

Report On
Implementing Effective Teaching Techniques in an English Medium
School

By

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An internship report submitted to the Department of English and Humanities in partial
fulfillment of the requirements for the degree of

Bachelor of Arts in English

Department of English and Humanities

Brac University

October, 2024

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Declaration

It is hereby declared that

1. The internship report submitted is my/our 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/We have acknowledged all main sources of help.

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Letter of Transmittal

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Subject: Submission of Internship Report on “Implementing Effective Teaching Techniques in an English Medium School”

Dear Madam,

This is my pleasure to display my entry-level position and provide details regarding ' Implementing Effective Teaching Techniques in an English Medium School' named Universal Tutorial, for which I was appointed by your direction.

I have attempted my best to finish the report with the essential data and recommended proposition in a significant compact and comprehensive manner as possible.

I trust that the report will meet the desires.

Sincerely yours,

Sadia Afrin

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Department of English and Humanities

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Date: August 20, 2024

Non-Disclosure Agreement

This agreement is made and entered into by and between Universal Tutorial and the undersigned student at Brac University.

Protecting the privacy of sensitive material mentioned and shared in the internship paper "Implementing Effective Teaching Techniques in an English Medium School" is the goal of this non-disclosure agreement.

This Agreement covers any data, observations, interviews, and other proprietary information pertaining to the study and conclusions reported in the internship paper that the Author has sent to the Institution, including but not limited to these items.

Keep the Confidential Information private and don't share it with anyone else without the Author's prior written approval.

Do not use the Confidential Information for any other reason than to assess the internship paper.

Acknowledgement

First of all, thanks to almighty Allah for providing me with the valuable opportunity to write this report. I am truly blessed that I got the opportunity to take the course ENG466 at Brac University and complete my internship at a renowned English Medium School called Universal Tutorial. I would like to express my deepest appreciation to my parents and family members for giving me the necessary determination and courage to finish the report before the deadline. I wholeheartedly want to acknowledge my honourable supervisor, Mrs Asifa Sultana, for her essential counsel, and mentoring during my internship. Throughout this time, her knowledge and assistance greatly influenced my progress as an individual. I want to express comprehensive admiration to all the teachers of Universal Tutorial School and especially my on-site supervisor Mrs Tabita Zahur for constantly supporting me in every way possible. They always encouraged me mentally supported me and gave me optimal guidance with endless memorable experiences. Also, I wholeheartedly want to express my admiration to all the lecturers from the ENH department of Brac University for all the valuable teaching I received and my friends who are significantly supportive of me.

Abstract

This internship report is the outcome of a 12-week teaching experience at Universal Tutorial, an English-medium school. The report is structured into five chapters. To begin with, in Chapter 1, I give an overview of my experience, the environment of the institution, and my goals for the internship. The literature review in Chapter 2 covers classroom management strategies, such as monitoring, balancing between teacher talk time and student talk time, increasing student involvement, English language teaching (ELT) approaches, highlighting traditional and modern techniques such as Task-Based Learning (TBL), Communicative Language Teaching (CLT), and the Grammar Translation Method (GTM). Also, the use of teaching materials like whiteboards and authentic resources is covered in the last section. Moreover, Chapter 3 details the online classroom observation, and implementation of various teaching techniques, including lesson planning, monitoring, paper checking, feedback giving, and interacting with special needs children. Furthermore, Chapter 4 proposes to develop the use of technology in the classroom and modify the methods of instruction delivered. Finally, Chapter 5 reflects on how this experience bridged the gap between theory and practice for my future teaching career. The report concludes with a list of references applied throughout the internship.

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List of Acronyms

ELT	English Language Teaching
UT	Universal Tutorial
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
DM	Direct Method
ALM	Audio-lingual Method
SLA	Second Language Acquisition
TBLT	Task-Based Language Teaching
TBL	Task-Based Learning
TTT	Teacher Talk Time
STT	Student Talk Time

Chapter 1

Introduction

In our society, it is very common for people to want to see their future children as doctors or engineers. The society influenced me to become a doctor. So, I dreamed of becoming a medical student. But it was not my real dream and I always wanted to be a teacher like my father. When I told my family about my dream they inspired me a lot. Therefore, I have decided to get admitted into Brac University to complete my graduation in ELT and Applied Linguistics.

There is a memorable story behind my opportunity to become an intern teacher at Universal Tutorial. I was well known about this renowned school because this school is situated very close to my home. Also, I was a tutor of three students from the school. One of the guardians of my students suggested that I should talk with the administrator so that I could get the opportunity to do my internship there. Hence, the administrator decided to give me the opportunity after taking an interview and I joined the school on 1st November 2023 and completed my internship on 16th March 2024.

Universal Tutorial is an English medium school from nursery to class 10 which is situated at 92, New Eskaton Road, Ramna, Dhaka. The school celebrated its 43rd founding anniversary on 2nd May 2021. The school does not have its own campus. Instead, it provides educational services from a rented building. From an infrastructure point of view, the school systems and procedures are not quite complex. As it is a medium-range school, the administrative services are carried on quite smoothly. The senior management, administration and all the teachers are very cooperative and friendly. They try to support the students in every way possible within their capacity which ultimately enhances the environment of the school. The financial condition of the school is in a

mediocre range. Even though the school has no outstanding liability or any sort of debt, the financial condition of the school is not like other high-profile schools. Student welfare, other extracurricular activities and teachings are carried on with optimal financial capacity. The administrator told me that they provide all facilities for the students. Students can also study here by getting scholarships. Since its commencement, the school has been renowned for achieving good results till now. Moreover, compared to other English medium schools, the fees of this school are very reasonable and affordable. Therefore, most students usually get transformed after getting admitted to this school. This is because the teachers comprehensively teach the students discipline and manners, good behaviour, and ethics. So, most of the student change their behavioural activities in a very positive way after they graduate from school.

During my internship, my on-site supervisor Mrs Tabita Zahur guided me in a very organized way. Her guidance was very helpful and informative. However, she was very strict on the basis that she regularly checked my attendance in school. I had to regularly sign in while entering the school and sign out while leaving the school. My signings were the proof of my regular attendance at school. Moreover, one of the school teachers Mrs Zannati Islam supported me by permitting me to take her classes (classes 1, 2 & 3) and giving me proper guidance on how to handle students. During the commencement of every exam, Zannati Miss helped me devise lesson plans for the students properly. However, all teachers had to show their lesson plans to the administrator so that she could give her opinion on it and rectify any mistakes found in those lesson plans.

My main target was to apply my knowledge to the English classes. Most English teachers follow Grammar Translation Methods (GTM) and Communicative Language Teaching (CLT) in their classes. Also, there are special needs children in most of the classes. This school also takes special care of the students. Out of those special needs children, there are different categories some of

them need more care compared to others and some of them need less care. Also, some of them could communicate and understand the lectures very easily and some could not.

I had a little bit of experience in tutoring when I was in college and University. But I never had the experience of teaching students in a large number, especially in a classroom. UT school was my first experience in teaching students in a large number. First of all, I thought that teaching students going to be easy. However, after a few days, I realized it was a quite difficult task. I had to prepare worksheets for each lesson and class before every exam and I had to show them to the administrator before finalizing it. The administrator would correct those worksheets and give her advice on it. I re-corrected them again which was quite challenging. Before making those worksheets, I had to think a lot about which worksheets would be best for the students. Moreover, it was challenging for me to finish all lesson plans on time because sometimes students talked and I had to give time to some activities to stop them.

I have learned effective teaching techniques from my university. Also, the teaching methods I have learned from the courses during my graduation. Moreover, the internship time is a practical opportunity to implement the theory in the classes I have taken. Therefore, in this paper, I will present my internship experience in detail and how I have applied the knowledge that I got from my university. Also, I will explain how a teacher can learn from students and teachers and how a teacher can enjoy the teaching profession. I will also explain how to overcome the challenges a teacher faces.

Chapter 2

Literature Review

2.1 Introduction

As my report contains the application of effective teaching methods in an English medium classroom, I researched some data which relevant to my internship experience. Firstly, the English language was used as the medium for giving instructions to other teachers, staff and students. The school administrator distinctly used to say to the teachers that the English language should be used as the only medium of communication between the teachers and students. However, the Bengali language was also used by teachers as a medium to communicate with students sometimes. This is for the better understanding of instructions by the students because the Bangali is their native language which can be used fluently with them. English was given the most priority. Therefore, this literature review will give an authenticity of my paper. Therefore, I have divided this review into three parts such as classroom management techniques, using methods in an ELT classroom and utilization of teaching equipment in the class.

2.2 Part 1: Classroom Management Techniques

It is important to manage the class while teaching because without knowing classroom management techniques one teacher will face some problems while teaching. For example, the teacher will face problems in maintaining class time, students and teacher will both lose interest in doing activities in the class and the teacher will not be able to allow participating in the class equally. In every class, there are some disruptive children. To maintain this situation, different teachers, follow different techniques. First of all, practice and preparation are the most important

parts of managing a classroom. Small research about classroom management can make a huge difference in a classroom. For example, in YouTube videos, there are many classes taken by the teachers where they take their classes with various techniques. If a teacher comes into a class without preparation, he/she might face some uncertain situations. So, a teacher needs to research about the classroom management strategies which will be effective for the students.

Moreover, a new teacher can take recommendations from the senior teachers. A senior teacher has got more experience in managing students and also how to deal with different students properly. For example, in every class, there is a possibility that some students are very weak in their studies, some need special care and also, some students are very talented. A senior teacher can understand every student's personal needs and deal with them properly. For instance, a senior teacher can allocate more extra classes for weak students, can allocate extra facilities for special care needs students and also can give the responsibility to the punctual students of the class to properly monitor.

Also, teachers can implement another idea on how to manage the classes very well. They can take surveys in the classroom and take opinions from the students on what they think about the teaching methods, any extra facilities they need or not and whether their teachers teach them well or not. This will help the teacher to improve class participation activities, understand students' opinions and also to understand the behaviour of the students.

2.2.1 Increase of Students' Participation to Manage the Classroom

The teacher can enhance the percentage of appropriate student engagement by instituting policies and procedures, which are often announced by the instructor (Yoakley, 1975).

In most, the school class duration differs among different classes. As the class duration differs, teachers sometimes finish the lessons before the class ends, so they have an ample amount of extra

time. So, usually, they get confused about what to do in this extra time. Teachers can utilize this extra time by participating in some activities like peer work, topic review, group work and extra class tests for better exam preparation. Through implementing these activities, a teacher can perceive which students are attentive in the class or not, and which students are appropriate or inappropriate. There will be two categories for student behaviour: appropriate and inappropriate. Asking questions, being attentive to the teacher and other students, and actively participating in the class will all be regarded as task-relevant activities and, hence, good conduct. Any kind of disruptive behaviour or off-task behaviour, such as distracted attention, will be seen as inappropriate conduct (Yoakley, 1975). Therefore, to identify their behavior it is important to increase their participation. The appropriate and inappropriate students will be identified by the teacher and later the teacher will divide them into two groups. The inappropriate group will be facilitated by the instructions and guidelines of the teacher. Then, the teacher will try to understand the needs of the inappropriate groups. Afterwards, the teacher will try to perceive the special needs of the inappropriate group like whether they need any extra classes or not, time or not, what teaching methods they like and whether they are facing any psychological problems or not.

2.2.2 Problems

There are some challenges a beginner teacher faces during classroom management. We can see the difference between junior and senior-level classrooms. First of all, the teacher needs to prepare lessons beforehand, to take the class properly. So, this is a massive challenge because the students need to perceive the lessons comprehensively for their benefit and also need to prepare continuously with the flow of the teacher. The teacher also faces pressure in preparing these lessons because he/she needs to report to her seniors about the performances and catch the benchmark. Another common challenge teachers usually face is managing rude and inattentive students. In

every class, not all the students will be punctual and attentive. Some of the students will be rude, inattentive and disrespectful. This is a very common phenomenon. Most of the teachers do not know the appropriate techniques to handle these students, especially beginner teachers. To handle these students, teachers take help from the senior management where disciplinary actions are implemented on those students. However, the reputation of the school gets tarnished because of the students. Other challenges are inefficient modelling, over-friendly approach and insufficient approach on how to succeed (Gordon, 2001). The teachers sometimes do not apply appropriate techniques on how to teach the lessons properly. As a result, the lessons are not communicated to the students. So, most of the students suffer during exams. This is a massive challenge for teachers because they are not used to every teaching method and also, different students sometimes require different teaching methods. Therefore, teachers need to change their teaching methods according to different students' requirements, which usually they cannot. This ultimately brings a bad reputation to the teachers and ultimately, the school. Usually, in classrooms, students tend to misbehave and disrespect their teachers and also other students. This creates a lot of disturbance in the classrooms and lessons are hampered. Most of the teachers try to avoid this situation and do not know how to deal with that student. So that they just ignore it. Also, they take a very friendly approach and as a result, the inappropriate students do not change their behaviours in longer terms. The teachers and the obedient students face a massive challenge in completing the lesson properly with these inappropriate students. Another challenge teachers usually face is that they do not think out of the box. Most of the teachers take the teaching job as a profession but do not incorporate any emotion into it. Also, they do not know how to motivate or give confidence to the students. They usually follow a strict timeline and principles for their lessons. But do not understand that sometimes students go beyond this requirement. For example, most of the students in a classroom

are obedient and some of them are disobedient and inattentive. Those disobedient and inattentive students may need extra care, and some extra motivation because they may be facing some psychological or personal issues. The teachers need to get close to the students, understand them, communicate with them and motivate them.

2.2.3. Solution

There are many types of research on classroom management have been done recently. First of all, the teacher needs to plan very well on how to manage disruptive students. In a classroom when the teacher is taking lessons, the teacher should not only focus on the books. The teacher should also focus on the activities the students are doing in the class. If the teacher finds any student disrupting the class or not paying any attention, the teacher should take necessary disciplinary actions. This is a core part of planning and every teacher should have a detailed plan on how to start and end their class. Proficient supervisors intercept issues before they worsen and cause disturbances. And they were able to achieve this by routinely checking in on the classroom and positioning themselves so they could constantly observe every kid. Students were informed by these and similar actions that their professors were "with it"—aware of everything going on at all times and likely to spot improper behaviour early and correctly (Brophy, 1983). Secondly, there are numerous solutions to classroom management. Out of those numerous solutions, some of these include planning, socializing and accountability, record keeping, motivation and innovative teaching methods (Sherman, 1981).

The second point is socializing and accountability. In a classroom, there are two types of students introvert and extrovert. It is very easy to deal with extrovert students but not with introvert students because introvert students tend to be quiet and not responsive. It is the responsibility of the teacher to ensure that every student is socializing with other students and with the teacher. The teacher

should apply different techniques to make the class environment more friendly. For example, before entering the class the teacher can organize some extracurricular activities between the students other than their regular lessons. This will increase participation and socialization among the students. Moreover, introverted students will not feel at home seek, they will feel more comfortable communicating with the teachers and other students. Therefore, this will help the teacher communicate the lesson with the students very easily and manage the class very well.

Another important point is accountability. It is a stricter approach rather than a friendly approach which is very effective. For instance, the teacher should communicate with the students in a way that always keeps them on alert. The teacher should try to engage every student with a lesson communicated to them every minute. This will allow the students to be more attentive and focus on the lessons. The teacher should prepare students in this way so that they are accountable if they are not responsive to the lesson taught in the classroom. This will help the teacher to manage the classroom very well by putting less effort into other activities and more into classroom lessons.

Furthermore, the teacher should keep a record of the classroom activities. In a classroom, there are both obedient and disruptive students. The teacher should take note of the disruptive students, their performances and what are their activities. If the teacher finds that they are not responsive in the classroom, their performances go down and somehow show no interest in lectures, the teacher should report this to the senior management. The senior management should note down about this and should take necessary disciplinary actions against them. This will help the teacher to manage the class very well with good-performing students. The teacher should also note down what they are teaching. They should ask questions to themselves are their teaching methods effective or not, whether their teaching pace is slow or fast and whether they are distinctly following the guidelines

of the school. This will help them to provide a benchmark for their teaching methods. And if there is any lack, they can improve themselves.

Without alternatives, making a decision is difficult, and management is a meaningless endeavour without the ability to make decisions (Sherman, 1981). To be more specific, teachers should have plan B outside of plan A. If plan A does not work, the teacher should go for other feasible options to manage the class very well and make the optimal decision.

Another important factor is motivation. In every class, some students are facing psychological and personal issues. This is ultimately hampering their studies. A teacher should not only focus on strict guidelines and lessons but also should be more engaging with the students. The teacher should distinguish those students who are facing psychological stress. Then the teacher should motivate them, give them confidence and try to encourage them in every way possible to keep up pace with the lesson.

Finally, the teacher should focus on innovative teaching methods. If we go back to the old days of the 1970s and 1980s, we will see the teaching methods used to be very old and regressive. Also, there was no use of technology. Only the use of physical notes and handbooks were the main source. However, in this world of globalization, the use of technology in teaching methods reached an optimum level. This has enhanced the level of teaching. For example, teachers nowadays not only use physical notebooks but also computers, visual presentations, and different software to communicate lessons to the students very easily. The teachers can also carry out extracurricular activities like sports, group participation, and study tours and incorporate these things into the lessons. This creative work helps the teachers manage the classes very well.

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

“It is often discussed that both teachers and students should participate actively in language classes (Kareema, 2014).” Active participation is very important for both teachers and students in target language classes. The students need a lot of chances to talk so the teachers reduce their time to talk. It will be beneficial for the student and the teacher because students will get to practice the target language on their cell without the help of the teacher. There has been a lot of research about student time and teacher talk time. Research shows that the more student talk time is provided in the classroom, the better speakers they become, especially since English is a foreign language to them and they are not from an English-speaking country. Research shows that the more chances students get to listen and speak the better English speakers they become. According to Kareema (2014), it is observable that students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students. That means students do not get enough chances to participate in the classroom. In some scenarios, the teacher consumes so much time teaching the lessons to the students that the students do not get enough time to study and interpret. So, to solve this issue more talk time should be given to students. There are approaches regarding the scenario. In a classroom, the teacher should guide students to engage in active participation. This can be like group participation; role plays and any sort of games or group projects regarding the target language. Another approach is to increase the student-to-student interaction and decrease the student-to-teacher talk time. In this way, the students will be able to listen and communicate with each other, and they will end up having skills to read, write and also listen and speak in the target language. It will also enable the students to direct and control what they are speaking and what they are listening to, with less guidance from the teachers. It will

massively help them to build confidence and interpret the target language effectively, with much more freedom.

Moreover, teachers and students are the most important part of a classroom. Both student talk time (STT) and teacher talk time (TTT) are important for ELT. It is also important to maintain the balance between teacher talk time (TTT) and student talk time (STT). Roger, Philips & Walters (2009) state some advice to avoid unnecessary and unhelpful TTT. For example, they suggested not to describe the teacher's every intention and not to invest in repeating words for long explanations. They also suggested, "A teacher should aim to simplify language for classroom use and to recognize the value of gesture and mime". Therefore, it is important to follow some techniques that will help the students understand what teachers say. For example, it is important to find out what the students find easy and difficult to understand and adapt the language of the teachers to them (Roger, Philips & Walter, 2009). "It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking (Nunan, 2003)."

2.2.5 Teaching Environment, Seating and Interaction

According to McDonough, Shaw & Masuhara (2013), the teaching environment includes four parts such as 1. classroom, 2. institution, 3. education system, and 4. society and culture. The teaching environment is very important in every classroom and every school. The teaching environment was not given so much importance, teachers only related to street principles and guidelines and physical notes and books. They didn't tend to so much engagement with the students, also didn't give so much importance to students' opinions and views. But nowadays they give importance to the teaching environment because a better teaching environment makes good students. There are numerous reasons why the teaching environment should be given importance. Also,

“Environmental quality has become a prime concern of many academies in recent years (Gaff, & Wilson, 1971). Gaff, & Wilson, (1971) also suggested that the teaching evaluation carries importance in improving the teaching environment. Therefore, the school authority must give the chance to the students for giving feedback to the teachers. This will not only help the teaching environment but also help the teacher to understand the needs of the students.

First of all, a good teaching environment makes the students more comfortable and helps the students interact with the teachers more often. It also helps the teacher to teach the lessons and communicate the lessons more easily because students feel more interested in them. Students also enhance their focus on the lessons and increase their attention on the lessons. If the teacher is friendly and also texts the importance of the student's opinions, the students will feel that they are in direct control of what they are being taught. They will feel a sense of empowerment; hence they will pay more attention to the lessons. This will massively help them with better exam preparations. Community-controlled factors include attitudes toward the target language; cultural norms and limits, such as those on teaching methods or materials; standards of teacher preparation; and the position of instructors in the community (McDonough, Shaw& Masuhara2013, p. 293).

Interaction between teacher and students is related to a Perfect seating arrangement. According to Scrivener (2011), teachers should encourage a friendly, relaxed learning environment. If a student is speaking too quietly for a teacher to listen, then it is likely that the other students cannot either. In this situation, the teacher should encourage the quiet speaker to speak louder so that the others can hear (Scrivener, 2011). Moreover, it is important to ask questions and give them time to think about the answer rather than talking over it. Also, there are multiple seating arrangements suggested by the researchers such as circles, squares, horseshoes and parallel rows. A parallel row is the most common sitting arrangement in the classroom. It is important to change seating

arrangements during group work, pair work and during the interaction between teachers and students. For example, during group work students are asked to turn around and sit backwards, working with the people behind them (Scrivener, 2011). Also, if there is a very small number of students in a classroom, the teacher can take one seat in a circle or a horseshoe seating arrangement. Circle and horseshoes sitting arrangement is effective because the student can see the teacher perfectly and the teacher can make eye contact with them so that the students can clearly understand the gesture of the teacher.

2.2.6 Monitoring

First of all, we need to know the definition of monitoring and how it helps the teachers to carefully analyze the students. Monitoring is simply overseeing and examining the behaviours and activities of students. There are different ways on how teachers can monitor their students. It has several benefits and drawbacks as well. Proper way of monitoring in a classroom helps the students to understand and complete their tasks. According to Scrivener (2011), there are four types of monitoring. These are: monitor discreetly, vanish, monitor activity and participate. Monitor discreetly means when a teacher gives tasks to their students they are not supervising, controlling or giving directions directly instead, they are monitoring by remaining outside of the class and observing what the students are doing (Scrivener, 2011). If the students need any help, they will ask the teacher and the teacher will not willingly help them. It shows that the teacher will help only when the students show interest in completing the task or else not. The main advantage of this type of monitoring is that the students struggle and learn rather than taking guidance from the teacher. Another type of monitoring is called vanish. It means that teachers will be completely out of the classroom and they will not be engaged with the students. Also, it means the students will not seek any help from the teacher or cannot get any help and they will complete their tasks on their own

(Scrivener, 2011). The main disadvantage of this type of monitoring is that the students cannot get any guidance from the teacher. So that, if the students cannot complete the tasks, they cannot understand anything. The third type of monitoring is monitoring actively. This is the most common type of monitoring. This type of monitoring means the teachers are actively examining and controlling what the students are doing. This is very important in some scenarios but not in every scenario. The main advantage of monitoring actively is that teachers get to know very sensibly what the students are doing, whether they are completing distinctly or not (Scrivener, 2011). However, the main advantage of this type of monitoring is the students feel the teachers are interfering in the work without any reason at all. The students feel that they are not being empowered, so they feel demotivated to complete the task. Finally, the last type of monitoring is called participation. This is a very friendly approach where teachers take part in the activities that students are doing (Scrivener, 2011). The main advantage of this type of monitoring is the students feel very motivated and empowered by what they are doing. They will feel that they are getting good guidance from the teacher. It is also beneficial for the teacher because they are getting to know the students very well and whether they are actively doing the task or not.

2.3 Part 2: Using Teaching Methods in ELT Classroom

2.3.1 Grammar Translation Method (GTM) and Communicative Language Teaching (CLT)

In the 1960s, the communicative approach upended the dominant structural theory of language learning and teaching. It also revolutionized many facets of course design, bringing new perspectives to language usage, teaching, and learning from the 1970s to the early 1980s (McDonough, Shaw & Masuhara, 2013). Grammar Translation Methods (GTM) and Communicative Language Teaching (CLT) are the two most common and very interesting

Methods in terms of approach and history that are used in ELT classrooms. GTM is a very old-style English method whereas CLT is such a method which uses today's requirements for English teaching. Nowadays it is commonly used in many countries compared to GTM. The main aim of GTM is to precisely read and understand English literature and also its objectives. However, CLT's main aim is to focus on fluent communication. In GTM the teacher can guide the students to research and analyze language before communicating it and in contrast, CLT allows the students to utilize the language before researching it (Natsir & Sanjaya, 2014).

Now, I am going to compare the principles between GTM and CLT. The first principle I am going to talk about is the procedure of teaching methods. In GTM more emphasis is given to the native language and more importance is given to grammar and literature. These are mostly done through reading and writing. However, in CLT the emphasis is more given to speaking and listening. Also, the main purpose of CLT is open communication through different activities. Grammar and English literature are given less importance. The second principle I am going to talk about is interaction. In GTM, most of the communication is done during teachers' talk time. Students' talk time is much less. However, in CLT student talk time is given more importance. Teachers guide students to socialize with each other. The third principle I am going to talk about is managing students' emotions. In GTM, students' emotions and feelings are given no importance at all. However, in CLT, Students' opinions are given a lot of importance. Teachers are responsible for motivating the students and cooperating with them. Therefore, in GTM, the answers are very significant. If any student makes a mistake the teacher provides them with the correct answer but does not give any other options for other answers. So, teachers' answers are always correct and final. In CLT, if the student makes an error, it is tolerated. If the students make any mistakes doing activities like communicating, presentation, assessment, or group work, the teacher manages it

with more accurate activities. Even though the GTM method is a very old teaching procedure, schools still use this method because reading and writing are given more emphasis on it. Literature and vocabulary learning are the core of GTM which is not given so much importance in CLT. “In some countries, GTM is still applied even though it is an old method if we compare it with the CLT method (Natsir & Sanjaya, 2014).”

2.3.2 Direct Method (DM) and Audio-Lingual Method (ALM)

The two most common oral methods that are used are the direct method (DM) and the Audio-Lingual Method (ALM). “Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes (Wali, Omid & Zafir, Kishwar & Saeedi, Sayed, 2022).” The direct method is very classical. In the direct method, no translation is allowed. Teachers normally communicate the target language with the students through different demonstrations, activities and visual presentations. The target language is not translated to the native language. The beneficial part of the direct method is oral speaking skill is improved. The students do not waste their time in translating to their native language rather they listen to the target language and try to speak fluently with the correct pronunciation. In this way, the grammar and vocabulary of the target language are taught very easily.

The audio-lingual method (ALM) is also called the translation method. “The ALM, like the DM, is an oral method. But it is very different in the sense that the DM emphasizes vocabulary acquisition through exposure to its use in a situation (Wali, Omid & Zafir, Kishwar & Saeedi, Sayed, 2022).” This is because, in many countries, interpreters are needed to interpret from one language to another. Interpreters need to be proficient in different languages. So, the audio-lingual method has been used by interpreters historically to learn various languages. Some of the common

factors include ALM. According to Richard and Rodgers (2014), the main natures of ALM are spoken language, no language outside of the target language, situational practice, reading and writing are introduced after a lexical basis and enough vocabulary is taught, with emphasis on listening and speaking. In a classroom, the teachers use various demonstrations and signs to verbally communicate the target language to students. The students observe the behaviour of the teacher, listen to the language very carefully and then orally communicate. The teacher gives directions and manipulates the language behaviour of the students. Very little importance is given to vocabulary rather oral communication is given more emphasis. Listening, speaking and correct pronunciation are given special attention because it is believed this leads to better reading and writing. Mainly the target language is used rather than the native language. The aim of ALM is mainly focused on communicating the target language to a larger group using simple techniques rather than translation.

2.3.3 Task-Based Language Teaching (TBLT)

“It is important to note that the task-based language teaching (TBLT) approach is concerned with accuracy as well as fluency; Task-based learning (TBL) is a modern form of CLT (McDonough, Shaw & Masuhara, 2013).” In a classroom, the teachers usually allocate the students to different activities like group work, role play and other projects. The students are physically getting attached to the activities in this way they question themselves about what activities they are involved in, what they are doing and what purpose they are doing. These questions lead to more research, more control and more interaction with other students in the classroom. The students use the target language to communicate. Their task ultimately leads to more accuracy, fluency and grammatical usage of the target language. The task-based approach has three parts used in the classroom. First, the introduction of the topic; Second, the task and activities and finally, what target language

should be used to communicate these activities (McDonough, Shaw & Masuhara, 2013). The teacher gives a topic to the students on how to save resources for the school (which is the first phase- Introducing the topic). The students will then do activities in different groups like going to different people and asking for resources from the school (which is the second phase- task cycle). Finally, in the third phase, the students will brainstorm, research what target language they should fulfil these activities and come to a solution (Language focus).

2.4 Part 3: Utilization of Teaching Equipment

In this segment, I am going to explain three different resources teachers usually use nowadays to make lessons more interesting and precise to the students. These three resources are the board, worksheets, authentic materials and video.

2.4.1 The Board

According to Scrivener (2011), teachers should try to avoid having lengthy teacher writing times during which students are merely watching and waiting. Instead, they should look for opportunities to write things up on the board while students are working on other tasks so that the teachers are prepared when they wrap up. Examples of ideas that can make a difference in a classroom include designating a section for vocabulary and another for drawing pictures. Therefore, it is important to divide the board into different parts for vocabulary, date, subject and attendance, drawing and the main topic. In every classroom nowadays there are boards. A board can be a very transparent way of communicating lessons to the students. It enables the students to focus on the writing on the board rather than visually presenting it. Also, the board is the simplest method because the teacher can write and rewrite again and again what lessons need to be communicated. The main advantage of the board is the teacher does not need to plan any fixed lessons. If the teacher makes any mistake, he/she can erase it and again write it. According to Gower, Phillips & Walters (2009),

in regards to the usage of the board, the board should be clean and tidy. The whiteboard should be used appropriately. On the left-hand side and right-hand side of the board, the teacher should write the lessons taught in the classroom. If anything is written on the board it should be erased after the class ends. So that other teachers can use it perfectly.

2.4.2 Worksheets

The next factor I want to talk about is worksheets. According to Gower, Phillips & Walters (2009), a worksheet is like an extra homework book. Teachers not only follow the physical books in the classroom but also produce extra sheets and extra lessons so that they can communicate with the students very precisely. These worksheets are mainly used for homework and exam preparation. Then the question comes as to why teachers usually use worksheets compared to the physical books and guidelines of the school. There are numerous reasons for this. First of all, the teachers don't want to be over-dependent on the physical books of the school. They want to devise extra questions for the students so that the students can prepare well before the exam. This is also part of the assessments. Another important reason why teachers use worksheets is for communication activities. The teachers can communicate the lessons very precisely with the students because the students are not only dependent on the physical books but are also practising other extra questions, which helps them to widen their knowledge. Also, the worksheet helps the teachers to prepare their lessons beforehand very precisely before starting any class. Every teacher wants to devise extra questions for the students and also wants to research the topics. Preparing worksheets helps this way.

2.4.3 Video

In this segment, I am going to talk about the importance of video in Second Language Acquisition (SLA). I am also going to describe how their technological equipment is used in the class

extensively to prepare lessons and communicate with the students very precisely. Video recordings have several advantages compared to audio recordings. In video recordings, students can see as well as hear the lessons. They are visually experiencing their lessons and anything they want to see. Video recordings are much more attractive and interesting because it has got physical background and facial gestures which catch the attention of the audience. This makes the lessons communicated to the students more comprehensively. Moreover, video recordings are beneficial because most of the students are used to watching television and using computers, so they are familiar with visual representation. They can catch the lessons, and any information very easily. According to Gower, Phillips & Walters (2009), teachers can have access to video-making equipment anything from a handheld camera to a fully equipped studio. As with the language Laboratories, you have to become fully familiar with the equipment where you are doing lessons before you can use video-making equipment with students it is very beneficial to make your videos because you can make your students understand the lessons in a very precise way and it is less time-consuming. It also develops the students' speaking skills. Video is an excellent source of providing feedback on student performance (Gower, Phillips & Walters, 2009).

2.4.4 Authentic Materials

Authentic materials and realia are related to each other. First, authentic materials are the materials which are outside the textbook and teachers usually manage the authentic materials. According to McDonough, Shaw & Masuhara (2013), there are some difficulties that teachers face in managing authentic materials. To be more specific, to manage the authentic materials a teacher needs to buy books and other materials from the shop. Therefore, for some teachers, it might be valuable to collect good authentic material and that can be difficult to organize because the teachers may face a lack of time as they have a lot of duties related to paper checking, lesson planning and so on.

Finally, according to Nunan (2003), the meaning of realia is the real-life objects that are used by people in their everyday lives and these real-life materials would be flowers, fruits, vegetables, toys, newspapers, magazines etc. Realia can be used to enhance the students' activity.

Chapter 3

Implementing Effective Teaching Techniques in an English Medium School

3.1 Embarking on the Flavorful Odyssey: My Journey as an Intern Teacher Begins!

My journey as an Intern teacher began on 1st November 2023 at Universal Tutorial (UT). When I first visited the school, I observed that a science fair was taking place. All the classes took participated in this program. So, I started visiting every class and observing what students were doing. However, two groups caught my attention. One group is from class 3 and another is from class 5. The group of class 5 created a scientific model of buildings. This model was created to explain how to minimize the damage if an earthquake happens. It was an anti-earthquake model. Next, I went to class 3 and saw they created a model of the solar system. They explained to me the entire function of a solar system, especially how we get sunlight. One student was responsible for overseeing the functions of every class. His duty was to take opinions from visitors. He asked me about my opinion. I was very much overwhelmed to observe that the students participated in this science fair in such a creative way. They created innovative models and recommended solutions which were very enthralling to me.

The environment of the school is very calm and quiet. There is an office room in front of the school and the administrator sits here and monitors the school very carefully. Moreover, the classes are divided into two parts. Junior-level students sit on the 2nd and 3rd floors. Again, the senior-level students sit in a different building which is beside the entrance building. The school start at 9 am

and ends at 2 pm. I was assigned to teach class 2 most of the time and sometimes class 3. My routine was to take three English Language classes per week. When I took the first class of class two the teacher Mrs. Zannati Islam taught me how to manage the class. She inspired me to take the class and she was present in the class during my first class. I was feeling a little bit anxious but when the students were responding and showing interest in my lecture, I felt happy and inspired to take further classes.

3.2 Online Classroom Observation

As an intern teacher, my main goal was to focus on English language and literature classes at all proficiency levels. Again, when I joined the school, because of the political situation in Bangladesh, some classes were conducted virtually. This research therefore discusses the challenges that instructors have while taking lectures online and how they manage online classrooms. The school administration was compelled to offer online instruction due to political circumstances. Thus, Skype accounts are required for all instructors and students of UT. Parental support is necessary for junior students during taking online classes to engage in class. Instructors instructed students to turn on their cameras. In addition, students who are unable to attend in-person or virtual classes can communicate with their teachers via a WhatsApp group where they can discuss assignments and notes. Junior-level students are difficult to maintain online since they are still young and don't always pay attention in online classes. In online classrooms, instructors first make sure that every student is present. The teacher gets in touch with the student's parents if they appear to be missing. Internet issues could arise for students taking online courses. Also, Skype groups are available for every class separately. These groups were created specifically for each class by the teachers. Students receive notice of their class time before each session. The early beginner students are

inspired to use different colourful backgrounds in the video. There were some backgrounds like under the ocean, classroom, forest, garden and so on.

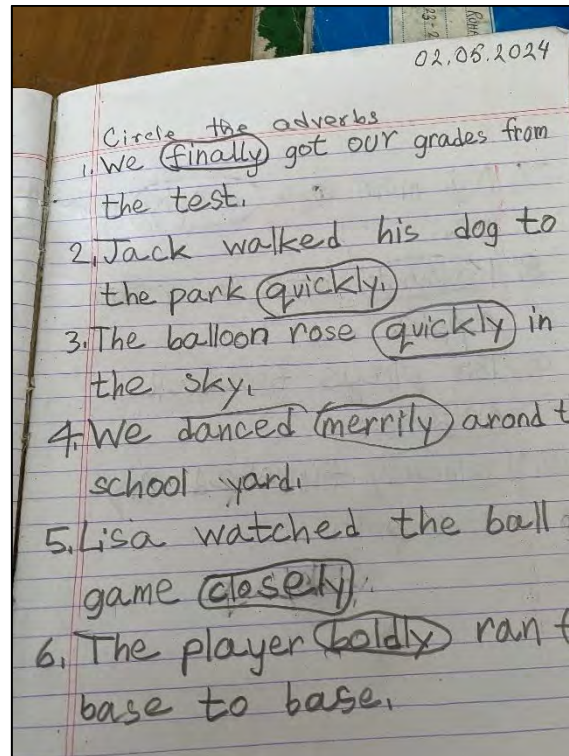


Figure 1: Online Class copy from Skype

Pre-task: First, students are asked to submit their tasks and students are encouraged to remember their last lesson. Toddlers acquire language in Play and Nursery by following along with an ABC song. Teachers also employ anaphora techniques to help students easily retain the material. Additionally, this method facilitates students' language acquisition more effectively. For instance, in an online course, lecturers may repeatedly say ABC, and students may follow along to be motivated to learn. Furthermore, it is expected of students in classes one, two, and three to review a particular topic for five to ten minutes. For instance, students in class three are encouraged to

review lesson 13 on adjectives, and those in class one are required to study lesson 21 on animal homes.

While-task: Teachers primarily demonstrate the students' new topics during regular sessions. Instructors give thorough explanations on the subject. Additionally, educators use real-world examples that assist improve students' comprehension. For instance, kids are asked to bring flowers, vegetables, and fruits so they may recognize their colours and names, and teachers supply paper crafts. Teachers then encourage students to practice using the worksheets found in the textbook. Worksheets are completed by students in class, and they are then reviewed in class or after.

Post-task: Teachers in online instruction activities asked students to do a freshly given worksheet in their classwork copy. After that, teachers asked students to display their copies in front of the camera. It was also necessary for the students to provide pictures of the duplicates to a Skype group. Using a Skype conference webcam, the teacher kept an eye on the students. Students might ask their parents for help if they are struggling to do their schoolwork.

3.3 Classroom Management during Internship

I realized that a successful teacher knows how to manage the class effectively. While doing my internship I interviewed some of the popular teachers of the school. The teachers at Universal Tutorial claim that different teachers with different levels of proficiency employ various teaching strategies and those new strategies are typically developed by the teacher in response to the requirements and types of their students. Additionally, the teachers at Universal Tutorial employ a range of effective teaching strategies. A wide range of educational techniques and strategies tailored to the age groups involved were exhibited in the ELT.

3.3.1 Classroom Management of Early Beginners Students

As English is our second language, it is common for kids to make many mistakes while speaking. But the kids show very interest in that language. I saw that interesting tasks and stories were utilized in the play and nursery classes to hold the attention of young minds. They enjoy their lesson and try to speak English with their classmates. Behind the development of the kids, the parents and teachers keep an important value. A second language learner always needs inspiration from the instructor, family and friends.

The children in play and nursery school range in age from two to four years old. They acquire the ABC writing system and pronunciation. Instructors present new words to students using colourful images. Furthermore, it's common for kids to practice the terms at home. For example, in worksheets with dotted handwriting, they overdraw the words. An essential component of every lesson is drilling and anaphora. Teachers practice letters, poetry, and words in the play nursery portions to aid students with efficient memorization of the lesson.

Secondly, play-based learning was infused with games and creative activities by KG1 and KG2 teachers to provide a solid foundation for language development. The students range in age from 4.5 to 6.5 years old. Teachers can effectively teach basic vocabulary and linguistic concepts by including games, rhymes, and storytelling.

One other thing I observed is how proficient KG2 students are at speaking English at their age. I was therefore intrigued by them and by the English instructor who served as their mentor. I received assistance from the teacher in closely observing their class. I saw that the instructor gently speaks to the students and that she teaches them manners maintenance if they misbehave. She also utilizes whiteboards, on which she creates intriguing things, including flowers. The relationships

between family members, including parents, grandparents, uncles, aunts, and sisters, are introduced to the pupils. To identify the family members, they create images using different colours. The utilization of objects and visual aids, such as puppets and flashcards, sparked the interest of the younger students. Additionally, new language is presented to them together with its definitions through instances from everyday life, such as the names of the flowers and colours, etc. It is crucial to note that one student needs further attention. As the grade levels climbed to Class 1 and Class 2, the teaching methods shifted and became more structured.

3.3.2 Syllabus Giving and Lesson Planning

I handed them the second-semester exam's CT-1 curriculum. The curriculum is what I wrote on the whiteboard. Students also wrote the syllabus in their diaries. I next verified with their diary to see if they had accurately recorded the course syllabus. If they copied something incorrectly, I rectified it, checked it, and signed it. The syllabus was meticulously printed on the board. I should be careful with my spelling; my supervisor told me. If I write incorrectly, pupils will pick up incorrect spelling. For instance, the titles of the composition, the book, and the topic should all be capitalized. Prepositions, on the other hand, belong in lowercase.

Class 2: CT-1

Syllabus for English Language

From Smart Grammar - Lesson 19, 23 & 24

From English Avenue - Unit 5 & 6

Composition: How to Keep Fit

Figure 2: CT-1 Syllabus of Class 2

The syllabus is checked by the administrator and then this is published for the students. The administrator follows the proficiency level to build a Syllabus design.

Before starting a new semester, a teacher always thinks about the lesson plan which is one of the most difficult tasks for a teacher. After a lot of research and corrections, a teacher can follow the lesson plan. First, there are many chapters in a book and the teacher thinks which chapter will be taught at the beginning. So, he/she organized the lesson plan in an order that will be effective for the students.

Lesson -plan of Class 2:

Date	Lesson & Topic name	Pre-task	Vocabulary & using words	While Task (Reading Writing Listening)	Post Task
06/02/2024 Tuesday	Lesson 24- Helping verbs: am, is, are, was and were	Revision of previous class - worksheets are given, explanation of what was and were	No difficult words	Reading & learning, worksheets are given to practice am, is, are Fill in the blanks, worksheets from the book, use verb + ing, use of was and were in the past tense Anaphora Worksheets are given to practice was and were	Home Work
08/02/2024 Thursday	Unit 5- The Ugly Duckling	English Avenue Activity- explanation of the whole story by translating it into Bangla	Using words- Match the Pictures, Dictionary work, important words	Classwork: inferential questions, Worksheets from the book Group work: Worksheets given for the next class Class Work: video of the cartoon of the same story	Home work from Worksheets

Table 1: Lesson Planning of Grade 2

I thus taught them how to utilize supporting verbs before we started learning the continuous tense since they would find it difficult to comprehend the continuous tense without these. Even though the continuous tense chapter comes before the chapter on helping verbs.

For this reason, it might occasionally be beneficial to break up the chapter's order for the benefit of the students. Lesson plans are a must for every instructor for every class. Lesson plans are required for midterms, final exams, assignments, and class assessments. The administrator then goes over and makes corrections to the lesson plans.

3.3.3 Error and Feedback Giving

First of all, mistakes and errors are not the same concept. The mistake is what is done unintentionally. On the other hand, when a student writes the wrong answer without knowing the answer properly is called an Error. In the classroom, I saw most of the students make errors while speaking and writing. Error is an important term in ELT because, from Error and Trial, students can learn the language effectively (Scrivener, 2011). In all classes, students make many errors. There are some common errors made by the students. KG 2 students are required to write down the sentences they hear their teachers repeat five or six times on paper. This practice is known as dictation. This test is listening-related. Some students repeat sentences because they are unable to write. As a result, teachers check exam papers and advise pupils to rewrite phrases properly. When it comes to giving marks and comments, teachers are rather fair. Based on attendance, teachers might have to adjust the grade. The teacher deducted one point for each of the three spelling mistakes. To aid students in remembering the right answer, teachers also write it on the paper after marking the wrong answer. For example, I asked to make sentences using bird, home, fruit, sister, and month. Some common mistakes are like Bird fly in the sky. (Error grammar-fly), I have two sister. (Error grammar- sister), Decembur comes after the month of Novembur. (Error spelling- Novembur and Decembur). So, while checking their copies I gave them written feedback so that they could understand easily. In parent-teacher meetings, teachers have to give feedback to the parents. Outside the classroom, parents take care of the students and they guide the students in homework and exam preparation. So, teachers have to give detailed feedback to the parents.

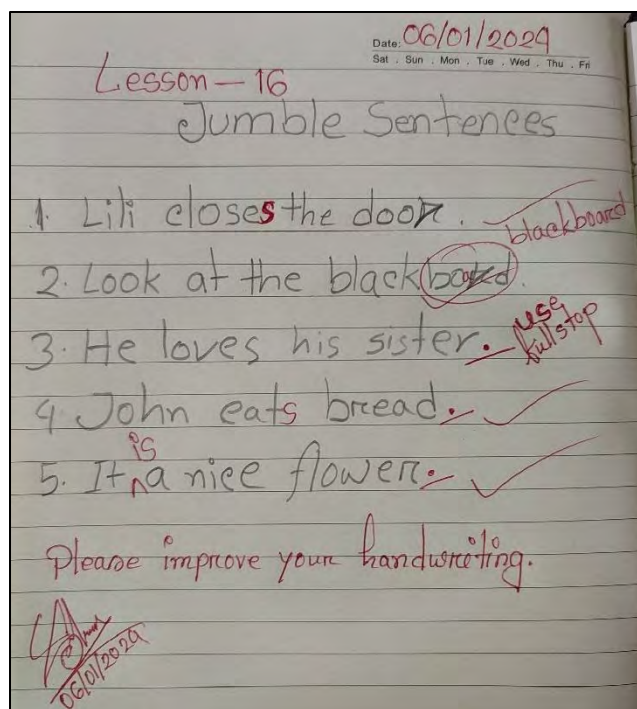


Figure 3: Feedback Giving on Written Task

3.3.4 Use of Board

In an interactive classroom, teachers utilize the whiteboard as a dynamic tool to boost student involvement and encourage group learning. The board serves as a focal point for diagrams, visual aids, and crucial information, giving students a visual anchor to aid in their understanding of the material. Whenever I took any class, I tried to use the board properly. Especially, I used the board while teaching a story from the communicative learning book. The board helps a lot for effective vocabulary learning. Different teachers use the board differently. But I applied my theory of using a board while teaching and saw the difference. For example, they could remember vocabulary for a long time; they could understand the topic easily. But I always write on the board while students are busy with the task activities. According to Scrivener (2011), it is important to draw pictures quickly on the board. Also, the teacher should follow the alternative position while using the board.

While teaching the students I always kept space in front of the board. If the teacher blocks the space, students will not understand the topic properly and they will lose interest in the lecture.

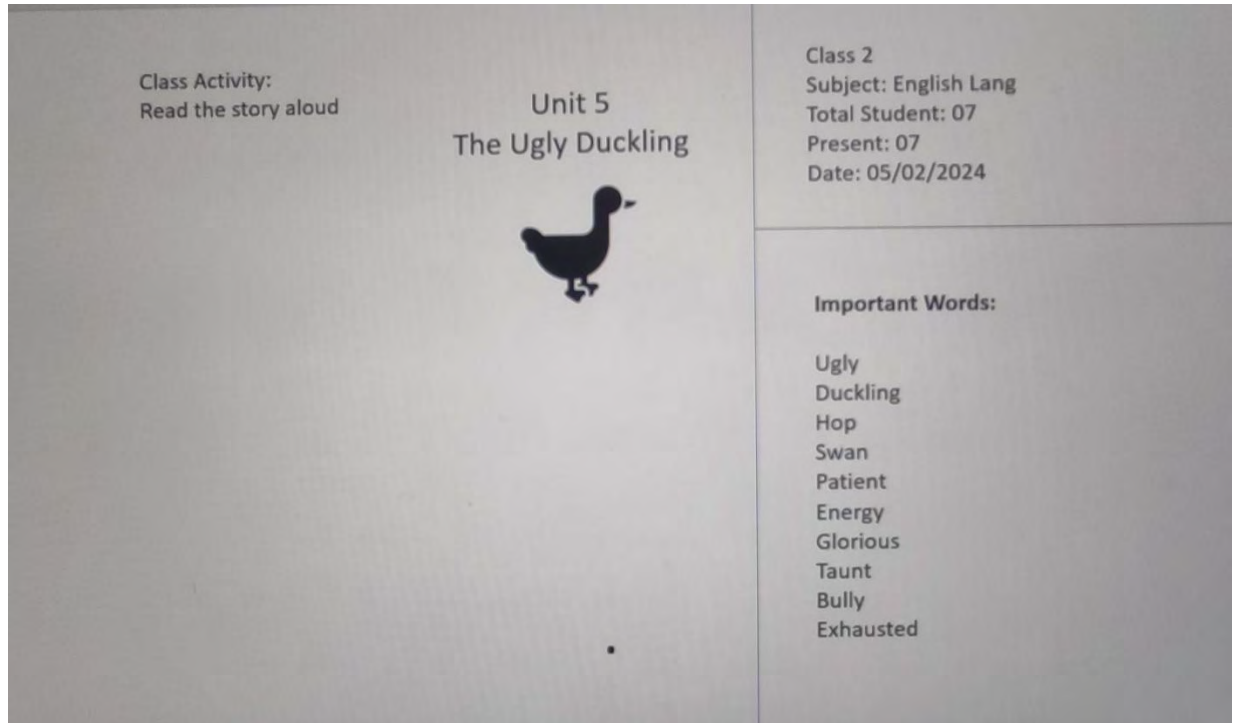


Figure 4: Use of Whiteboard in a Classroom

3.3.5 Seating Arrangement and Monitoring

From the experience of my classroom observation during an internship, I can say that most of the seating arrangement is the original seating arrangement. That is like the teacher sitting in front of the students. I used a horseshoe seating arrangement during my video presentation so that every student could see the screen of my laptop and hear the sound properly. In the case of monitoring the students, from nursery to class 2, teachers have to monitor the students very carefully. They need one-to-one monitoring. In the nursery, KG1 and KG2 students need active monitoring. During exams, teachers have to monitor actively in the junior level classes. In class two, during creative writing work, I monitored them discreetly so that they could write without my interruption.

3.3.6 Exam Room Observation

Each student received a question sheet with instructions to write their name, roll, topics, and other details on it. The teacher gave the pupils an explanation of the question paper after giving them out. In the case of Play and Nursery, several students required extra help to complete their assignments since they had trouble understanding the questions. Also, certain kids need the dotted words on the page to be written over since they are junior-level students and very young youngsters. On their response sheets, for instance, some Play and Nursery kids have the letters ABC dotted. Without the dotted words, other people can write. In the exam room, one-on-one monitoring strategies are required for students in Play and Nursery. Instructors keep a close eye on each student to make sure they have finished their assignment. On the other hand, during exams, students in classes one, two, and three assist less.

3.3.7 Special Needs Children

Additionally, one student in the school needs help from someone else to complete his assignments. Three additional pupils struggle with inappropriate behaviour. Teachers handle them with great care in the classroom. Also, kids need extra help in the classroom during exams. The most common difficulties they encounter are communication problems. Instructors never force their students to do something they do not want to. For instance, two students in grade 2 were excellent at writing papers. On their papers, they rarely make mistakes. Nevertheless, one of them needs the assistance of an assistant teacher since they are unable to interact with the teacher. There is a behaviourism issue with another student. To handle her I used to talk with her addressing her as baby, good girl, keep my hand on her head which helped her to cool down. Despite this, she is progressing steadily under the teacher.

3.3.8 Extracurricular Activities

On December 16, 2023, Victory Day, students took part in yearly sports and kids participated in "Dress as you like" activities. Students participated in karate competitions. Also, Universal Tutorial commemorated International Mother Language Day on February 21. Ekushey in February, the students laid flowers at the Shahid Minar as a memorial to the 1952 language movement martyrs. The school planned a creative involvement on that particular day. Drawing contests might include students from different schools. In the school's field, teachers and students set up stalls. Guiding students in the competition was my responsibility. The educators were split up into three groups, A, B, and C. Group C included me. I retained the drawing copied, told them about the competition and how to keep the paper well structured, and maintained the seating arrangement. The Dhaka University Arts Department sent two judges. Following the tournament, the administrator awarded the participants with certificates and declared the winner. The images were left up on the wall by the school administration to further motivate students. Every student and teacher enjoyed the day. Annual Sports 2024: Every student was invited to the school's annual sports day. The student had a good day. Additionally, there was a game for the teachers. Through the annual sports day, students gained knowledge of self-control, appropriate communication, and friendship management.

2024 Yearly Picnic: Two groups were attending the annual picnic. The junior group was in one group, and the senior group was in another. I took part in the younger group. They visited Wonderland, a 100-foot amusement park. Some pupils arrived alone that day, while others came with their parents. The management of the school instructed the class teachers on how to manage the children in the classes they were teaching.

3.3.9 Group Work

Many students are not excited about learning the composition and delay doing so. I thus gave class 3 a well-organized writing assignment about The Book Fair. I split the composition into two halves. Ten lines make up the first section. Ten of the lines are for group work. To be more precise, I gave them 20 minutes to memorize the five lines from the piece and separated them into two groups, group A and group B. Group A carried two males, Group B carried two girls. Given that there are five students in total. There was still one girl to be added to a group. I grabbed the girl and told her that I would be the one to determine what she did, with Group A deciding what to do with Group B and Group B deciding what to do with Group A. After Group A had committed the first 10 sentences to memory, I gave them instructions to listen to Group B. Everybody observed the members of the other groups. Each individual received a score of 10. I would then finish counting the points for each group and announce the winner. Thus, Group A won the group challenge, and after counting the individual marks, Sabrina and Himel received the highest grade.

Members Name	Member Name (pseudonym)	Marks	Total
Group A	Asif	7	17
	Himel	10	
Group B	Lima	7	15
	Zannat	8	
	Sabrina	10	

Table 2: Group work of Grade 2

3.3.10 Preparing Worksheets and Assignment Topic

The worksheet is one of the most important parts used by the students regularly. Every day students have to complete the worksheets given in their textbook. The importance of worksheets is uncountable because from the worksheets students can practice their assigned lesson which is very helpful to memorize the theory. Without practice, they will forget what the teacher taught them. Also, they will be unable to apply and trial their knowledge without this. In worksheets they make errors and they can learn from the errors as well. Also, outside the text, teachers have to make worksheets for revision and practice before the exam. Furthermore, teachers use different books, and research to find the topic. The teachers make worksheets according to the syllabus and students' abilities. Teachers also have to reveal the assignment topic after the midterm exam. The topic is like for class 2, 'write down a paper about how you spent your **Winter Holiday** in 150 to 200 words and submit the same to the subject teacher in a week now'. After preparing the assignment topic, students need to present it so that every student can know how the student prepares the assignment. This assignment mark is graded which will be added to their final marks. While doing their assignment sometimes they are assigned for group work to complete the presentation and assignment. Students enjoy the group presentation and group work. Finally, after this presentation, teachers give them the feedback orally like what is the mistake and what is the correct answer.

The worksheet for revision classes of grade 1 is bellowed.

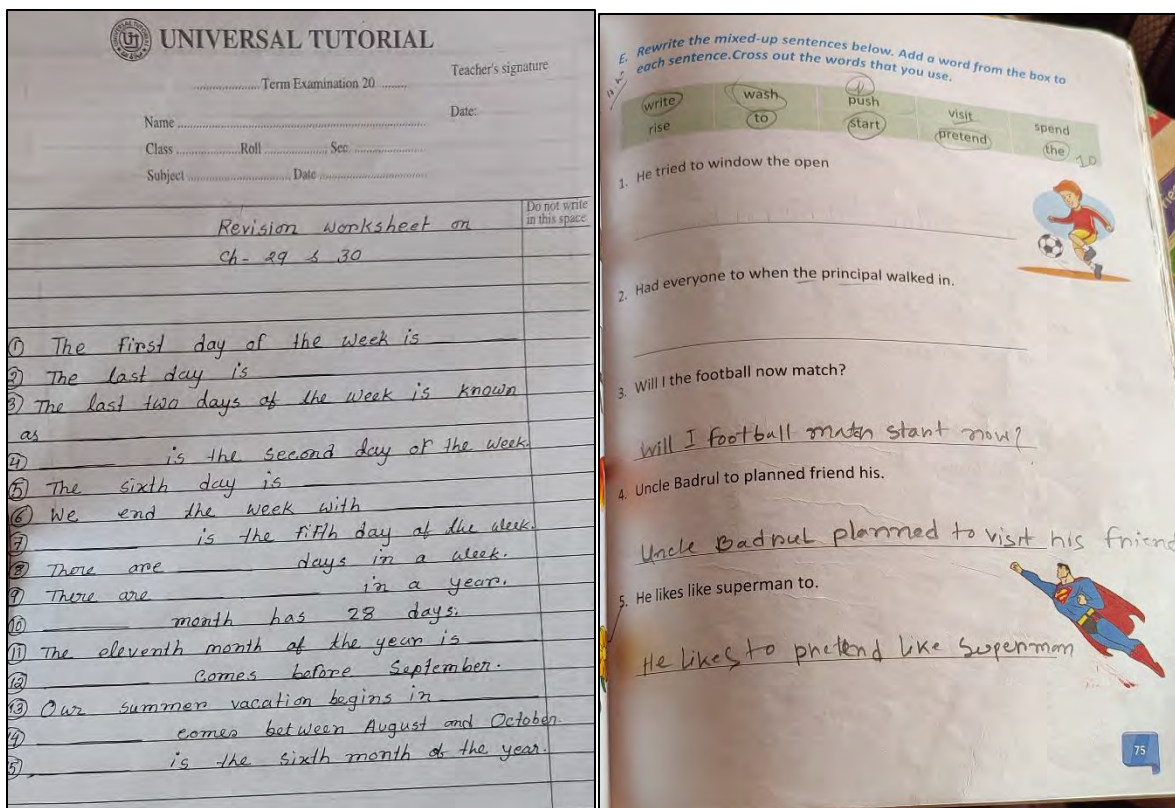


Figure 5: Worksheets

3.4 Challenges I Faced During Internship

During my Internship, I faced some major challenges that demotivated me to become a teacher. But later on, I realized that in every sector there will be challenges and I have to overcome these challenges. First of all, there were fewer students in classes 1, 2 and 3. So, it was easy to handle the students. However, when I experienced teaching in class 4, I realized that it is quite hard to maintain a large number of students. It was challenging for me to manage the time. When there are more students, I have checked more papers. For example, if there are 25 students, there will be 25 worksheet copies, 25 homework copies and 25 classwork copies which take much time to check and give feedback. Also, there are other copies from other classes. Therefore, I never checked the copies during the class rather I checked them on tiffin time. I gave the feedback in the next class. Another challenge I have faced dealing with the professional thoughts of the teachers. Teachers or

colleagues become friends at the same workplace. But too much friendly attitude at the workplace can hamper on professional life. Also, misunderstanding can happen between the teachers which hampers on mind and mood. As I am an introverted person, I talked less in the teachers' room. I talked about whatever I needed. I faced some problems dealing with the teacher who talked more about my personal life. I think it is important to maintain a formal and professional conversation with the teacher and student. Therefore, though I was new in that school, my colleagues helped me a lot and my knowledge of teaching students improved because of the interaction with the teacher and students.

Chapter 4

Recommendations

While experiencing my internship I feel the necessity of a video presenter. For ALM, teachers need to show videos in a classroom. So, it will be helpful to set projector in the class. That will also help to do more activities in a short time. If teachers bring their lectures in PowerPoint slides, then the students will find more interest in it. Sometimes it is difficult to draw on the board. So, in PowerPoint slides, teachers can present colourful pictures and videos.

Also, I think a teacher should not follow the same style of teaching in everyday class. Students get bored when teachers do not change the style of teaching. Different activities such as group work and pair work can be done in a week. That will help the student to become more attentive and active in the class. Moreover, by changing seating arrangements, teachers can make another environment of a classroom. The seating arrangement can be positioned without moving anything as well. Teachers can use the circle, squares, horseshoes and parallel rows seating arrangement in a class.

Therefore, if the school can manage the equipment of the audio classroom and bring a little change in teaching techniques, there will be a great change in the school and students. Various initiatives are taken for the continuous professional development of the teachers. For instance, every year the school receives an offer letter from the British Council for teacher training. Most of the teachers participate in this training scheme. This training is mostly about giving proper instructions to the teachers regarding the subjects they teach at school. These instructions are about how the teachers are going to properly make the students understand about lessons. Training is also given on making

lesson planning, feedback giving, conducting examinations and also how to interact with the students comprehensively.

Chapter 5

Conclusion

In conclusion, it was a great journey of 12 weeks of my internship experience at Universal Tutorial. I am grateful to the almighty Allah for allowing me to finish my internship smoothly. I want to specifically address two theories I learned from ELT and I connected them practically during my internship. The teaching methods I got familiar with at the school are GTM and CLT. I observed that both TTT and STT got priority because the teachers have to translate the lessons and use grammar rules and at the same time the students get the opportunity to ask questions and participate in group work and classroom activities. Moreover, I used the horseshoe seating arrangement while presenting them with any video or any lecture. Also, I am happy to apply my knowledge in practical life. Without applying my knowledge in real life my knowledge will go in vain. Therefore, the methods I have used in the classroom were a mix of all methods. The teachers should also use all methods to enhance the four skills. Moreover, as an intern teacher, I made a good bond with the students. Their responses to my lectures inspired me a lot to move forward. Also, the students and teachers were very cooperative and helped me to solve all my problems. My experience as an intern teacher was wonderful. I hope that experience will help me to become a successful teacher in future. My internship experience is going to vastly help me in the future in many aspects. Some of those aspects include building confidence in interacting with students like managing them, lesson planning, punctuality, discipline, and social networking with other teachers. These aspects comprehensively impacted positively my practical experience which I found to be distinctly different from theoretical knowledge.

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Appendix

Appendix A:

- Internship Program Details in Chapter 1

Appendix B:

- Lesson Plan Samples (Table 1 in Chapter 3).
- Class 3: The Ugly Duckling
- Sample Worksheets and Assignments
- Classroom Observation Notes

Appendix C:

- Record of Extracurricular activities (Detailed in Section 3.3.8).
- Challenges Faced During Internship (Section 3.4)
- Syllabus Outline (Figure 2)
- Special Needs Child Documentation. (Section 3.3.7).

Appendix D:

- Academic sources and textbooks cited in the report.
- References