Report on

The Role of Questioning in Teaching English to Bangladeshi Young Learners

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of the requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at Brac University.

2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Acknowledgement

First and foremost, I am grateful to Almighty Allah for granting me the opportunity to get an education and the strength to finish my internship. I would also like to thank Roksana Zarin, the principal of International Hope School Bangladesh (IHSB), for allowing me to intern at their institution and the deputy head and the teachers of the primary section for guiding and helping me throughout the internship and sharing their valuable knowledge and experiences. Then, I want to give a special thanks to my supervisor, Dr Sabreena Ahmed. This journey would not have been feasible without her continuous guidance, encouragement, and patience. I am also thankful to BRAC University for providing the necessary facilities and academic support. Finally, I am deeply indebted to my parents and friends for their constant support, prayer and encouragement.

Table of Content

List of figures

Chapter 1

1.1 Introduction

Growing up, I never thought of being a teacher. The purpose of not choosing teaching as a profession was to skip studying for the rest of my life. I used to think every teacher had two jobs: one was to study, and the other was to teach children by scolding them. I neither wanted to study nor wanted to scold others. Over time, I realised that teaching is beyond these things. I saw people considering this profession as one of the noble ones. I considered it a fact after meeting some wonderful teachers in the school. I want to be a good teacher who is helpful to her students.

I got an amazing opportunity to work as an intern teacher at International Hope School Bangladesh (IHSB) located in Sector 4, Uttara, Dhaka-1230. I had known about this school long before and contacted the principal, Ms. Ruksana Zerin in person for an interview. She was generous to provide me with the opportunity to work for three months.

This school has two other branches, Gulshan and Chittagong. It was previously called International Turkish Hope School, established in 1996 by Kazim Eldes. This is a private school that offers English Medium education for toddlers through higher secondary levels. The school adheres to the International GCSE and GCE system and guides the students for O-level and A-level examinations. The school collaborated with the British Council to enhance the language skills of 11-13-year-old children at their old campus. Although it is an international school, Bangla is a compulsory subject for Bangladeshi students, and they offer different religious classes to students with different religious beliefs. Approximately 2000 students attend the school, with 17% coming from countries beyond Bangladesh, such as Malaysia, Sudan, Pakistan, India, Taiwan, Turkey, Egypt, the Philipines, and Kazakhstan. As this school has international students, the school's

setting is diverse and multicultural. This school curriculum is designed to embrace cultural diversity and promote an environment where students from various countries, cultures, and languages can thrive. The international students are mostly bilingual, but some of them are monolingual. In other words, they only understand their mother language and very few English words.

I started my internship journey on 24 January 2023. During the internship, I had a great opportunity to immerse myself in the world of education. On the first day of school, I was greeted with a warm welcome by the Deputy Head of Primary Section, Mrs. Jehan Rahman. She introduced me to the rules and regulations of the school and the teachers of the primary section. As an intern, I got to work closely with dedicated and passionate teachers. All of the teachers are knowledgeable and experienced. Some of the teachers have 10 to 18 years of experience. The teachers not only teach but also nurture the intellectual and emotional growth of the students.

I was appointed as an intern teacher for grade 1 and grade 2. They divided each grade into three sections such as 1 Green, 1 Blue, and 1 Yellow. Each section has 20 to 25 students. Each section has a class teacher who used to give me instruction and guide me throughout my internship journey. The school designed its curriculum, which includes engaging teaching methods, incorporating interactive activities, multimedia resources to make fun and enriching experiences, and different clubs for extra-curricular activities. All these meet the needs of diverse students and foster a supportive learning environment for all kinds of students. The school organises various events for the students, such as the Math Olympiad, Hand-wash Week, Hourglass, and Fire Extinguishing Day, for entertainment purposes and to train students to act in certain situations. For example, on fire-extinguishing day, students learned to come out of the building if there was any fire inside. They were briefed by the fire service team about everything.   Beyond the classroom, I had the opportunity to be involved in extracurricular activities such as monitoring the students

during field trips, handling school events, and organising events. These experiences allowed me to witness how the primary level students get ready for events, participate in competitions and showcase their talents.

As an intern, I was given various responsibilities such as taking classes, script checking, monitoring students, and managing the class and different students, which allowed me to actively contribute to the student's educational and behavioral journey. These activities also helped me to sharpen my teaching and creative skills. I enjoyed every bit of my internship journey and learned a lot from my on-site supervisor, Ms. Jehan Rahman. The following chapter elaborates on my journey.

Chapter 2

Literature Review

2.1 Part 1: Questioning and its Importance

2.1.1 Questioning in Classroom

Questioning is a medium of communication. It happens when one person interacts with others through written text or verbal communication. There are numerous purposes of questioning, such

as asking for any information or clarification, understanding of something and evaluation. Questioning starts as a response to a stimulus. Generally, question arises when there is a lack of information or a conflict between the stimulus and the existing information, thus, questioning helps to establish an equilibrium (Farmer, 2007). Questioning is one of popular teaching method. The majority of classroom teaching method is based on questioning. This strategy is used to ask question with the purpose of evaluating the learning outcomes of the students. Although, questioning is widely known different names such as a technique, a strategy or a teaching tool but most important aspect of questioning is the positive influence it has on the learning process when properly applied (Cárdenas, 2021).

2.1.2 Importance of Questioning in Classroom

Numerous studies have shown the importance of teachers' questioning in the learning process in EFL classrooms. Teachers' questions serve an important role in instruction, such as encouraging student responses to foster more student engagement and understanding in the classroom. Thus, teachers' questioning is an essential part of the teaching process (Cotton, 1988).

In a classroom environment, (Cotton, 1988)claimed that the interaction that happens between a teacher and the students while asking questions can be an effective teaching method when they are exposed to disagreement, challenge assumptions and contribute to the progress of new insight and knowledge. To vitalise classroom questioning, the teachers need to design questions that expand students' understanding and motivate them to think innovatively.

Numerous studies listed the following functions of questioning in the classroom:

1. Questioning helps teachers to follow up and explain what a student is asking.

2. Students can openly share their thoughts and opinions by answering questions.

3. Asking questions boosts students' enthusiasm and keeps them actively participating in the class discussion.

4. The explanation and different responses to the questions benefit the students from their peers.

5. Questioning is an important tool for assessing student learning and reviewing the lessons as necessary.

6. Questioning allows teachers to manage classroom discipline and students' behaviour.

(Quashoa, S. 2012)

2.1.3 Types of Questions

Various types of questions are used in teaching. According to (Gabrielatos, 1997), there are three types of questions.

1. **Genuine Question:** Genuine questions are generally asked when seeking specific information. These types of questions are kind of factual information that a person genuinely seeks for the answer.

2. **Authentic Question:** This type of question is generally asked of students to obtain specific information needed during the learning process. While learning something, a person may ask for clarification-based questions that generally are called Authentic questions.

3. **Pedagogical Question:** This question is based on existing knowledge and is asked as part of teaching and learning. These questions are generally asked having some prior knowledge about it which can help to build a clear and complete knowledge.

Farahian & Rezaee, 2012 categorised questions into three types:

1. **Close-Ended and Display Questions:** Close-ended questions require short answers. In this type of question, there can be multiple correct answers with different opinions. On the

other hand, a Display question is asked to see if the students understand the lesson or remember the previous lesson. Both questions are often used to check the students' grammatical and vocabulary knowledge.

2. **Open-Ended and Referential Questions:** Open-ended questions start with 'why', 'how', or 'what' and require longer answers. On the other hand, referential questions are asked by teachers primarily to start a discussion where the teacher is not aware of the proper answer. Both questions do not require a proper response from the students when asked and are used as warm-up questions at the beginning of a lesson.

3. **Yes/ No Question:** Yes/No questions are used to get general feedback from the students, which consists of yes/no answers.

Kleinsasser et al., 1995 categorized questions into three types:

1. **Procedural Questions:** This question type generally refers to questions that seek information about a process or procedure having sequence of actions. In order to have the proper answer of these questions, learners need to focus on each step where all the steps may have connections with their previous one. This kind of question motivates students not just to find direct answers but to have knowledge to reach towards the final answer.

2. **Convergent Questions:** Convergent questions refer to questions with only one correct answer. They are used to recall information. Students generally learn fact-based answer while solving these types of question.

3. **Divergent Questions:** Divergent questions do not require any specific answer; instead, they refer to questions that evaluate one's ability to think elaborately about any given topic. This question involves a higher thinking level and encourages students to respond diversely.

2.1.3.1 Revised Bloom's Taxonomy's Questions

According to (Krathwohl, 2002) educators have traditionally classified questions as an increasingly complex intellectual skills hierarchy. Bloom's Taxonomy includes six categories:

1. **Remember** – Remember refers to recalling or remembering information from existing knowledge. This act of remembering is used to retrieve definition, facts, lists from the previously learned information.

2. **Understand** – Understand refers to determining the meaning of instruction which can be oral, written or graphic. Understanding different types of functions help with activities such as interpreting, summarising, classifying, explaining, etc.

3. **Apply-** Apply refers to using procedure in a given situation such as executing or implementing the existing knowledge in situations such as models, presentation, interviews, etc.

4. **Analyse-** Analyse refers to understanding the structure and breakdown of anything and figuring out how they are interconnected by differentiating, organising, and distinguishing between them.

5. **Evaluate-** Evaluation refers to judgement that is made based on a specific standard and criteria which includes criticism, recommendations to assess the quality of the teaching.

6. **Create-** Creating refers to merging elements together to form a new original product. This is the most important and challenging function in the taxonomy.

2.2 Part 2: Effective Way of Questioning in Classroom

2.2.1 Different Aspects of Effective Questioning

Teachers' techniques during classroom questioning play a vital role in shaping the learning experience in any educational setting. Questioning is not just about assessing students' knowledge. It is essential for stimulating critical thinking, encouraging participation, and guiding students toward deeper understanding. How questions are framed, delivered, and followed up can influence how students engage with the material and how effectively they learn a lesson. There are some common yet effective techniques which teachers can follow when questioning in the classroom.

2.2.1.1 Wait Time

Wait time refers to the pause which happens between the teacher and the students during discussion (Ingram & Elliott, 2015). Wait time is essential in English classroom questioning. Pausing between teachers' and students' turns has been recommended to improve classroom learning, trigger students' participation, and improve their communicative ability. There are two types of wait time. The pause that occurs between when the teacher finishes speaking and the teacher starts speaking is known as wait-time 1. On the contrary, the pause that occurs between the students finishing speaking and the teacher starting to speak is known as wait-time 2. As wait time plays an important role in promoting students' responses, teachers should pay special attention to its use in teaching. Slowing down and making a pause longer between questions and answers should be useful. (Ingram & Elliott, 2015)

2.2.1.2 Turn Taking
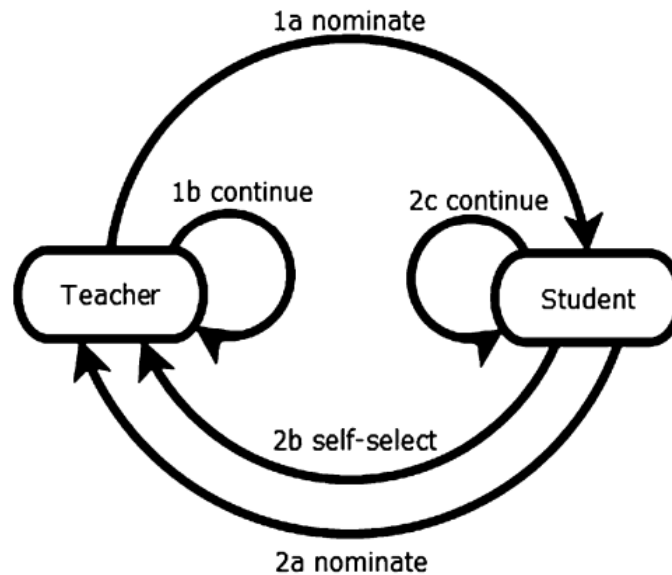
Figure 1: Turn Taking in Classroom

Turn-taking is another excellent technique explained by (Ingram & Elliott, 2015) on the topic of techniques in questioning. In the classroom, there are two roles. One is played by the teacher, and the other is played by the students. Turn-taking is a combination of role-reversing and utilisation of power. If the teacher is the current speaker, he or she will nominate the next speaker (1a) in the figure. Then, only the nominated student can speak while other students are not allowed. However, if the teacher continues and decides to continue as a speaker, students don't have the right self-select or take the next turn. Teachers have also the right to stop a student and nominate another student to be the speaker. If a student plays the role of an e-speaker, he or she will continue until the teacher stops. So overall, teacher have the essential power for turn-taking in the classroom.

2.3 Part 3: Common Mistakes in Questioning

Sometimes teachers make a lot of mistakes while asking questions to the students; as a result, the overall communication may get useless. Hence it is important to realise that what could be a definition of a bad question. (Arslan, 2006) explains the concept of what a bad question may look like. After teaching something new, teachers are used to asking questions that seem vague. They often ask questions to know their perspective on the newly learned subject; as a result, students may not be able to answer properly. In addition to this, trick questions like this may become too abstract for children of their age. Teachers need to give enough time to the students as well to react and respond. Sometimes students can take longer to think and respond. Stopping them from responding may reduce their responsiveness in the classroom. Moreover, focusing on too many open-ended questions is also a barrier for students to learn and answer properly, as most students have their own explanation for their answer. The impacts of these questions are not welcoming, as students may hesitate to ask questions to clarify their confusions. Besides, they will become less responsive in the classroom. Overall, for a teacher, it is so important to determine useful questions based on their students.

2.4 Part 4: Context of Bangladesh

Questioning is one of the core skills of teaching. The tradition of questioning varies worldwide. However, there are still some common patterns of questioning. Bangladeshi teachers also follow traditional ways of questioning while providing lessons to their students.

2.4.1 Different Curricula of Bangladesh

According to (শিক্ষা মন্ত্রণালয়-গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, n.d.), Bangladeshi government divided the overall curriculum into 3 parts:

- National Curriculum

- Madrasah Curriculum

- Technical and Vocational Education

Other than all these curriculums, there are international education curriculums that are quite common nowadays in Bangladeshi Private schools where most of them are practicing English as their main medium of instruction.

Brief description of the above-mentioned curriculum is given below:

- **The National Curriculum:** Ministry of Education Bangladesh is conducting an organization called "National Curriculum and Textbook Board (NCTB). There are quite a few core responsibilities of this organization. First of all, the noticeable responsibility of this organization is to provide free textbooks for both primary and secondary levels. From the year 2010, students are given free textbooks in the first day of a starting year. The primary motivation of this program is to reduce the burden of education. Since many students of Bangladesh are living below the poverty, money can be a big issue for not having education. Getting books totally free will reduce their burden a bit. Secondly, all students are participating in exams like PSC, JSC before sitting for secondary exam, which is helping them to doing well in the public exams such as SSC. Besides, teachers are getting proper training for both primary and secondary levels that are helping them as well while teaching. Overall, 9 education boards are operating for taking exams, making questions and helping the overall education system to function properly. So overall this organization is doing very well to create the core of education in Bangladesh.

- **The Madrasah Curriculum:** Bangladesh is considered mainly as Islamic country since almost more than 85% people are from Islamic background. As a result, prioritizing Islamic

based education is a necessity in this country. Students are taught Shariah based education in this curriculum. In this curriculum there are two types of Madrasahs. The first type is known as "Qawmi" which are mainly funded by many private organizations. The second type is "Alia" which are privately owned; however, they also get government subsidies. From the overall budget the Madrasah Curriculum are getting near about 11.5 % from the overall education budget provided by the Bangladesh government. This budget mainly used to cover the salaries of teachers and also for their training purposes. The enrollment of students is getting larger day by day as well where in Qawmi madrasah 1.9 % of total primary enrollment and 2.2 % of secondary enrollment. However, the number is quite large for the Alia madrasah where 8.4% of primary and 2.2% of secondary enrollment. The Alia system basically follows the general education system with the addition of Arabic language. Public exams here are named as Dakhil exams for both junior, secondary and higher level. Higher levels are known as: "Alim", "Fazil" and "Kamil". Overall, all these systems are operating in a way so that the Islamic community students can prove themselves in the job market and become financially independent.

- **The Technical and Vocational Curriculum:** This is one of the great initiatives of the NCTB. Many students in Bangladesh may not have the ability or capability to take general education systems such as National Curriculum. They can improve their technical skills or work on skills that can help them to get a job at their earlier stage. Basically, this a career-based program where a student can choose his or her career and based on that he or she can take preparation of gathering that skill. Industry level knowledge, Hands on experience, engineering skills, agricultural ideas, hospitality etc. These can be learned in this curriculum. Generally, these courses or skills are taking less time to achieve than the national or madrasah level curriculum. Diploma degree is one of the degrees of this special

curriculum. Directorate of Education (DTE) is responsible for the strategic plan, development and initiative of technical and vocational training for students all over the country. After completing a Diploma, students can also have the opportunity to take a bachelor's degree from universities. Overall, in this curriculum skills are given more priority for the students so that they can come out of all barriers and become independent.

- **Private School:** This is one of the curricula that is gaining popularity day by days. This English Medium curriculum actually gives priority to English language proficiency and core academic subjects like math, science, social studies, literature etc. Curriculum like Cambridge International Examinations (CIE), International Baccalaureate (IB) Curriculum are quite common in Bangladesh nowadays. In Bangladesh, many students have the vision of studying in a foreign country for higher education. Their parents actually want them to get prepared for school level as a result this curriculum is actually helping them to prepare themselves for a global perspective. Internationally recognized curriculum such as General Certificate of Secondary Education (GCSE) and General Certificate of Education (GCE) are quite popular in Bangladesh. Generally, GCSE is equivalent to Class 9 - 10. This curriculum covers subjects like mathematics, English, science and also elective subjects. On the other hand, GCE is designed into two parts: Advanced Subsidiary (AS) and Advanced Level (A2). This is equivalent to class 11 - 12. All these exams help students prepare for foreign universities. Among all the curricula, this one is slightly more expensive than others.

Overall, Bangladesh Education system has a variety of curriculums operating with the goal of providing education for all people. Besides having adequate and qualified teachers are necessary to serve this organizations.

Chapter 3

Theories into practices

3.1. My Experience as an Intern Teacher

During my internship at International Hope School Bangladesh, I had a great opportunity to immerse myself in the world of education. The school was full of laughter, colourful decorations, and activities. On the first day of the school, the Deputy Head of Primary Section, Mrs. Jehan Rahman, greeted me with a warm welcome. She introduced me to the rules and regulations of the school and the teachers of the primary section. As an intern, I got a chance to work closely with the dedicated and passionate teachers. All of the teachers are knowledgeable and experienced. Some of the teachers have 10 to 18 years of experience. The teachers not only teach but also nurture the intellectual and emotional growth of the students.

The school designed its curriculum, which includes engaging teaching methods, incorporating interactive activities, multimedia resources to make fun and enriching experiences,

and different clubs for extra-curricular activities. All these meet the needs of diverse students and foster a supportive learning environment for all kinds of students. The school organises various events for the students, for example, Math Olympiad, Hand-wash Week, Hourglass, and Fire Drill events for an entertainment purpose and to train students how to act in certain situations. For example, on Fire-extinguishing day, students got to see how to come out of the building if there is any fire inside. They were briefed by the fire service team about everything.

As an intern, I was given various responsibilities such as taking class, script checking, monitoring students, managing the class and different students which allowed me to actively contribute to the student's educational and behavioural journey. These activities also helped me to sharpen my teaching and creative skills.

As this school has international students, the setting of the school is diverse and multicultural. This school curriculum is designed to embrace cultural diversity and promote an environment where students from various countries, cultures, and languages can thrive. For example, this school has students from Pakistan, India, Tajikistan, Turkey and many other countries. The international students are mostly bilingual, but some of them are monolingual. In other words, they only understand their mother tongue and a very few English words.

Beyond the classroom, I had the opportunity to be involved in extracurricular activities such as monitoring the students during field trips, handling school events, and organising events. These experiences allowed me to witness how the primary level students get ready for events, participate in competition and showcase their talents.

I got a lot of appreciation from my fellow colleagues and my beloved students. My colleagues constantly helped me improve my skills and students and their interest in me helped me to be motivated. Throughout my internship, I faced challenges to adapt to the environment. I

learned how to communicate with different kinds of people, to be flexible, patient, resourceful, and to tackle unexpected situations.

3.2. Classroom Observation

As an intern, I was asked to observe students and teachers at the school. I noticed that the day in the school starts with greeting the students. Some of the teachers stand at the school entrance and greet the students. The students are expected to report to school by 8:00 am. By 8:05 am, the teacher returns to their designated class and takes the students to the playground/ assembly ground. During the assembly, the students recite Surah Fatiha. One teacher starts taking the oath in Bangla, and the students repeat it after the teacher. After that, everyone stands and respectfully starts singing the national anthem. Later, the designated class teachers of every class get back to their class along with the students and start the class by 8:20 am.

3.2.1. Greetings

The teacher greets the students by saying, "Good Morning". The students also say "Good Morning" and "Asslamuwalaikum" to the teacher. All the teachers and students become happy to see each other. The teacher takes attendance and notes down the name on the register. The teacher also asks about everyone's overall well-being. According to the emotional contagion theory, facial expressions are a primary means of emotional communication. Students are highly sensitive to their teacher's facial expressions, and by observing them, they can catch and mirror the teacher's mood. Positive and warm expressions from a teacher help to create a supportive and comfortable atmosphere among students (Hatfield et al., 1993).

3.2.2. Using the Board

One of the most important resources in a classroom is a board, whether it is a small board, chalkboard, pen board, or interactive computer board. In the classroom, there was a wide whiteboard with the given information.

Topic	Date:
	Day:
	Subject:
	Total Students:
	Present:
	Absent:
	Diary:
	New Vocabulary:

Figure 2: Division of Whiteboard

As shown in Figure 2, the teacher divides the whiteboard into two sections. On the right side, the teacher writes the topic, and on the right side, some class information such as date, subject, and new vocabulary.

3.2.3. Rapport

In teaching terms, teacher-student rapport is a close and emotional connection between teachers and their students, enabling them to work in a classroom based on understanding, caring, and mutual respect (Lammers & Byrd, 2019). In the school, the students have a good connection with the teachers. When the teacher comes to the class, all the students stand up and say, "Good Morning miss! How are you?". Similarly, when the teachers enter the classroom together and also say, "Good Morning everyone". One day, one of the students told one of the teachers that she looked like a vanilla ice cream with a chocolate chip on top because the teacher was wearing a white dress with a brown hijab. Here, the student is interacting with the teacher in a friendly manner. The teacher replied with "Thank You". Here, by replying to the student, the teacher also communicates with the student positively.

3.2.4. Seating Arrangement

It is essential to create a positive learning environment in a classroom, and seating arrangement is one of the most crucial parts of a classroom environment. In Bangladesh, the commonly used seating arrangement is a teacher-centered classroom, which is suitable for individual learning. In a teacher-centered classroom, students sit in rows facing the front of the class and the teacher (Bayog, et al., 2024).As shown in Figure 3, in the classroom at school, there was a large, one-piece seat or desk for two students fixed in every classroom. The seating arrangement in the classroom is quite fixed, and the students are seated facing the teacher in the front. As a result, although the seats or desks are movable, they are not suitable for group work. Thus, the pair work is more visible during any task in the classroom.

Figure 3: Fixed Sitting Arrangement in Classroom

3.2.5 Monitoring

Each classroom consists of 20-25 students, and two teachers are assigned to each classroom. One of the teachers delivers the lecture, and the other teacher monitors the class. Scrivener (2010) distinguished four types of monitoring, and "monitoring discreetly" was a frequently used monitoring technique in the classroom. This kind of co-teaching is not often seen in other English medium schools in Bangladesh. According to Scrivener (2010), discreet monitoring is when the teacher maintains a presence in the classroom but does not offer unnecessary help, interference or correction. The aim of monitoring like this is to advise the students to finish the task using their own resources rather than asking for the teacher for help. However, if the students face any problem, the teacher will provide the necessary guidance.

3.2.6 Elicitation

During my class observation, the topic in the class was "Noun phrase". The teacher asked students, "What is the noun phrase? The students replied to the teacher together. Although many students did not give the right answer, some of them answered. The teacher reviewed the lecture from the previous class, and the students responded, but some of them did not recall what had been taught. The teacher gave a practice sheet to the students regarding their lesson and asked them to finish the task. As the lesson was on the 'Noun Phase', in the sheet, the students were told to write a noun phrase. Then, the teacher wrote the instructions on the sheet. However, the teacher again instructed verbally in the class for a better understanding of the students. Some of the students finished the task, and some of the students were still working on it. Here, the process of asking questions before starting the lesson is called 'Elicitation'. The term 'Elicitation' refers to the term where the teacher draws out information from the students about the topic, aiming to begin a new lesson (Scrivener, 2011). This method is used to encourage students to respond to questions posed by the teacher to demonstrate structure, function and vocabulary items that have been taught previously.

> CAMBRIDGE PRIMARY ENGLISH 2 LANGUAGE WORKSHEET 4A

Name _____ Date _____

Add adjectives to these nouns to grow each sentence. Draw a picture of your noun phrase.

| A noun phrase does not need a capital letter or full stop if it does not have a verb because it is not a sentence. |

a tiger	

| a monster | |
| | |

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Figure 4: Practice Sheet on Adjective

3.3 Implementation of Wait Time and Turn Taking in Classroom

Learning about classroom management theoretically and practically is an entirely different thing. Normally when we understand or learn something new, it is very easy to understand. However, this understanding ability is different for every student. In the classroom, I have experienced that many students were not interacting to the class because they could not catch the pace of learning that other students were doing. Besides, they were not well-known for their actual student role, such as when to respond and when not to do it. Besides, some students were very attentive, and they tried to respond to every single opportunity that they could even make. The challenge for me was to how I can balance these things. According to (Ingram & Elliott, 2015) wait time and turn taking are two essential concepts of creating interactive classrooms. However, what I have experienced is that these concepts are different for students of all classed. It generally works well for college or

university-level students since they are well known about their roles and responsibilities. They know when to wait or when to response but this skill is not available in every student of school level. So, I used the wait time and turn taking concepts in a different way. As a teacher, while nominating students, I never directly nominated a particular student. I asked questions while nominating. For example, I asked questions like, "Who can answer this question? Just raise your hand?" or "Who agrees with this? Which was answered based on 'yes' or 'no'. With the help of these questions, I actually nominated students and asked questions. It also helped me differentiate between students who were responding and who were not responding. As a result, I was able to focus on the students those are less responsive. It also helped the students in both ways. The students who were responding quite well had learned how to wait while others were responding. Besides, the students who were not responding that much, they felt lack of opportunities previously. But as they were getting chances to share their opinion, their response was much more than before. Overall, I have experienced that, if a teacher can find the pattern of his or her students, he or she can create better interactive classroom, and it will also bring more benefit for the students.

3.4 Extracurricular Activities

3.4.1 Field Trip
Extracurricular activities play a vital role in the holistic development of students offering different experiences to the students beyond the regular curriculum. At the school, there was enriching events such as field trip. The primary section visited

Bangladesh military museum and acquired knowledge about the nation's military history and heritage, fostering a sense of patriotism and historical awareness.

Figure 5: Field Trip at The Bangabandhu Military Museum

During the fieldtrip, the students are instructed to take notes and observe the place carefully. After the trip, the students get back to the school and instructed to write their observation in a chart paper.
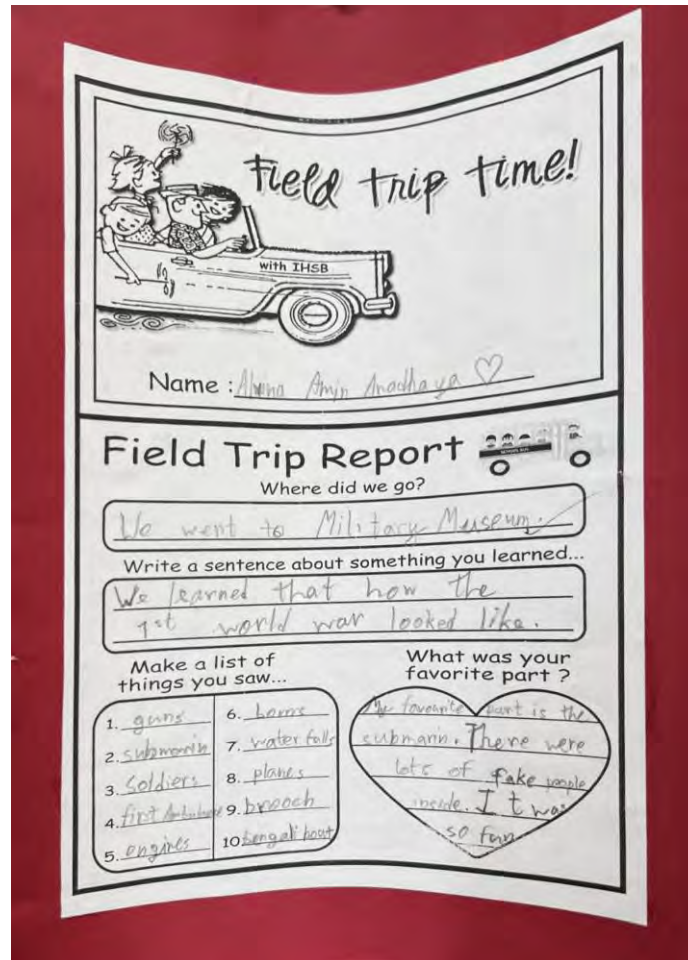
Figure 6: A Student's Report on Field Trip

3.4.2 Brochure and Project

The students get engaged in creative activities such as making project and brochure. The students get necessary instructions from the teacher during the process and students are encouraged to be creative while working on the project and brochure. The project they worked on was based on Pronoun. This type of project helps the students to understand the grammar while also being creative.

Figure 7: Students' Project on Pronoun

The students also made brochure about their favourite holiday destination named "Travel Brochure". Here, the students talked about the place, food and many more.
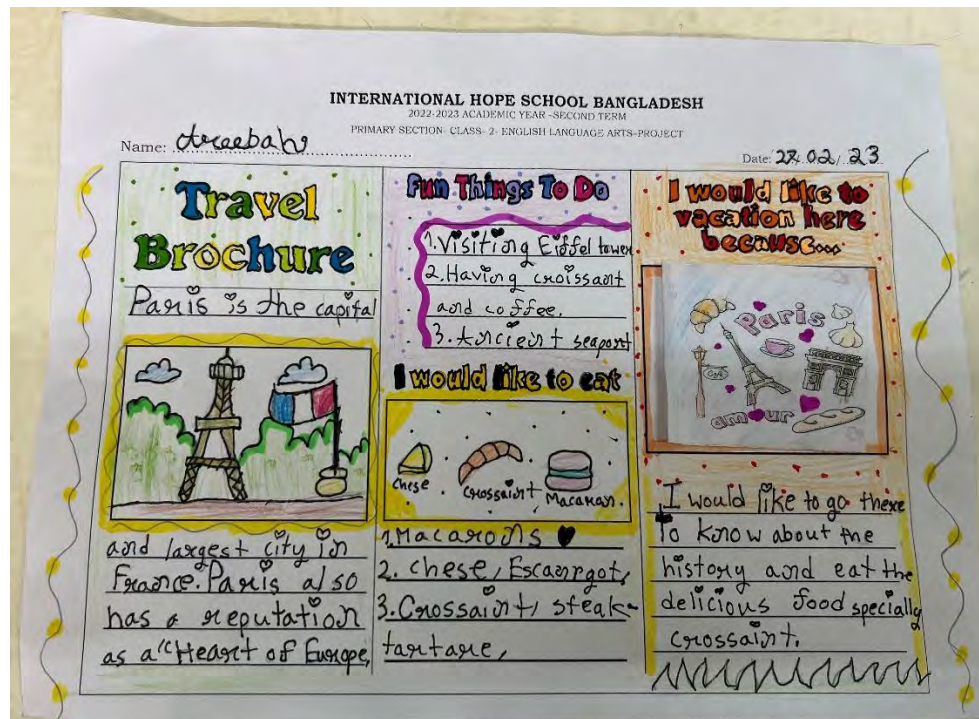

Figure 8: Travel Brochure

3.4.3 Year End Program

The school also organized a year-end program during which students participated in various activities such as drama, dance, singing, anchoring, and many more.

Figure 9: Year End Program

3.5 Challenges Faced During Internship

During my internship experience as a new teacher, I encountered various challenges. Primarily, effectively managing students was a difficult task. At the particular school where I was doing my internship, students were provided playtime after each period. After each playtime, when the student returns to the classroom, I needed to set up discipline or scold students to regain their focus and maintain the classroom environment. Despite the allocated playtime, the students consistently caused difficulties in terms of refocusing their attention.

Secondly, some students were suffering from neurodevelopmental disorders such as Attention Deficit Hyperactivity Disorder (ADHD). Attention deficit hyperactivity disorder (ADHD) is characterised by impulsivity, hyperactivity, and inattention. Up to 5% of primary school-age children have ADHD. These students frequently disobey classroom rules (Thirumoorthy et al., 2019). According to a teacher from class 2, they encountered attention-related challenges, including the ability to sustain focus and remain seated at their

desks for extended periods. In class 2, section blue, the class teacher expressed, "I would say he struggles the most with sitting at his table and focusing on one piece of work." Additionally, the teacher mentioned difficulties in certain subjects like mathematics and literature, although the extent varied among individual students. These difficulties were often discussed in relation to symptoms associated with ADHD. A teacher from another section also had a similar say about a student, stating, "He does not particularly enjoy writing and he's slow, very slow. And I don't know if that's because of attention or if that's something he actually does find difficult to do". As a teacher there, I also experienced a similar situation. I called a specific student named Abrar in the second grade who had ADHD. Abrar would often engage in disruptive behaviors, such as running around the classroom, failing to complete classwork or homework, and discussing unrealistic or inappropriate topics. Controlling and managing students with such disorders was difficult task for me as a new teacher.

Furthermore, as a newly appointed teacher, I encountered challenges in capturing the attention of the students. It became noticeable that the students felt more comfortable and interactive with their previous teacher, making it difficult for me to establish rapport and engage their attention. It took nearly a month for them to acknowledge and accept my presence as their new teacher in the classroom, which hampered the initial progress of the teaching process.

Chapter 4

4.1 Conclusion and Recommendation

Adopting a more balanced, student-centered approach that encourages critical thinking, language development, and active participation is essential to enhancing the effectiveness of

questioning in teaching English to Bangladeshi young learners. During my internship, I observed teachers' questioning patterns in the classroom, and the following recommendations provide a structure for improving and correcting current questioning practices in the classroom.

Firstly, teachers should incorporate a diverse range of question types, using different questions using Bloom's Taxonomy theory to address different levels of cognitive skills. By diversifying the types of questions, teachers can encourage students to think more deeply and use English more creatively.

Secondly, providing adequate wait time after asking a question is essential, as it allows the student to process the question and prepare their responses. According to the Bangladeshi education system, the curriculum is designed in the school in such a way that the teachers may feel pressured to maintain a fast-paced lesson, which leads to rushed questioning while learning lessons and minimum wait time. However, if the syllabus can be designed to focus on the quality of the lesson rather than the quantity, the teachers may be able to pause after asking a question, allowing students to think critically and respond more thoughtfully. This technique not only improves the quality of student answers but also encourages active participation, even from students who may need a little more time to respond in class.

Thirdly, questioning should be used to promote an inclusive and interactive classroom environment. Teachers should encourage all students to participate in classroom discussions by asking questions according to the language proficiency levels of different students. Different questioning techniques, where questions are adjusted to match the abilities of different students, can ensure that every student is engaged and evaluated correctly.

Professional development and training for teachers are also necessary in improving questioning techniques. Along with the textbook exercise, a teacher should come up with creative questions which make the learning process more diverse and exciting. Schools should offer

workshops and seminars to teachers about different and effective questioning techniques and the latest educational practices.

Finally, another way to ask effective questions in the classroom is through continuous reflection and a feedback loop. Teachers should ask students about the effectiveness of their questioning techniques and seek feedback from their students. This can be done through informal surveys, discussions, or reflective journals where students express their thoughts on how questioning has helped them learn. By reflecting on this feedback, teachers can adjust their approaches to teaching their students.

In conclusion, improving and correcting questioning techniques in teaching English to Bangladeshi young learners requires a multifaceted approach that includes diversifying question types, providing adequate wait time, promoting peer questioning, and engaging in continuous reflection. By implementing these recommendations, teachers can create a more dynamic and effective learning environment that supports all students' language development and critical thinking skills.

In conclusion, my internship at International Hope School Bangladesh was an invaluable experience that gave me an appreciation for teaching and transferring the power of knowledge. I am grateful for the guidance from the school and teachers, which helped me furnish myself as a future teacher and had a positive impact on the lives of the learners.

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