking, reading, and writing abilities in the target language but further developing their ability to interact with their peers and teachers. Also, with less guidance from instructors, students will be able to lead and manage their own language

and attention. As a result, their self-confidence will increase significantly and their ability to comprehend and employ the target language will improve rapidly.

In addition, the most vital elements of a classroom are the teachers and students. Both student talk time (STT) and teacher talk time (TTT) are essential components of English Language Teaching (ELT). Furthermore, it is necessary to ensure that there is an appropriate balance between a teacher's talk time (TTT) and a student's talk time (STT). Roger, Philips, and Walters (2009) provide some advice on how to keep away of (TTT) that is both unnecessary and harmful. As an example, they mentioned that it would be preferable to prevent explaining the teacher's every goal and to prevent wasting time repeating words while offering long answers. Likewise, they recommended that a teacher try to simplify language to use in the classroom while acknowledging the importance of gesture. As a result, it is necessary to use a number of methods that will help students in understanding what their teachers are trying to convey. According to Roger, Philips, and Walter (2009), it helps to determine what learners find easy and challenging to understand, and then adapt the language that the teachers use in order adjust it to their particular stages of knowledge. It is essential for us as language teachers to be aware of the amount of time we devote to speaking in class so that we don't use all of the time that the students may utilize for their own discussion (Nunan, 2003).

2.1.4 Increase of Students' Participation to Manage the Classroom

To improve the level of appropriate participation by students, the teacher may apply rules and regulations that are often conveyed by the teacher (Yoakley, 1975). Usually, the duration of school classes differs among different classes. Due to variations in class duration, teachers can finish the instruction before the class. To that end, teachers frequently discover themselves confused as to how to best utilize this extra time. Teachers can take advantage of this additional time by engaging students in activities such as peer work, topic review, group work, and extra class tests to enhance the preparation for exams. By including such tasks, a teacher may determine the level of concentration among learners in the class, as well as identifying suitable and inappropriate children. Students' activity is divided into two categories: suitable and unsuitable. Participation in task-relevant activities, such as asking questions, attentiveness to the teacher and other students, and active participation in the class, will be considered indication of outstanding behavior. All forms of disruptive behavior or off-task activity, such as diverted attention, will be seen as inappropriate conduct (Yoakley, 1975). Therefore, it is important to increase their involvement in order to offer an accurate assessment of their manners. The teacher will first decide which learners are suitable and which are not, and then she will separate the students into two groups when she has concluded her assessment. The teachers will be providing the inappropriate group with guidance and suggestions to follow with the aim to motivate their participation. After then, the teacher will make an attempt to explain the requirements of the wrong section of the class.

Following that, the teacher will make an effort to have a knowledge of the particular requirements of the inappropriate group, such as whether or not they need any more classes, whether or not they need additional time, what methods of instruction they prefer, and whether or not they suffer from any psychological disorders.

2.1.4.1 Problems and solution

The purpose of this study is to confront the challenges faced by teachers while managing their classrooms and to identify solutions for these challenges. The group of researchers included 28 classroom teachers employed in several primary schools in the city of Malatya during the 2017-2018 school year. These instructors were chosen utilizing convenience sampling, which is an intentional sample method. The data collecting consider chosen was a semi-structured interview form of three open-ended questions. Over the course of research into the assessment of perspectives of the difficulties that classroom teachers encounter in terms of classroom management, a total of forty-two codes were identified. During the explanation of each code, the connections between the outcomes were clarified, particularly the cause and effect links. In the process of managing classrooms, teachers encounter plenty of challenges. Besides, the use of mental and aggressive behaviour, the main issues are parents who are unwilling to take responsibility, a shortage of course materials, insufficient environmental situations, and the use of aggression. Students talking without permission and engaging in actions that are not considered disciplinary are not as prevalent issues. The most important problem, according to the findings of Kırbaş and Atay (2017), is the fact that students engage in conversation without permission. Furthermore, there are problems such as learners not being prepared, not paying attention, taking many toilets breaks, and making continuous complaints. Students in primary school require

guidance in order to gain knowledge of classroom rules and responsibilities, which is a process that requires time and has an effect on classroom management. The teachers believe that if they understand these requirements, they will be able to improve their management abilities. Additionally, they think that they maintain strong communication skills, an encouraging behaviour, the ability to establish guidelines with students, and the capacity to keep children engaged. They are of the opinion that they require additional education in the areas of morality, interaction, and the management of unacceptable behaviours. The classroom teachers analysed their personal classroom management skills, which showed that some teachers perceive themselves as having effective communication abilities, showing concern towards their students, collectively developing guidelines and standards, and effectively sustaining student motivation. On the other hand, in order to improve management of classrooms, the study provides a number of potential suggestions, including communicating with parents, participating in perpetual professional development, and taking consideration of the individual variations of students. Moreover, Teachers see themselves as unqualified, impatient towards students, and some attribute their lack of competence to their difficulties to lead their students properly. The present study identified several concepts, including maintaining interaction with guardians, encouraging student, and recognizing different characteristics among students, which have an opportunity to improve class management and generate significant findings.

2.1.5 Importance of Flexible Seating Arrangement

The learning environment that students had been introduced to in the classroom was researched during the duration of this study. More specifically, this study explored the ways in how learners capitalise on of the environments inside the classroom, as well as the methods in which classroom spaces affect the communications that frequently take place among learners and teachers. The

information required for the qualitative research was gathered from students in second and fifth grade classes through the utilisation of classroom charts and keeping logs with the students. As an outcome of the information that was obtained, a study into the connection between the environment of the classroom and the participation of students has been carried out. Some students needed instruction from the teacher on alterations that were required with seating preference or a reminder on how to sit in a particular option. Some students desired instructions regarding how to place themselves in a particular seat, whereas others preferred more flexible seating options over traditional ones. According to Sawers, Wicks, Mvududu, Seeley, and Copeland (2016), the typical arrangement of a classroom, with desks facing the front and the instructor or platform placed at the front, is being replaced by advanced arrangements. To be more responsive to the requirements of learners while creating an environment comparable to that of coffee shops, several modern educational institutions have started to use flexible seating arrangements (Havig, 2017). The recognition that classroom environments significantly impact student participation and achievement in the classroom has inspired this transformation (Dotterer & Lowe, 2011). To be more involved, observant, and inclined to participate in meaningful discussions, students need to feel comfortable in their learning environments, according to research (Reyes, Brackett, Rivers, White, & Salovey, 2012). That is the reason why people with an interest in education are investigating into alternatives for how to maintain this change in order to improve achievement among students.

2.2 Part 2: Using Teaching Methods in English Classrooms

2.2.1 Grammar Translation Method

A comparative analysis of the Grammar Translation Method (GTM) and the Communicative Approach is conducted in this study in order to determine the more appropriate approach for teaching grammar in Taiwan. The research results suggest that GTM is more effective in teaching grammar, with a particular focus on accuracy, whereas the Communicative Approach prioritises fluency. According to Penny (2000), the study of grammar is a vital component of the English literature curriculum at colleges and universities. This is since grammar demonstrates to learners the ability to appropriately employ language by describing the ways in which words connect to make sentences that are consistent. Traditional approaches, especially the Grammar Translation Method (GTM), remain to be the preferred method in Taiwan, considering the fact that there have been significant advances in research on the teaching of English. In this method, instructors explain the elements of language to students, who then put the concepts into practice through different activities. Nevertheless, this approach typically lacks to develop the communication skills of students. On the contrary, the Communicative Approach emphasises on actual use of language and learning within participating and cooperative activities. This method allows feasible for language to be acquired in a natural approach. On the other hand, traditional techniques, , focus exclusively on the teacher and encourage learning and recitation, which can be harmful for students' interest and confidence in their ability to communicate in English (Penny, 2000). It is conceivable that integrating the two techniques might improve instruction in grammar by finding the right balance between proficiency in communication and accuracy.

2.2.2 Communicative Language Teaching (CLT)

Harmer (2003) describes a technique as the practical execution of an approach, including considerations about tasks, roles for both teachers and students, materials, and organisational components of the curriculum. Several authors have examined educational and instructional techniques, utilised by various designations over time. While certain methods are now outdated, others remain to be productive and widely used. This research aimed at exploring the impact of Communicative Language Teaching, or CLT, as a constructivist method on motivation in both urban and rural areas of Kosovo, in contrast with other methods. This study analysed the Kosovo Curriculum, emphasising on its communication abilities, and examined the factors behind the development of proficiency in English by public school students in private schools, despite the usage of a comparable curriculum.

2.2.2.1 Problems of CLT in Bangladesh

Communication-based language teaching, frequently referred to as CLT, is an emerging method that is currently utilised in Bangladesh for the purpose of teaching English at the secondary and higher secondary levels of school. At this stage in time, it is only appropriate that this unique approach of foreign language instruction will encounter with a variety of obstacles. The aim of this work is to analyse problems regarding the effective application of CLT in this context. The purpose of this study design is to collect data from ten educators in Chittagong who are teaching English at secondary and higher secondary levels. However, English language is a significant worldwide spoken language. The spread of the English language began all over the seventeenth century. Afterwards, particularly all over the nineteenth and twentieth centuries, it has continuously expanded globally due to significant colonisation and significant migration of the

native speakers. Today, it is emerging as the language most commonly spoken around the world. In Bangladesh, due to the enduring imperial impact, people forced to employ English mainly for practical purposes such as administration, professional work, or education. Although English is acknowledged as a foreign language, it is certainly utilised as an official language across multiple public and private organisations institutions in this country. During the period of colonialism, the Grammar Translation Method (GTM) was introduced in this area to provide English language teaching. Yet, in recent time Communicative Language Teaching (CLT) is the proper method to teach English as a second language.

A number of articles emphasise CLT developments regarding English as a foreign language classroom. Some individuals have gone so far as to claim that CLT has been challenging for a majority of EFL teachers. For example, according to Diana Ansary (2012), Bangladeshi teachers struggled to include CLT into their educational programs. Dr. M. Shahidullah (2012) discovered that educators in Bangladesh applied CLT occasionally due to the considerable preparation time it carried out, based on a research that analysed their attitudes regarding applying CLT in the context of their country.

2.2.2.2 Positive Approaches of CLT

Methods such as the Grammar Translation Method and the Communicative Language Teaching (CLT) approach are examples of the several approaches that have emerged over time in the teaching of languages. In addition to just covering grammar and vocabulary, communicative language teaching (CLT), which emerged in the 1970s, emphasises on providing language instruction through real-life interaction. Students are urged to use language skills in essential environments, and the priority focusses on fluency rather than accuracy. It provides a combination of various language concepts. The teaching of English to students who are acquiring it as a second

or foreign language has seen increasing use of this method of instruction. The CLT method, which was initially developed in the United Kingdom, has been extensively utilised in English as a Second or Foreign Language (ESL/EFL) classes all over the world (Liao & Zhao, 2012; Ozsevik, 2010). Richards and Rodgers (2001) observe the fact that the CLT method emphasises real-world interaction as a way for developing language skills in actual situations. This is an aspect that has been focused widely. Furthermore, there is evidence that demonstrates that engaging students in communicating tasks and activities encourages students to enhance their ability to convey and understand messages in a competent manner, therefore improving their ability to communicate (Krashen, 1981).

2.2.3 Audio Lingual Method

This study aimed to investigate the impact of the Audio-Lingual Method on children's English learning. The research utilised a qualitative methodology with a descriptive design, concentrating on students in Bone District accepting in a fundamental English language program at Aura Lentera Fitrah. The researcher employed selective sampling to determine individuals and gathered information through surveys. The outcomes showed that the Audio-Lingual Method enhanced participation and pleasure in learning, improved memorisation and practice, improved relationships between instructors and learners, and provided significant opportunities for speaking and listening practice. This study shows the vital role of the Audio-Lingual Method in teaching listening and speaking abilities to Indonesian English as a Foreign Language (EFL) learners. It facilitates learning a language by habit growth and development, phoneme adaption, and pronunciation development, hence improving students' ability to communicate. This approach is suitable for informal educational contexts as a secondary activity within Indonesia's current curriculum. The study of children's speech includes phonetic, grammatical, and semantic features.

Lust (2006) claims that children's learning of languages includes the development of linguistic skills via development and practice, rather than simple memorisation and recall of words. This language growth is an essential fragment of a child's mental progress, on all sides of profound procedures that may be analytically explored. Children essentially learn and utilise language for communication; however, encouragement is necessary for additional development. By the age of around four or five, children frequently develop proficiency in their native language and adapt into their social groups. They learn the capacity to use language effectively in different situations and with several people. First language development extends to the beginning of life and into puberty (Birner, 2022). Larsen-Freeman (2000) believes that consistent repetition reinforces habits and enhances knowledge. The approach frequently employs conversations as an environment for sentence development and practice. This method highlights the importance of repetition and reinforcement in learning a new language, particularly when improving both speaking and listening abilities.

2.2.4 Translanguaging

Translanguaging is an advanced teaching method that helps students with multiple languages use entire resources for language, consequently overcoming traditional linguistic restrictions in classrooms. This article analyses both essential and modern studies on trans language as an analytical structure and educational method. It promotes for the use of trans language as a qualitative research approach, augmented with analysis standards to meet multilingual needs. The structure aims to provide more knowledge of how multilingual students utilize their language skills. Translanguaging, considered as a variety of language techniques used by bilinguals for navigating through their multiple languages (García, 2009), has gained importance in vital, socioeconomic, and practical communications. It defines everyday language habits of someone

who is bilingual (Canagarajah, 2011, Gebhard & Willett, 2015; Mazzaferro, 2018). Translanguaging fundamentally challenges the traditional structuralism concept of language as a system of unchangeable linguistic or grammar conventions (Sherris & Adami, 2019). It considers language that include Spanish or English as social inventions related to establishing a nation and colonialism (García, 2009). Although these recognized languages have a social value externally, they are considered of reduced importance for understanding the internal linguistic behaviours of bilingual persons. In other words, translanguaging is a theory based on interaction and fact that moves the focus from identified languages on efficient methods for communicating.

2.2.5 Multiple Intelligence Theory

According to Kirk (2003), innovative techniques of teaching can be identified through the theory of multiple intelligences. The seven different categories of universal abilities were initially presented by Gardner in his book "Frames of Mind" (Lash, 2004). Gardner is a specialist in the areas of neuropsychology and development research. According to Gardner's theory, humans include numerous types of intelligence, which include mathematical-logical intelligence, verbal-linguistic intelligence, musical-rhythmic intelligence, bodily-kinaesthetic intelligence, intrapersonal intelligence, social intelligence, visual-spatial intelligence, and naturalist intelligence (Işık, 2007). Initially, he identified seven intelligences, the first two of which are particularly valued in schools (verbal and mathematical), the next three intelligences related to artistic skills (musical-rhythmic, bodily-kinaesthetic, and visual-spatial), and the final two cognitive abilities are particular intelligences (Gardner, 1999). According to Buyuksalan (2003) and Gardner (2006), visual spatial intelligence is a particular skill which enables for a visual representation of a person's ideas or the development of visualisations, as well as the ability to think with pictures, images, shapes, and lines. moreover, gaining an understanding of multidimensional things. MI theory

could most certainly have a connection with visual representations. Gardner's theory emphasises multiple types of information, especially spatial intelligence, which includes the ability to visualise and manage materials. Visual displays directly address this kind of ability through the use of visuals and imagery to improve knowledge. Utilising visual displays in education utilises the concept of multiple intelligences by involving and engaging a variety of cognitive ability.

2.3 Part 3: Teaching English to Young Learners

2.3.1 Learning through Visualisation

Any visual representation that is intended to communicate with a student is considered to be a visual display in the context of learning. This involves both static visual representations (such as drawings, pictures, graphs, diagrams, and maps) and active visual representations (such as animations and videos). Visual displays are frequently utilised in various kinds of learning materials, which are not limited to textbooks, slide presentations, live-person instructions, online classes, and computer games. In the case of textbooks, for instance, approximately fifty percent of the content is assigned to visual elements (Mayer, 1993; Mayer, Sims, & Tajika, 1995). Visual representations, also known as graphics, images, or pictures, are included in an annotated visual display. Furthermore, a verbal representation is also included in this type of display such as ideas that have been written down or spoken. For instance, animations that include accompaniment by speech text and images that have printed content placed within them are both examples. In the field of teaching, not all annotated visual displays are equally successful, thus, teachers require research-based recommendations to assist them in the process of creating annotated visual displays that are beneficial to student achievement (Maver. 2009. 2011 a). In addition, this part of the book

provides a variety of examples of the content, which makes it easier for students to understand any particular topic.

2.3.1.1 Developing Critical Thinking through Visual Learning

Critical thinking is a necessity in today's complex world, according to Van den Berg (2004). By providing questions which make learners think, teachers who encourage critical thinking assist their students observe and visualise. Visualisation was shown to have a beneficial impact on both the critical thinking and overall success of students, as shown by the results. In furthermore, learners get inspired to learn and contribute when they learn through visualisation. They are capable to develop skills in problem-solving assessment and problem solving as a consequence of this. Students may develop the ability to think critically in challenging situations by visualisation, as pointed out by Brumfield (2005). Presmeg claims that visualisation serves as an instrument for learning, allowing one to interact with the mental representation of an idea or scenario. Visualising something involves understanding it by an image in your mind, which makes the visualising phase essential to a successful method, even if a graph is used (Presmeg 1992). On the contrary, we must overlook the fact that today's students are more attracted to visual learning. These learners should share information via visual methods, adopting a method of active learning (Gangwer, 2015). Visualisation provides an approach that helps teachers to make learning choices on how to teach students properly or which methods should use. Furthermore, visualisation provides a way of experiencing the invisible things we are learning (Arcavi, 2003). The correlation between images and certain types of information improves learning and simplifies the use of teaching concepts (Janitor et al., 2010). In overall, the usage of visualisation in the classroom improves students' ability to think independently and learn effectively.

2.3.2 Importance of Using Worksheets

This study aimed to identify student worksheets that utilise interesting teaching methods, including singing and guiding tasks, for the teaching of English to students. In Indonesia, English is a mandatory subject at the higher school level. For Indonesian students, it is a foreign language that often creates challenges, in comparison with their learning of Indonesian and native languages. The difficulty occurs because of the optional requirement to learn the English language for students in primary schools (Fakhrudin et al., 2020; Nufus, 2018; Yundayani & Sri Ardiasih, 2021). Therefore, numerous students, particularly those studying public primary schools, fail to develop competency in English. A possible approach for solving this problem is the development of an English Village. In 2020, before to the start of the COVID-19 pandemic in West Kalimantan, academics and the Village management of Parit Baru started an English-language village program in Parit Baru (Aunurrahman et al., 2020). The program provides participants with an English course designed to facilitate learning in a pleasant environment, markedly distinct from conventional primary schools (Aunurrahman et al., 2020). Multiple studies demonstrate that worksheets increase academic learning achievements (Fauziah & Nurita, 2019; Iffah, 2021; Lee, 2014). A study conducted in the area of English language learning (ELT) indicated that students had a positive attitude regarding the use of worksheets in English teaching. Worksheets have been used to facilitate the instruction of speaking abilities for senior high school students (Iskandar et al., 2020; Trisnaningsih, 2015). Moreover, particular investigations have been identified to develop worksheets to assist English language instruction for high school and professional high school graduates (Iskandar et al., 2020; Mahsunah & Shobah, 2022). Study on the development and use of worksheets usually relates to official secondary education. This study shows that

providing fill-in-the-gap exercises using worksheets serves as a teaching instrument for training students enrolled in the English Language Village program in Parit Baru.

2.3.3 Teaching Through Games

Considering the reality that some English teachers think learning through games as a waste of time or as an excuse to have entertainment in the classroom, leaning by playing different games is an important role in every curriculum that offers foreign languages since they make it simpler for students to learn foreign languages, especially younger students. Games have increased in significance for both English learners and teachers due to the many benefits they provide, including relaxation, fun, and the encouragement of creative and expressive linguistic usage. Additional activities for children should be an element of the primary school for Language curriculum, according to Topkaya and Küçük (2010). By engaging in games, a child can create a connection with the atmosphere, learn life and improve new guidance (Sungurtekin, Sezer, Bağçeli-Kahraman and Sadioğlu 2009) explains precisely that. Language instructors get many benefits when they used game as a tool of language learning because students are happier to be inspired to learn the language when they are involved in a game. According to McCallum (1980), games constantly increase interest among learners, and a properly developed games can be one of the strongest components in motivating students. One more benefit of using games that help students calm when it comes to learning a new language. Students of foreign languages often experience nervousness in class because of the unrealistic expectation that they must suddenly turn into proficient learners of the language they are studying. On top of that, learners acquire a harmful anxiety about criticism and punishment from their teachers as a consequence of making errors. Using games for practicing the target language without fear of punishment or judgement is an

excellent method to increase confidence in oneself, relieve anxiety, and improve positive feelings (Crookal, 1990).

2.3.4 Teaching by Showing Images

Over a period of several decades, people have been learning and teaching language in order to interact with people who are not part of their particular language group. Many more individuals listen to languages that have an impact on the community, politics, education, and the economy than to languages that cannot provide anything valuable to convey to their students. According to this situation, the English language has been one of the languages that people all around the world have been particularly interested in learning (Kachru, 1992; Romaine, 2007). Learning English as a second language (ESL) is one of the key objectives of ELT (Cook, 2007; Vetrisevi, 2016). Learning English is essential to improving one's chances of getting a better career, interacting internationally, and understanding modern education, especially since English earns the reputation being considered the most important language of the present time. When teaching a language, instructors frequently use both visual or auditory aids (Asma, 2016; Padhi, 2021). When something is not physically present, a visual tool, such as a picture of an elephant, can be used to show its presence. Moreover, a teacher can replace actual life items with any of the several visual tools available, such as television, worksheets, photos, flashcards, etc. Whenever words are unable to properly convey an object, or person, a picture can help someone to understand the concept. A picture clearly indicates the object, person, or location it represents and conveys the object's true

identity. Harmer (2013), Khafidhoh & Carolina (2019), and Macwan (2015) all believe that visual tools such as pictures are useful for teaching language elements, especially for younger students. Children learn language things in an easy and effective way since they enjoy gazing at pictures.

Chapter 3

My Experience

3.1 Teaching English to Young Learners in an English Version School

A school is a combination of an educational institution and a physical structure specifically created to offer learning spaces and surroundings for the instruction of students, directed by teachers. Paris International School was founded to cater mostly to the students of the locality and therefore the management has determined the tuition fees based on the average income class of the area so that every student has access to quality education. In spite of the school having several constraints such as the campus being built on an existing residential building, comparatively low investment. However, the management has tried to make the school feel welcoming for the students by making full utilisation of what they had.

3.2 The Observation Period

At the very first week I observed the classes and followed how teachers interacted with the young students. I sat at the last chair of the class and I observed the techniques used by teachers to teach English for playgroup, nursery, and junior one. The playgroup class was an exciting environment with colourful pictures in the wall. Since the time was the beginning of a year and the kids were too young to sit in the class without their parents. Consequently, I saw that the instructor tried to engage the kids by singing songs and doing other enjoyable activities while teaching them English alphabet. If a student cried and was not willing to attend class, the teacher approached her and tried to convince her to participate in the class. Moreover, for the nursery the teacher utilised storytelling and basic words formation activities. While monitoring the junior one class, I noticed an adjustment towards more planned guidance for the students. the teacher focused on reading and

writing activities. The children were engaged and interested in showing their skills, It was exciting to observe the many methods of instruction designed for every age group, highlighting the importance of changing methods according to the phases of development of young learners.

3.3 Classroom Management During my Internship

3.3.1 Classroom Management of Young Learners

Making eye contact with children helps them feel engaged and connected. We can also use little gestures and motions to highlight key concepts. A teacher can address a single student or capture the attention of the entire class by approaching them closely, and this has an impact on student behavior. By using body language with care, teachers create a joyful, monitored atmosphere which encourages learning and effective communication. The teachers of the school tried to use different methods of management to eradicate problematic behavior among students and encourage positive behavior. During my internship period of Paris International School, I noticed teachers created a friendly environment for the students. Since they are the young learners and harsh behavior could have a bad effect on their mental health and so it is a teacher's responsibility to make the place enjoyable and interesting for each student so that they find a reason to come school every day. Some students of play group of the school cried or annoyed the teacher whole time because they did not want to attend the class or any activities and then we called the students with love. We used to call students by saying "baby", "sweety" "sweet heart". Also, I tried try to communicate with each student if the students seem sad or upset. Even with their parents if any kid suffered with any problem. Since the students of my school were at a very young age and so they often lose their focus in classroom and engaged in conversation among themselves which resulted in a noisy classroom. In order to control their behavior and maintain discipline in classroom I applied creative

methods such as, rewarding them with handmade art work, played guessing game towards the end of class. Moreover, during the early morning classes some of the kids would feel tired due to morning fatigue. In order to overcome such situations, I would perform warm up activities which included singing and dancing to their preferred rhymes that helped them to overcome the sleepiness and become energised throughout the day.

3.3.2 Creating Friendly Atmosphere

The school tried to create a welcoming environment which includes rooms converted into play area for the students during break time. The school authority hand out different toys, including blocks, cars, and balls, to the students at the balcony of the school. Besides, the classroom’s walls are decorated with different types of painting which was made by the students the main intention to decorate wall with their paintings was to motivate and enhance their creative skills. Moreover, classrooms were decorated with colorful informative drawings such as the planets of space, names of the days, names of fruits, magical words (“thank you”, “sorry”, “please”, “excuse me”) and many more which make the students feel welcome and at the same time provide information to the students.



Figure 1: Days of the week for wall decoration

3.3.3 Seating Arrangements

3.3.3.1 Utilising Flexible Seating Arrangement in English Class

In the junior one the school follow traditional method where teacher stands in front of the class and students' sit in the benches. However, the seating arrangements were flexible which means students could sit any seat wherever they wanted. I noticed that flexible seating arrangement encouraged student towards learning effectively and it grew happiness and participation.



Figure 2: Flexible seating arrangements

3.3.3.2 Utilising Face to Face Seating Arrangement in English Class

For the students of playgroup and nursery the school followed face to face seating arrangement. In this arrangement students were arranged in groups facing one another to encourage interactions. Also, we the teachers sat with them so that whenever they need any help, they could inform the teacher immediately. Since the students of play group and nursery were too young to write or read anything by themselves and so we would sit next to them for helping them to wrote or practice anything. The students can interact with the teachers as they feel more connected with them and share their ideas and questions freely without hesitation. Not only does this enable the students to

obtain a sustained learning, but at the same time help them to grow themselves as more confident individuals with social skills and team spirit (Falout, 2014). This face-to-face sitting arrangement improves learning achievement by encouraging teacher-student interactions because I felt a close connection with the students when I sat in between with them.



Figure 3: Face to face seating arrangement

3.3.4 Use of Board

I have tried to utilise the proper usage of board. For the junior one class, after entering and greeting students, I regularly wrote C.W (classwork) in the upper left corner, while the top right corner I wrote the date, subject, and total number of students in the classroom. Additionally, I divided the board into two parts, on the left side, I wrote the tasks I taught them on that day, and on the right side, I listed new words that they learned throughout the class I feel this method encourages students to memorise unfamiliar words, hence enhancing their vocabulary skill.

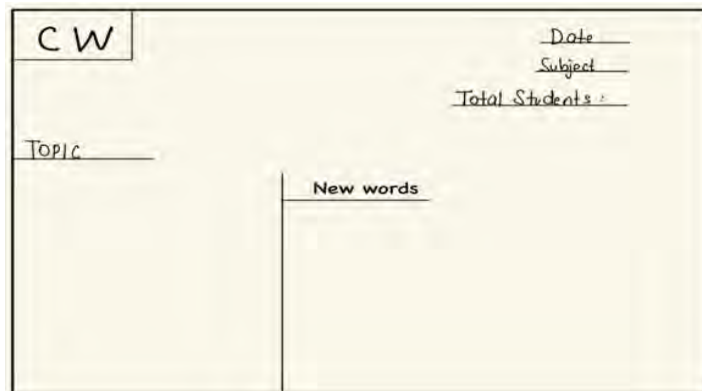


Figure 4: White Board

3.4 Experience with Teaching Methods

The school's instructors believe that their students' particular needs dictate the approaches and techniques used in the classroom, and that teachers of different levels of expertise often come up with their own unique methods. Teachers tried to cheer up all the students in the morning by taking with them sweetly and some warm up activities. Moreover, instructors tried to teach their play group and nursery students by playing with them because it is hard for them to understand, and since they are still discovering letters and numbers, instructors tried to learn and memories them by singing songs. Moreover, teachers tried to write the students by tracing letters which helped them to understood the shape and features of a letter. For the junior one, they are learning making short sentences, translation, memorising rhymes and so on.

The school tried to follow CLT (communicative learning teaching) method for making students fluent in English. However, since the students were Bangladeshi and they used Bengali all the time and so it was a bit tough for the teachers to speak English all the time because students were more comfortable to talked in Bangla and hence, we talked in English and then sometime we translated the language. In this case, I have used translanguaging to taught them English whenever they felt confused to understand English Language. Also, teachers followed GTM (grammar translation

method) in the Bangla medium class and when we tried to memories something to the students. I also utilised the audio-lingual method. Students practiced with the teacher repeatedly by using this strategy. Hence, the audio-lingual method is used by teachers to learn rhymes.

3.5 Extra-curricular Activities

3.5.1 Observing National Event

The school observed International Mother Language Day on February 21st. Numerous cultural shows are rganize by them. The school authorities rganize various activities such as dancing, singing, poetry recitation, and more. They provided instruction on the events of 1952, highlighting the unwavering sacrifices of freedom fighters for the language “Bangla”. Furthermore, teachers conveyed to the children the significance of “Shaheed Minar”. The mourning day is remembered by people wearing black and white attire as a gesture of respect towards the freedom fighters. A Shaheed Minar was constructed by the school authorities by using paper and cork sheets, and children gave flowers to the Shaheed Minar. This event was celebrated specially for the students to taught them about our culture and the value of 21st February.



Figure 5: Child observing 21st February

3.5.2 Club Day

Every Thursday is designated as the student club day. Entire class participated in creative activities. They made drawings and colored them. for an example they created various innovative things with paper. such as, butterfly, cap, flower, boat, and so on. Kids can work on their fine motor skills and problem-solving abilities while having fun with arts and crafts. Creative elements could be included in educational activities with the goal of providing information on non-art topics illustrated by the utilisation of arts and craft. (Hardiman, 2014, The Kennedy Centre, 2020). In addition, participation in creative activities may assist in the development of multiple essential skills, such as critical thinking, cognitive development, socio cultural development, and so on. This also help children to understand shape, design pattern and many more.



Figure 6: Children made caps at crating class

3.5.3 Assembly and Singing Class

All students are required to attend an assembly on Thursdays, where they are required to take an oath, recite surah, and sing the national anthem. Since the children were of young age, they were required to do assembly once every week. On Thursday, after their club day and the assembly was

done. The objective was to make the children get used to the discipline of conducting an assembly. There was a teacher named "Suchi Miss" who was a talented music teacher at the school who could play the harmonium and sing with such grace and she taught her students many children songs. For instance, "amra shobai raja", "ajob desher dhonno raja", "chol chol chol" and many more.



Figure 7: Children attending singing class

3.6 Class content

I got a chance to organise the play group, nursery, and junior one's class content for one week during the eighth week of my internship. Since they were young and the Paris International School emphasises making learning simple for the learners, the management of the school provided permission to prepare a simple lesson plan that would be understandable to them. As a result, I enlisted the assistance of a senior teacher named Sadia, who helped me to create the lesson plan for a week. students had four English classes in a week, and the school scheduled a test for evaluation for the upcoming week to determine each students' current state. As a result, I planned the class content for one week by using some of the materials they would learn.

3.6.1 One Week's Class Content for Nursery

Day	Lesson & Topic name	Vocabulary	Reading	Writing	Listening	speaking
Sunday	Revising Alphabets Capital and small letters (A-Z), (a-z)	No vocabulary	Reading & learning alphabets	Writing Alphabets By letter tracing	listening the right pronunciation of letters	To get better pronunciation
Monday	Making words with letter (A-M)	No vocabulary	Reading & learning words, worksheets are given to practice	Writing words	-----	-----
Tuesday	Teaching fruits by playing games	No difficult words	Reading fruits name	Writing fruits name	-----	Able to pronounce fruits name properly
Wednesday	Rhyme "twinkle twinkle little star" and oral conversation	Communicate with easy words	Could read the rhymes from the books	-----	Learned to listen and understand question to answer	Speaking practice via oral conversation

Table 1: Class content for nursery

In this table, I tried to include contents covering all four English language skills. When learning a language or aiming to speak fluently, it is essential to have proficiency in all four skills of language. Although, I decided not to include the vocabulary section since they were very young learners and

their proficiency in English was limited. Introducing complex words at the first stage might negatively affect their understanding and capacity to communicate in English. However, on the first day, I planned to review the alphabet and checked their handwriting by assigning them the task of writing the alphabet in both uppercase and lowercase letters. I gave them homework to trace letters at home, which significantly improved their handwriting skills. Furthermore, they read the letters loudly so that the teacher could understand their pronouncing level.

Teaching Fruit Name by Solving Puzzle

On Tuesday, I taught them some fruits name through playing. Miss Sadia brought a fruit puzzle game in the class and I introduced them with those fruits and how they could solve the puzzle by following some rules. This game help children to learn about shapes.



Figure 8: Children solving fruit puzzle

Letter matching with picture

I gave them a task which is matching letter with picture. For an example, one side I gave letter “A” and another side I gave a picture of an apple and they had to match these two.

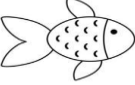




Letter	Picture
A	
D	
F	
M	
P	

Table 2: Letter matching with picture worksheet

On Tuesday, I taught them how to make words with letters. They had to make words with each letter from (A-M). I have taught them the given worksheet and as a homework they had to make 2 more words with each letter. This lesson increased their vocabulary part

Making words with letters: (A-M)

Letter	Words
A	Apple, Ant
B	Ball, Bowl
C	Cat, Car
D	Dog, Doll
E	Egg, Eye
F	Fish, Frog
G	Goat, Girl
H	Hen, Hat
I	Ice, Iron
J	Jar, Jam
K	King, Kite
L	Lion, Lamp
M	Moon, Man

Table 3: Worksheet for making words with letters

Lastly, on Wednesday, I focused on their speaking skill and they learned a rhyme “Twinkle Twinkle little star” and I talked with them in English which was short easy conversation. To illustrate more, in the conversation, I asked for their full names, their parents’ names, their preferred subject, color, whether they have any siblings, and how they spend their leisure time. This conversation helps them to practice English speaking skill with their teacher and peers.

3.6.2 One Week’s Class Content for Junior One

Day	Lesson and topic name	Vocabulary	Reading	Writing	Listening	Speaking
Sunday	Make sentence	Learned easy words		Wrote sentences	-----	-----
Monday	Similar words	Learned new words	-----	Wrote new words	Learned to listen and understand new word	-----
Tuesday	Storytelling and conversation with partner	Learned easy words from the story	Read new story	----	Listening to peer and gave answers during conversation	Practiced speaking while doing task
Wednesday	Opposite words	Learned new easy words	-----	Wrote words	Learned to listen and understand new word	-----

Table 4: Class content for junior one

On the first day of the week, I focused on a particular topic that was included in their examination, which was sentence making by using words. I provided few words in a colourful worksheet and instructed the students to write sentences individually without my assistance initially. However,

after a while, I observed that a few students faced difficulties and they consistently requested me to write down sentences on the board, to which I provided assistance.



Figure 9: Students are learning sentence making by using worksheets

Similar Words

On Monday, I instructed them on the concept of similar words. Why is it referred to as the similar word and I provided them with 10 similar words that I had previously included in their sheets. After acquired knowledge of synonymous words, students can use different words in different situations. Additionally, this extended their vocabulary level.

Words	Similar word
1. All	Every
2. Big	Large
3. Small	Tiny
4. Happy	Joyful
5. Rich	Wealthy
6. Poor	Needy
7. Listen	Hear
8. Choose	Select
9. Jungle	Forest
10. Fast	Quick

Table 5: Worksheet for similar words

Conversation for Speaking Practice

I choose Tuesday as their fun class where they would have fun with their friends. As well as they would have practiced their speaking. Children love to listen story and so I taught them a story named “Anil’s bag” from the story book “A magic place”. In the story there were more than one character and in order to make the learning interactive and engaging, I told the students to each pick up a character of their choice and do role play according to the storyline. However, after the story I set some group with two people and they practiced English with their peer. I gave them a demo so that they could understand how they can talk with their peer. They were free to change the topic or add different topic during the conversation.

A conversation between two friends-

Rina: Hi Mina, how are you?

Mina: Hello, I am fine. What about you?

Rina: All good. What about your family?

Mina: They are fine too.

Rina: What are you doing?

Mina: I am doing my homework.

Rina: Oh good.

Mina: Do you need something?

Rina: Yes, can you please give me your English book?

Mina: Yes sure. Here it is.

Rina: Thank you very much.

Mina: You are most welcome.

Opposite Words

On Wednesday, I taught them opposite words. I gave them a short lecture about opposite words and why we need to know antonyms. this increased their knowledge for knowing new words.

Words	Opposite words
1. Happy	Sad
2. Up	Down
3. Good	Bad
4. Hot	Cold
5. Hard	Easy
6. Boy	Girl
7. Rich	Poor
8. Wet	Dry
9. Small	Big
10.Tall	Short

Table 6: Worksheet for opposite word


3.7 Preparing Worksheets to Learn young learners by Visualisation

The main purpose of implementing worksheets was to introduce a new and interesting method of learning English as opposed to the traditional methods. The objective of using pictures was to provide young learners visual reinforcement for new words they are learning. The young learners enjoy solving the worksheets as a part of their weekly class activities since the worksheets had colourful images and engaging tasks which they appreciated.


3.7.1 Worksheet for Improving Spellings

This worksheet is particularly designed for students of junior one to improve their spelling skills. As they are young learners, memorising the spelling of words could be a challenge for them. Consequently, students may have lost their interest in learning spelling, Initially, they saw an object's picture of which they would learn the spelling and half of the letters of that word would be provided on the paper, while the remaining half had to be picked out of three options. However, the visual representation would encourage the imagination of the actual thing and promote active learning of any topic. (Gangwer, 2015).


Complete the word by using the picture

a.  R o _ _


ad
se
ar

b.  D r _ _


um
aw
op

c.  _ _ i n


Ra
Pa
La

d.  M o _ _

la
on
no

e.  _ _ e e

Ex
Tr
Dr

f.  _ _ k e

Ca
Ba
Ta

Figure 10: Worksheet for teaching spelling

3.7.2 Worksheet for Learning Sentence Making

I created this worksheet to help children learn how to form sentences and to introduce new words in a creative way. Furthermore, I decided to create a visually stimulating worksheet with pictures so that the students would enjoy the task for making sentences exciting, since they frequently got nervous when asked to write relatively complex words or phrases that were unfamiliar to them. In addition, I asked them to color the black and white photos that I had attached to the sheet when they completed their task. As a result, they were even more motivated and excited to complete the work in the shortest possible time.

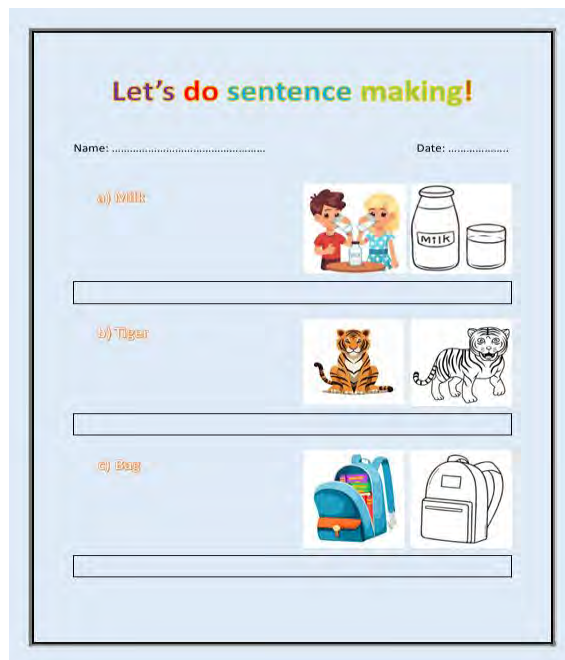


Figure 11: Worksheet for sentence making

3.7.3 Picture Matching by Visualisation

This worksheet is specifically designed for nursery kids. This worksheet did not contain any writing materials. They simply visualize pictures to connect one with another. I noticed that the nursery children enjoy matching activities, therefore I assigned them to a matching task. For an example, on the left side, I provided an image of a bundle of money, and on the right side, I included an image of a bank. Firstly, kids needed to understand that money has a connection with bank. This additionally improves their IQ levels from childhood.

Testing IQ by matching pictures with appropriate setting



Figure 12: Worksheet for testing IQ by visualisation

3.8 Challenges I faced during my Internship

The experience of instructing young students is rewarding and difficult. While doing the internship at Paris International School, I earned experience and gained extensive knowledge. Nonetheless, I faced multiple challenges as well.

Firstly, it is usual for young learners to have less attention and to lose interest easily than older students. They obtain advantages from engaging activities, habits, and structure that adapting to their need for development. Initially, young learners are introduced to fundamental vocabulary which pertains to usual topics, colors, cartoons picture, animal and so on. Since I took classes of play group, nursery and junior one and all of them were young learners. Especially, from the play group class often, children come to school and cry for their parents for not attending the classes. For example, there was a child in the school named Tamira in play group who used to cry for not coming to school. She also constantly asking the teacher when she might return home and where her mother was. I, together with a senior teacher named Mim, tried to convince her to stay in the class. In order to keep Tamira in the class, we had to implement multiple engaging activities regularly to keep her in the class. However, I found these tasks rather challenging to perform daily in class as it interrupts the concentration of other students. A few classmates, influenced by watching Tamira and started throwing tantrums to avoid participating in class.

Secondly, in a classroom setting, if one student in a classroom is unable to focus or write because of health problems, it might affect the whole class. Disruptive behavior may result from the child's inability to focus and unwillingness to write. This could appear as a lack of interest in class activities, excessive talking, or restlessness. Young children usually observe or imitate the actions of their peers. It might also affect the child's self-esteem and peer relationships. For instance, in junior one class, there was a student named Ayesha who had certain health issues. Her parents had informed the school authority that she should not be pressured if she refused to do any task due to her health condition. This situation had an impact on her classmates. If Ayesha refuses to write, the others may feel pressured to do the same. Even sometimes Ayesha expressed a desire to have her tiffin during class time instead of participating in a task. Consequently, other students were

inclined to follow her, they wanted to have their tiffin instead of focusing on the task which became very tough for the teachers to handle the situation.

Lastly, another thing which was a quite challenging for me, during the evaluation test I was assigned with the task to as an exam invigilator for the students of play group. The students of play group were too young to understand the format of questions and so I had to instruct them about the questions. Additionally, a few students asked for assistance throughout the exam, and some teachers tried to help students so that they could do well in the exam and get motivated when they were asking for answer or any clue. Therefore, I had to give them some clue of the answer. I personally believe I believe that whenever a student participates in an examination, it serves simply for evaluating the student's performance and knowledge. However, if a teacher helps the child during examination from a young age, it may develop a harmful habit that could negatively impact the child's future. Teachers must inform students about the question pattern and syllabus to provide them with a knowledge of the examination.

Chapter 4

4.1 Recommendation and Conclusion

During my internship, the school provided me with the autonomy to work as I want, and the entire team at Paris International School was extremely helpful, which motivated me to work together with them. Nonetheless, I have some recommendation for the school to improve their education quality for the students.

1. I have noticed some of the students were not regular in the school which effects their academic life later. The school authority could set a rule for absenting in the school. They can require proper application or fine.
2. The Paris International School makes an effort to educate students via play-based learning. Still, I thought they could benefit from an innovative approach for learning, considering that the school authority seemed to be engaged with the traditional methods in terms of teaching. Young students are curious and eager to acquire knowledge in a manner that is different from the traditional methods.

It is becoming increasingly usual for classrooms to use visual displays such as photos, videos, and interactive tools, particularly when it comes to instructing students who are younger. The use of these visual aids contributes to a betterment of learners' interest and knowledge. When it comes to teaching young students with knowledge, seeing it physically can be more successful compared to simply hearing or reading about it. However, the use of visual displays can assist kids in comprehending difficult concepts, improving their ability to retrieve knowledge, and maintaining their interest in a class. Moreover, it is important to keep this consideration since young children usually learn most effectively when they are able to pay attention and interact with the material

that they are learning. This paper has prominently focused on the ways in which visual displays have been utilised in the classroom for students of younger ages. The importance and the advantages of utilising these tools, and the most effective ways to utilise visual aids in the classroom have been discussed in this paper.

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