Difficulties in Teaching Multilevel Students in an ESP Course

Mehbuba Rahman Tisha

Student ID: 13103006

Department of English and Humanities

April 2017

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66, Mohakhali C/A, Dhaka 1212.

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An Internship Report

Submitted to the Department of English and Humanities

Of

BRAC University

By

Mehbuba Rahman Tisha

Student ID: 13103006

(In partial fulfilment of the requirements for the degree of Bachelor of Arts in English)

April 2017

Dedication

This work is dedicated to my father and my mother, whose unconditional love and support always helped me to continue my study. I also wish to dedicate this work to my husband Shahrior Hassan Khan who always encourages me to work hard and do something meaningful in life.

Acknowledgement

At first, I would like to express my heartfelt gratitude to the Almighty Allah for giving me the strength and the ability to complete the report within the scheduled time. I would like to thank Lubaba Sanjana and Rukhsana Rahim Chowdhury for their precious guidance in all the phases of this report. My special thanks goes to Professor Dr. Firdous Azim, Chairperson, Department of English and Humanities to grant and support me to complete my internship. I would like to thank Professor Dr. ShahidaRafique, Chairperson of Institution of Science and Technology (IST) who allowed me to do internship in her well-known institution. I am deeply thankful to my on spot supervisor Deputy Director of IST, Dr. Md. Yunus Miah for his constant support, help and advice throughout my internship.

I also would like to express my gratitude to all my teachers, particularly, Md. Mahmudul Haque, Shenin Ziauddin, Roohi Huda, Asifa Sultana, NishaAlam, Ms. Mahmuda Akhter, Sabreena Ahmed and Afsan Chowdhury by whom my knowledge has been diversified throughout my graduation period. In addition, I want to thank my parents and my husband for keeping faith on me. Finally, I would like to thank my friends who always have supported me in every aspect of my life.

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Abstract

This internship report is based on experiences from the classes I observed and taught during my internship at Institute of Science and Technology (IST) with the focus on identifying the difficulties in teaching an English for Specific Purposes (ESP) course. The course I conducted during my internship was titled 'English Foundation Course'. The main objective of the course was to enhance students' efficiency in four skills of their L2 (English) - speaking, writing, reading and listening (both for academic and professional purposes) and prepare them for formal oral presentations or job interviews. My students were of Diploma in Engineering Programme. All of them were from Bangla medium background and of varying levels of English language proficiency. During my internship, I tried to identify the difficulties I faced because of being a multilevel class, different medium of instruction, age differences between students and teachers, optional course, and level of motivation of the students. I also devised strategies to solve and overcome such difficult situations.

Chapter 1: Introduction

In order to complete my undergraduate programme I had to do a dissertation of six credits. To do so I had to choose either doing an internship or writing a thesis. To have the experience of teaching students by applying my acquired knowledge of ELT and applied linguistics I chose doing internship.

In my second last semester, I had to choose a school for doing internship. There were two options while choosing an educational institution. One was teaching beginners in an English medium school and the other was teaching the students from the Diploma in Engineering Programme in a private college. I chose the private college, Institute of Science and Technology (IST) where I was offered to intern as an ESP course instructor. I chose the second option instead of the first one because, it seemed more challenging to me. It was challenging because of the opportunity to teach the students who were from such a socio-economic background that did not offer them enough chances to nourish their L2 or English. In addition, as my elder sister was already working there as a senior lecturer of the Honors Programme, I chose to work there.

I was given the freedom and the opportunity to design the syllabus and draw up the materials needed for the course. I did it mostly in my own way rather than following typical scheduled syllabus and guidelines of the college authority.

Institute of Science and Technology (IST) is a prestigious educational institution affiliated with National University of Bangladesh and Bangladesh Technical Education Board. It has both an Honors and a Diploma in Engineering Programme. I worked for the Diploma in Engineering Programme. The duration of my internship was from 1ˢᵗ September to 30ᵗʰNovember. I taught the classes of 'English Foundation Course' and that was offered there for the first time to the students of that department.

I taught English for Specific Purposes (ESP) course of multilevel students. Besides having Bangla medium background, the proficiency level in English of my students was lower intermediate. Through the experience, I learned how to apply different techniques to overcome obstacles. I faced several challenging situations at the beginning of the semester for some of the students while taking class, setting classroom activities, selecting lesson topics and setting questions for exams. I learned how to get students attention with interactive and friendly behavior. In addition, I learned how to manage and motivate students to increase efficiency in their L2 or English. I also learned how to manage students to attend classes and exams regularly from my supervisor and other teachers of the department. I practically implanted several teaching techniques in classroom with the combination of my theoretical knowledge of ELT and my supervisor and other teachers' advices.

In my internship report, I will focus on the difficulties I faced while teaching multilevel students in an ESP course, for example- being the class multilevel, different medium of instruction, age difference between students and teacher, being an optional course, and level of motivation of the students. The possible solutions I offered to overcome those and the result of the solution offered are also focused in this report.

Chapter 2: Literature Review

Literature provides the opportunity to gather relevant knowledge and information. Therefore, this chapter will discuss the theoretical overview on multilevel classroom, ESP, ESP course design, material design, syllabus design, CLT, TBL, language transfer, motivation and teaching language skills etc. The most relevant studies are collected from different reliable sources. I sincerely have tried to make logical connection between the existing literature and the way this paper approaches.

2.1 A Multilevel Class

McKay and Tom (2003) have underlined all the second language classes 'multilevel' because of different 'language skills' of the students (pp. 20-21). They have argued, in multilevel language class, 'some students read and write better than their classmates'. In contrast, some are proficient at 'speaking or listening'. Moreover, some students know 'grammar rules' very well but 'are unable to speak' (Mckay & Tom, 2003, pp.20-21). In addition, Valentic has argued that, students are different from one other in terms of "language proficiency, in their attitude toward language, in learning styles, motivation, interests, backgrounds, personalities and abilities" (2005, p.1).

2.2 English for Specific Purposes (ESP)

From the early 1960's English for specific purposes (ESP) has grown and now it has become one of the most prominent areas and a significant part of English Language Teaching (ELT).Hutchison and Waters have stated, "the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study" (2010,p.08). Moreover, Varnosfardani (2009) has underlined, "learning English for a given purpose, with the specific aims of getting to know specialized vocabulary" is ESP (as cited

in Bonaidi, Ghojazadeh &Rahmatvand, 2013, p. 48). He has further added, it deals with, "increasing one's knowledge about the subject matter by reading in English". Moreover, it also prepares students "to use the language in the prospective profession or study area by becoming prepared for some common situations such as carrying out higher level studies, for an interview or conducting professional communication" (Bonaidi, Ghojazadeh &Rahmatvand, 2013, p. 48).

2.3ESP Course Design

Hutchison and Waters have viewed course design as 'process' by which 'the raw data' of language learning will be understood to produce an incorporated cycle of 'teaching-learning experiences'. Furthermore, the 'ultimate aim' of such experience is to direct the learners to a 'particular state of knowledge' (2005, p.65). Hence, Anthony emphasized on being 'teacher as student'. He has highlighted, "the 'teacher as student' must explain to students the rational behind materials selection leading to an even deeper understanding of the target language and field in general" (Anthony, 2007, p. 06).

2.4 Materials Design

Materials will be considered as 'Good materials' when those will assure a 'clear and coherent unit structure'. Moreover, those will "guide teacher and learner through various activities in such a way as to maximize the chances of learning" (Hutchison and Waters, 2005,pp. 107-108). Therefore, Trimble (1985) has introduced 'four types' of materials and those are 'genuine, adapted, synthesised' as well as 'created materials' (Sultana, 2013, p.02).

2.5The Syllabus and ESP Syllabus Design

Hutchison and Waters (2005) have mentioned, "A syllabus is a document which says what will (or at least what should) be learnt" (p. 80). Tahir's research says, "Acquired skills in real life communication are considered to be vital parts of ESP syllabus" (2015, p.21).

2.5.1 The Teacher Syllabus:

In this stage, a teacher can interpret and 'influence the clarity, intensity and frequency of any item'. As a result, it 'affect the image' what the learners 'receive' (Hutchison & Waters, 2005, p.82).

2.5.2   The Classroom Syllabus:

Breen (1984) has mentioned, a classroom 'generates its own syllabus'. He has also argued that, the 'interactive environment' of a classroom influences "the nature both what is taught and what is learnt" (Hutchison &Waters, 2005, p. 82).

2.6   Communicative Language Teaching (CLT)

Richards and Rodgers (2001) have argued, CLT approach stands for "a divers set of principles that reflect a communicative view of language and language learning" (McDonough, Shaw & Masuhara, 2013, pp.22-23). Harmer has mentioned activities of CLT lead learners to learn things by 'real or realistic communication'. In such situation, 'performing' the 'communicative tasks' successfully is more are more significant than the 'accuracy' of the language they use to perform the tasks.(2007, pp.69-71). CLT according to Harmer (2001)is considered as an 'umbrella term' as it "focuses on communicative competence, linguistic competence, accuracy and fluency, contexts and so on" (Rahman, 2015. p. 93).

2.7 Task- based Learning (TBL)

Skehan (1998) has highlighted, "TBL attempts to engage learners in the interactive context to fulfill the task, where learners' language system will be developed through the process of performing the task" (as cited in Yuan, 2016, pp. 392-398). Willis (1996) has introduced 'three basic stages' of TBL, 'the Pre- task', 'the Task cycle' and 'the Language focus' (as cited in Harmer, 2001, pp. 71-74). She has also highlighted, in the Pre-task stage, teacher introduces the

'topic' to the class as well as 'may highlight useful words and phrases, helping students to understand the task instruction'. Students complete 'the task in pairs or small groups' in the task cycle stage. Moreover, 'the teacher monitors' their performances 'from a distance' during that time. She added, in the Language focus stage, "the students examine and discuss specific features of any listening or reading text which they have looked at for the task and/or the teacher may conduct some form of practice of specific language features which the task has provoked" (Harmer, 2007, pp.71-74).

2.8 Teacher-Student Expectation

In a language class, it is obvious that, teacher has expectation to his/her students as well as students have expectation to their teacher too. Korvetz (1999) has stated, "Successful learning depends on a combination of student abilities together with high teacher expectations and teacher respect for students" (as cited in Ketsman, 2012, pp.4-5). Teacher's expectations can also be a significant effect on students' learning and performance. In addition, "Teachers can develop a positive classroom climate if they avoid forming differential expectations for students based on qualities such as gender, ethnicity, or parents' background" (Schunk, Pintrich &Meece, 2008, p.322). Therefore, learners of a language class may have expectations regarding the way classes should be 'organized and taught' (Mckay & Tom, 2003, p. 03).

2.9Motivation

Brown (2007) has viewed motivation as a 'state of cognitive arousal' that provokes a 'decision to act', a result of which there is 'sustained intellectual and/ or physical effort' so that person can achieve some 'previously set goal' (Harmer, 2007,pp. 98-104). Motivation can be of two types, one is 'intrinsic motivation and another is 'extrinsic motivation'. Extrinsic motivation

refers to 'the result of outside factors' and Intrinsic motivation 'comes from within the individual' (Harmer, 2007, pp.98-104).

2.10Language Transfer

Mingornce (2010) has suggested several ways of language transfer which are, 'linguistic interference, cross meaning or L1 interference' (p. 01). He has also mentioned learner's 'native language' influences 'second language' while teaching and learning in 'second language'. This influence is also considered as language 'transfer'. In addition, he has also argued, "When the linguistic interference results in correct language production, it is called positive transfer". He has farther added, 'negative transfer' happens when learners second language 'induces to error' (Mingorance, 2010, p. 01). Sometimes it is not essential interfere the word or phrase of L1 in L2; it can also be 'Phonological' interference too. Archavadze has described this interference as, 'stress, rhyme, intonation and sounds' those originate from 'the first language influencing the second' (n.d., p. 03).

2.11 Socio Economic Factor

Social status and economic condition influences human nature, most importantly the language in use. Kormos and Kiddle (2013) have noticed significant role of 'socio- economic context' in terms of 'goal setting, attitude formation'. They have also highlighted, it influences 'students' self-efficacy beliefs and the effort and persistence'. For instance, they continue their 'learning tasks' through these. (p.09). Ausubel (1968) sees parents from 'lower- class' families less encouraging than their children's aspirations. The reason has he found behind this is, they do not give the 'same weight to education that middle- class parents do' (Gayton, 2010, p. 18). Oyserman and Fryberg (2006) have referred the field of 'educational psychology' that showed that "students from disadvantaged social backgrounds often do not develop strong views of their

possible selves in terms of academic achievement" (Kormos & Kiddle, 2013, p.07). They have 'guessed' a reason behind is, 'the lack of role models' and that is possibly because of the confliction of 'selves with their social identity' (Kormos & Kiddle, 2013, p.07).

2.12 Teaching Language Skills

Harmer has suggested teachers to conduct a language class in the basis of 'four skills' of the language that learners 'use' and those are, 'reading', 'writing', 'speaking' as well as 'listening' (2007, p.265). Nunan has also introduced the 'four skills' of language in ELT. He has mentioned, "Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive" (2003, p.48).

Chapter 3: Implementation

To complete dissertation, I decided to do internship in order to apply my acquired knowledge inreal life and get the experience of teaching. I chose a private college named Institute of Science and Technology (IST), is a prestigious educational institution affiliated with National University of Bangladesh and Bangladesh Technical Education Board. It is located in Dhanmondi, Dhaka 1209, Bangladesh. IST was established in 1993.

I did my internship in IST from 1st September to 30th November, 2016 under the supervision of Deputy Director of IST, Dr. Md. Yunus Miah. The institution offers two types of programmes for students, the Honors Programme and Diploma in Engineering Programme. The authority appointed me as the instructor of the ESP course named 'English Foundation Course' and my students were from Diploma in Engineering Programme. It is important to mention that the course I was appointed for was offered in the college for the first time.

The objective behind my internship was to implement the ELT knowledge and language teaching theories that I received as student of ELT and applied linguistics and see how these theories worked in the real classroom setting. In this section, I will focus on my teaching experience where I tried to implement some of the theories and techniques that I learned in my ELT courses.

After joining there, my supervisor Dr. Yunus Miah provided me detail information of the academic system and class procedure of the college. He also informed, the objective behind offering the ESP course was to enhance students' proficiency in English language skills and them for future professional life. He also helped me with advices on teaching the course, and designing syllabus and materials.

I observed the classes of first, third and sixth semester in first two weeks of my internship. Then, my supervisor asked me to prepare a semester long course outline or syllabus that should cover four skills of their L2 (English) - speaking, writing, reading and listening (both for academic and professional purposes) and the aspects of an ESP course, for example-oral presentations or job interviews. The course aimed to fulfill the most of the requirements of an English for Specific Purposes (ESP) course. However, I prepared a course outline according to the direction of my supervisor. The facts I noticed during first two week's observation were also in consideration while designing the syllabus, for example- students' language proficiency in English, socio-economic background or attitude towards teachers etc. I started conducting classes by third week. There were thirty students in my class mostly from fifth, sixth and eighth semesters. The time allocation for each class was one hour long.

My students were from Bangla medium background and of varying levels of English language proficiency. In spite of applying several ELT theories and techniques to make the classes interesting as well as communicative, I had to face difficulties while teaching mostly in beginning of the semester for some of my students who failed to cope with the course. During my internship, I tried to identify the difficulties I faced for being a multilevel class, different medium of instruction, age difference between students and teacher, being an optional course, and level of motivation of the students. In addition, I devised strategies to solve and overcome the difficult situations. These are focused in the paper in terms of the classes I taught on productive skills and receptive skills.

3.1 Multilevel Class

The class that I taught was multilevel. Some students were comfortable in speaking, but some were not, for example- in the first class, which was ice breaker class, I asked my students

to introduce their elbow partners in front of their peers and almost fifteen of them were very much interested to do the task. I also noticed throughout the semester that some of them were good in grammar but some were not. Again, some of them were good in free hand writing. It refers to a mixed ability students' class where, some students were 'quick' and others were slow. Some liked 'working with friends' but others were 'happier working alone' (Billah, 2015, p. 147). Though I taught the classes with examples, interesting materials and detail explanations, I faced several difficulties due to some of the students who failed to cope with the course in the beginning. The difficulties are explained below in terms of the classes on productive and receptive skills along with possible solutions I made and the result of the offered solutions.

3.1.1 Classes on Productive Skills

Since it was a multilevel class, I had to face several difficulties to teach the classes on productive skills or writing and speaking skills. First, ESP syllabus and materials were designed by keeping the fact of 'teacher as student' in mind, still some of them could not cope with the course in the beginning. As a result, on the second week of starting the classes I had to edit their syllabus or materials, so that all the students could understand the lessons. Second, I had to change topics for their oral presentations to make them perform. Third, setting questions for the written exam seemed challenging to me because of the students who were unwilling and weak in writing, for example- grammatical errors, weak vocabulary, excessive spelling mistakes etc. Last but not the least, for students' different levels of language proficiency, it was challenging to cope with the situation, for example- I could not give the tasks that I planned.

In one class on writing skills, I taught writing application for academic purpose. After completing my lecture, I provided topics to the class and asked them to write an application on those topics, for example- application for early leave, establishing computer lab or debating club

etc. The class was divided in groups (4/5 members in each group). I discovered that one group was unable to complete the task. The reason behind was, these students were used to the rote memorization method rather than free writing and when asked to discuss a given topic and write the application in their own words, they could not do so independently.

To solve the problem I helped them by citing more real life examples, for example- asking to imagine 'a boy Arif was sick for two days and missed classes of his college. He had to write an application to the chairperson for leave of absence to grant fine'. Later, they were able to complete their writing task on their own. Similarly, in the class on writing cover letter for job purpose, some students were facing difficulties while writing though they were taught with enough examples, for example- 'applying for a post after reading announcement in a newspaper'. But after I gave a detailed explanation with more examples, they were able to complete the task.

However, to overcome the challenging situations I devised several solutions so that I may continue the course successfully. First, as 'teacher syllabus' says, teacher can interpret syllabus to fulfill students' need, I added some topics in the syllabus of the course, for example- first, there was only 'Compare and Contrast Essay' in the syllabus, later I added 'Argumentative Essay' for their improvement in free-hand writing. Second, I started to apply Task- based learning approach more in every class to give them clear ideas. I also wanted to make them busy with completing tasks, so that they could learn and use English in a practical way. Third, they were advised to practice free handwriting outside of classroom to enhance their efficiency writing independently. Last but not the least, they were advised to read dictionaries and newspapers to enrich knowledge on vocabulary and proper sentence formation.

3.1.2 Classes on Receptive Skills

Both reading and listening skills are very important components of an ESP syllabus. In the classes on receptive skills, I had to go through several challenges mostly in beginning classes for being a multilevel class. Firstly, some of the students did not want to complete reading tasks, as they were uninterested in reading texts. In addition, some of them did not match themselves with the listening tasks; as a result I had to repeatedly pause playing audio clips to make them understand. They also did not do take home exercises or practice on receptive skills, as they were not interested to listen to a foreign language. These negative responses from students were quite challenging for me.

An example from a class on reading skill will make my point clearer. In that class, I taught reading techniques. First, after showing some related examples, I asked them to complete a small task, for example- feeling blanks with specific information from an essay. Then, I introduced terms related to reading techniques, for example- scanning, skimming, annotation and contextual meaning. I found that those were completely unfamiliar and new to them. Moreover, they were not able to understand the definitions. Then, I used simpler and easier sentences to explain and literal meaning of those terms. They individually were asked related questions so that they may erase their misconceptions and confusions. After that, they were asked to make groups to do task on annotation and contextual meanings. Most of them did the job efficiently. However, two groups were still sitting with blank faces. Going closer to them, I found, they were facing difficulty to write their ideas, for example- they could not understand the gist of a specific paragraph from the given comprehension. Therefore, they could not annotate the paragraph and the contextual meanings of specific words. To me, the lack of interest in reading was the reason, because I provided enough examples along with detail explanations of those techniques.

However, I helped them to complete their task by explaining again the terms with examples. They then did annotation and guess contextual meanings of specific words from the text after my effort, for example-

Fourth, stuck in the **confinement** of their homes with the TV on, children develop optical problems and gain **excessive** weight resulting in diabetes and heart problems in their early stages of life.

Guess the contextual meanings of the words:

a. **Confinement**:   b. **Excessive**:

As some of my students were uncomfortable and uninterested in the classes on receptive skills, I had to make possible solutions to assure a balanced learning environment to let them cope with the course. On the other hand, it was also my duty to complete the syllabus and use materials according to the demand of the course. However, I made possible solutions to solve the problems. First, I prepared my class lectures in such a way that will be understandable by all the students, like- using easier sentences, providing more examples etc. Next, as my students were mixed ability students, I gave them the tasks those were neither too hard nor too easy, so that everyone may understand and complete the tasks. Then, I also made the classes more interesting to make them feel interested in classes, for example- playing more videos or giving tasks in pair or group etc. , I edited course materials, for example- added the texts those are related to their socio-cultural environment or Bangladeshi context. Moreover, I increased the number of tasks for them both inside and outside of class. Furthermore, they were advised to read English newspapers and storybooks "Oliver Twist" or "The Merchant of Venice" for example. Last, they

were asked to bring at least three headlines of English newspaper every day that, they had to present and explain individually (whom I asked) in front of class. Through this, they will be able to sharp their reading skill.

3.1.3 Result of the Solutions Offered

Keeping in mind that my students were mixed ability students, I tried to make my classes interesting and communicative. In addition, the materials (adapted from authentic sources) were understandable and interesting for them. After applying several strategies to help my students, I noticed remarkable improvement in most of them. Most of them were able to catch my style of teaching and cope with the course within a few weeks. They started to understand the materials and tasks. Most of my students started to perform well in class.

3.2 Medium of Instruction

The course I taught during my internship was delivered in English. My students were from Bangla medium background and used to having English courses explained in Bangla in the classes of other courses. Moreover, their proficiency level of English was lower intermediate. As a result, I had to face several challenges in making them understand my ideas. The difficulties I faced in class due to medium of my instructions are elaborated below in terms of the classes on productive and receptive skills along with devised solutions and the consequences.

3.2.1 Classes on Productive Skills

In case of productive skills, I identified several problem areas due to my medium of instruction. Most of the students did not understand my lectures in the beginning classes. There was not even any sign of interest on their faces. As a result, I had to take shelter of 'code switching'. I had to translate parts of my lectures in Bangla. When I asked to complete writing tasks, some of the students could not write independently. I also noticed that some students were

able to speak with fluency, but not with accuracy and were heavily reliant on language transfer

technique. I solved this difficulty by integrating code-switching and language transfer in my

delivery. As a teacher of English I must admit, this did not motivate or inspire me.

I experienced a challenging and disappointing situation in a class on speaking skill. In

that class on speaking skill, students were supposed to do their first PowerPoint presentation (in

groups) on the topic 'Introduce Home Division'. Among four groups, only one group was well

prepared with PowerPoint slides and group members. Two members of two groups were present

but not prepared. One group was absent. However, I took the presentation of the prepared group

and allowed rest two to prepare their speeches in class and attend presentation with whatever

they could say. I could not but had to use harsh words to make them realize their faults. Finally,

one class was extended for that presentation. I noticed some of them had problems in subject

verb agreement, for example- 'I am say…' or 'Now say something…' etc. Some were delivering

memorized speeches without understanding or some had grammatical proficiency but lack of

proper wording. I noticed L1 interference in their speeches, for example- extreme influence of

intonation or sounds from Bangla. I thought the group who skipped presentation for their fair in

English. I was wrong. They came with a written assignment. They said, they did not understand

my instruction last class and they predicted that I gave them a written assignment.

To overcome difficult situations I followed possible solutions in order to make rest of the

classes successful. First, I applied Communicative Language Approach (CLT) approach more in

every class to make them more interactive, for example- I asked them to use English while

talking to me even uttering only one word, phrase or verb in English to express opinion. Then, I

advised them to practice speaking in English outside of classroom rather only inside classroom.

Moreover, I asked them to watch English channels or movies to be fluent and accurate in

conversation. In addition, I asked them to come to me in consultation hours and practice English conversation at least for 5 minutes and for that, they could earn extra 5 marks. However, I devised those strategies not only to reduce my obstacles, but also assure a well-tuned language proficiency of the students in the class.

3.2.2 Classes on Receptive Skills

In the beginning classes, medium of instruction became challenging in the classes on receptive skills. First, because of my medium of instruction, some of my students were not cooperating in classes as being unable to understand my class lectures. Then, some of them started losing interest in class, as most of them could not catch up my ideas though I used easier vocabularies. Hence, I could not use related materials, which were needed for them and the course, for example- whenever I used to play videos, some of them could not understand the content as those were in English.

The second class on speaking skill of my internship will be appropriate to portray the situation. In that class, first, I provided them some tips for a good oral presentation, for example- dress formal, start with greetings, do not use informal language or slangs and use simple sentences etc. Then I helped them to be prepared for their first oral presentation of next class. I planned an easier topic for them as that was their first oral presentation. I asked them to prepare a 'News Presentation'. The task was role-play focused as it is an effective way to enhance students' English speaking ability. I, however, showed them videos to have better idea, for example, a sample news presentation from BBC news. I provided topics like- 'Effects of social media on students' or 'Dhaka International Trade Fair'. I also helped them to decide the roles they would play, for example- news presenter, victim, witness etc. In spite of trying the best to

make the concept clear by providing example, some of them were still failed as my instruction was in English. As a result, I had to explain most of the parts of lecture in Bangla.

Medium of instruction became almost a barrier between some of my students and me in the beginning of the semester. Several strategies I adapted to solve the problems to assure a good learning environment. First, I started to use easier sentences along with easier vocabularies in my lectures. Second, I started to increase using English and decreased translating lectures from English to Bangla. Third, I made my lectures more communicative, for example-they were asked to add related examples or opinions in my lectures. In addition, I intentionally made mistakes in my lectures like- wrong pronunciation or sentence formation and asked them to identify my errors. Therefore, they could be interactive, participative and efficient in English as well.

3.2.3 Result of the Solutions Offered

To me it is obvious that students have expectations towards teacher to have an understandable class and good learning environment. Similarly, a teacher has expectations towards students that they would response in class by understanding ideas and actively participate in classroom activities. Similarly according to my observation I would like to say that, my students also expected an understandable class from me. In contrast, I expected that, they will catch up my class lectures as I used easier sentences. However, the result was negative in case of some of my students, as they failed to catch the instructions and lessons in one hand. I started to lose my confidence in teaching on the other hand. However, the initiatives I took helped me to let them understand my class lectures, for example- using easier English and code switching, translating speeches, applying CLT approach etc. In addition, I noticed that, they started to

understand my instructions and ideas after just three weeks of the semester. Later, when I started

to deliver my lectures completely in English, I found them they were able to understand those.

3.3 Age Difference between Students and Teacher

To me in Bangladeshi socio-cultural context, students are used to being attentive in the

classes of the teachers with whom they have a bigger difference of age or who are senior enough

from them in age. As a result, when they do the classes of the teachers who are closer to their age

level, they start to ignore their direction and instructions. I had to face such a situation during my

internship. As I was close to my students' age, some of them used to be less attentive to me and

my course in the beginning classes. Sometimes they wanted to establish their decision in class,

like- postponing presentation or exams. The difficulties I faced because of age difference

between me and my student is discussed here in terms of the classes on productive and receptive

skills along with offered solutions and consequences.

3.3.1 Classes on Productive Skills

Because of being closer to students' age, some situations seemed quite challenging to me

in the beginning classes. Firstly, some of my students did not listen to my instructions, though I

tried to control them both in friendly as well as firm manner. Secondly, sometimes they did not

bring assignments though there was 10% mark on assignment. Thirdly, they sometimes tried to

skip oral presentations, even if they knew they would not be allowed. Even, when I asked them

to sit for exams some of the students used to argue with me and asked for the cancellation.

I gave a great effort to make my classes interesting by friendly behavior and allocating

interesting classroom activities, but some of my students hardly were cooperative in the

beginning. However, in a class on writing skill, my students were supposed to bring a paragraph

along with a word map. Only ten students brought the complete assignment and seven students

came with only the word map. They made several excuses when I asked them for them for submission. Then, I got firm with them and told them that whoever failed to submit the assignment would lose two marks in their final written exam. They were further warned that the course would not be continued if such behavior was repeated.

To overcome the difficulties and make the students attentive for rest of the classes, I made several solutions. To begin with, I made such a seating arrangement that assured a good learning atmosphere in class, for example- I used to apply horse shoe seating arrangement to take care of each student clearly. Then, task based teaching approach (TBL)was applied more in classes, so that they could learn through tasks with creativity rather memorization, for example- writing assignments or speaking tasks both inside and outside of classroom. Later, I used the materials those were interesting to them, for example- PowerPoint slides, related images, playing videos etc. Furthermore, I provided such examples and tasks those contents connected to real life, due to make them think more creatively, for example- news presentation on 'Students' suffering due to traffic jam' or 'Positive sides of BPL. All these strategies were applied so that, they could find not only interest in learning English, but start to obey me and my instruction also.

3.3.2 Classes on Receptive Skills

In classes on receptive skills, I found some of my students less participative in beginning classes due to being myself close to their age. First, attendances on those classes were less. Next, many of the students came 10-20 minutes late in classes. Then, most of them did not do the class seriously and attentively, for example- not participating in classroom activities. Moreover, when I asked questions related to their lessons, some of them did not answer. Furthermore, when video clips were played few of them started to laugh or some started to talk among themselves. Such

inattentiveness and ignorance of some students became a hindrance in the proper continuation of classes.

On the fifth week in a class on reading skill, they were supposed to attend a class test on reading skill. When I entered the classroom, I found the class empty. I immediately informed my supervisor. He called some students over phone to see him. Five to six students came and said that they were prepared for the exam. They also claimed, they thought exam was cancelled seeing the class empty that is why they did not enter into the class. Then my supervisor advised me not to take the exam that day. He also assured that, he would make them sit for the exam on the next day. The next day, they however attended the exam.

To make my students obey my instructions I applied several techniques. Firstly, besides being friendly, I started to be strict to make them attentive in class, for example- checking class notes to see whether they write down my lectures or not. Secondly, I played the role of a 'prompter' in order to bring the class in order and make students attentive in class. To do so Ipunished them sometimes if needed, for example- if someone made noise while playing any video or audio clip in class, I used to punish by asking to stand for 5 minutes. These initiatives were adapted by me to make classes successful and to make the students attentive.

3.3.3 Result of the Solutions Offered

Several solutions were made when I realized some of my students were ignoring me due to being myself closer to their age. After applying certain strategies, I noticed, most of them were paying attention in my class. It was being reflected through their performances that, classes became interesting and understandable to those inattentive students by the second month of the semester though I was closer to their age. Though they were irregular in classes in the beginning, by the mid of the semester the scenario was just the opposite. Hence, they started to follow my

instructions inside and outside of the classroom, for example- they started to practice English conversation with peers and bring headlines of English newspaper. Their improvement was also being noticed in most of their performances both in speaking performances as well as in written exams. In addition, many of them improved in the use of vocabulary and perfect sentence formation. Such improvement gave me confidence and made my job more pleasurable.

3.4 Optional Course

The course I taught was not a mandatory course for the students. It was not included in their board syllabus. In addition, full grade of the course would not be added in their result of board final exam. However, only10% will be added with the final board exam grade depending on their result in my course. As a result, their seriousness or attentiveness towards the course was not like other mandatory courses. Therefore, I faced difficulties to attract them towards the course. The difficulties due to being my course optional for some of the students are discussed below in terms of productive and receptive skills along with devised solutions and result.

3.4.1 Classes on Productive Skills

In the classes on productive skills, I went through several unexpected situations while teaching. First, when they were asked to do writing tasks, some of them kept saying that, they do not need those kinds of writing in their board final exam. Next, they were not serious in oral presentation or speaking tasks, in the classes on speaking skill, because the course was optional. Again, some the students skipped the tasks and presentations almost regularly. This kind of inattentiveness was a great hindrance in not only my flow and motivation of teaching, but also a good teaching- learning environment in class. Moreover, imbalanced attendance was a great obstacle to complete the syllabus, like- if one group of students attended one class on writing skill one day, another group attended in the next class on writing skill; as a result I had to repeat

previous discussion in the next classes. Beginning classes became disorganized due to some students' irregularity and inattentiveness.

In a class on reading skill, I showed them a video on 'Water Cycle' and asked them to answer on simple MCQs on the video. Some words were shown then, like- Finally, Moreover, however etc. They were asked to tell the name of those words and some them were able to say. Then, I introduced them with 'transitional signals'. I found them familiar with such words but unable to connect with writing skill. Then, I taught them transitional signals in detail with enough examples and the synonymous words like- linkers, linking words, connectors etc. To clear their confusions I provided a list of linkers those help to maintain coherence in ideas. I asked in person to identify transitional signals from a particular paragraph. Finally, I provided topics those are related with 'water cycle', for example- the role of sun/ plants/ soil in water cycle and environment. Then, I asked them to write a paragraph using linkers maintain the same format the paragraph I showed, for example-

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Trace Sentence Linkers

Clouds play very significant role in water cycle from the process of condensation to precipitation. **In fact**, they follow a consequent process. First, they form as clouds by the process of condensation when water droplets come together by cooling down. Then, they fall back to the ground as rain or hail as they get heavy. Similarly, they play a vital role in the environment by providing shades in a sunny day. Moreover, they provide drinking water in the form of rain. Finally, clouds makes natural view eye catchy.

While doing the writing task, some of them showed unwillingness. When they were asked to show reason behind doing so, they claimed, those were not needed for their board exams. However, I had to make them complete the task forcefully that day. They were also alarmed that their admit cards of board final exam would be cancelled by complaining to chairperson.

To overcome the unwanted situations and make students serious in the course certain initiatives were taken. Firstly, I emphasized on making classes more interesting to attract students towards the course, for example- showing interesting and enjoyable video clips with background music. Second, I provided more 'role-play' based tasks to improve their real life communication skill in English, for example- they had to do 'interview' or 'news presentation' in class where they had to play individual roles, like- 'interviewer and interviewee' or 'news presenter, victim, witness' etc. I also allowed them to perform extracurricular activities in class in order to encourage them to attend classes or feel interested to do tasks, for example- singing song, reciting poems, showing ramp walk etc. However, to make them attentive in class sometimes I had to request them politely and had to be strict sometimes.

3.4.2 Classes on Receptive Skills

As being an optional course, most of the time some of the students were inattentive in classes on receptive skills most of the time. They emphasized on their mandatory courses rather ESP course. In addition, they had English in their board syllabus only for the first one year of Diploma programme. As a result, they did not feel the importance to study and practice English anymore after attending their first year board final exam. On the other hand, the type of English course they did in first year was in fact writing skill centered rather rest three skills. Therefore, I

noticed some of the students did not take the course seriously. They showed unwillingness and inattentiveness in the classes on receptive skills and that was a great challenge to me as a teacher.

In a class on reading skill, my students were about to sit for a class test. They were about to answer specific question on a comprehension by applying 'scanning and skimming techniques'. When I went to distribute question papers they started saying that, they were not prepared and had pressure of other courses. Then I said, "Do not you think you need to give the same importance to this course? This exam also carries marks!" They replied that, it was not compulsory for them, full grade of the course would not be added to their final grade and the course was not included to their board syllabus etc. I realized that they counted it less important and emphasized on their compulsory courses for a good grade especially in board final exam. Then I convinced them saying that preparation was not necessary for that exam on reading skill as there were no theory-based topic rather applying some techniques from class discussion. I also encouraged them by saying that, as reading techniques are applicable for all courses. In addition, this exam would not waste their time rather enhance their reading skill.

I made several solutions to overcome the difficulties in the classes on receptive skills due to not being the course compulsory. Firstly, I added and omitted the materials to give ease to their learning process, for example- as they had only one class on listening skill, so I increased playing video clips (containing English conversation) in classes on other skills through that their listening skill would be sharpen. Secondly, I provided the text which topics were familiar and interesting in order to make them feel interested, for example- a text on 'Computer is not an essential element of modern life'. Last but not the least, I tried to make them more participative and interactive to feel comfortable in by constantly applying CLT approach rather one-way lecture delivery.

3.4.3 Result of the Solutions Offered

The solutions I made to overcome difficulties as being the course optional brought a positive impact in the situation. First, within mid of the semester I made all most all of them regular in classes. Moreover, almost all of them who used to be less participative, started to participate in class discussion. A few of the students were still stuck in the confusion of optional and mandatory course throughout the semester. However, because of disappointing attendance and class performances of those students, I barred them to attend classes (on 7th week) and sit for semester final exam by the advice of my supervisor.

3.5 Motivation

According to the statement of my students, they had extrinsic motivation in doing my course. They were doing the course for to prepare themselves for their future carrier. However, though they said they were motivated extrinsically, I noticed the level of some of their motivation was too low. They only wanted to get an academic certificate. To me, as most of them were from lower middle class economic background, they were focused on the academic certificate rather acquiring the language. Moreover, their performances in classes said that they did not have enough support from their family regarding study. To me the reason behind the fact was, most of them financially supported their families by doing part time jobs (as they admitted to me), so parents did not give the importance on their academic results. Though, I applied several techniques to motivate my students to learn English, I noticed some of the students' level of motivation was still low. Therefore, the situation became challenging for me. The difficulties I faced because of those students are explained below in terms of the classes on productive and receptive skills along with offered solutions and result.

3.5.1 Classes on Productive Skills

First, some of my students were inattentive in the classes on productive skills as they did not have enough motivation for learning. Next, some of the students did not want to do tasks in class or submit assignments. Moreover, they used to take the exams casually, for example- I found some students writing essays half of the page in a written exam where they supposed to write at least 200 words/ at least two pages. In addition, coming without preparation for presentations was another the fact that made situation challenging to fulfill the goals of the classes.

In a class on writing skill, I taught them how to write topic sentence and thesis statement for a compare and contrast essay with enough examples or samples. Some of the students were not taking part in class discussion. They were not even noting down the class lecture. When I asked them about the matter they started to show vague excuses, for example- "There is no result knowing these/ We do not need this in future/ These are not interesting" etc. Then I said that it would help them in any of their written exam of professional sector in future, for example- written exams before job interview. They then argued if they failed to get a job they would do business. Then, I argued that, "Then why are you studying Engineering rather Business studies?" They replied that they chose Diploma programme to get an academic certificate by less competition and expense to fulfill their parents' demand. Their statement proved that their motivation level was too low (though it was extrinsic). However, I tried to motivate them by saying that they would have to financially support their parents in future. As a result, to get a better job in future they would have to prepare themselves from then.

Masum Billah (2015) stated that, students like the teachers who can 'make the class interesting'. He also added that, when the teacher may able to 'win the heart' of the students,

'they naturally become weak' for she/him. In addition, those students however 'manage to remain in class' (p. 147-151). I also followed the same policy to motivate my students to do the course attentively and learn English. First, I tried to make my classes more interesting. To do so, sometimes I discussed off topics in class with them to make them flexible in class, for example-using social media issues or Bollyood gossips. I also asked them to share their personal life experiences in class, as I wanted to make them communicate in class to enhance their speaking ability. Then, I encouraged them for the course and learn English confidently by giving them sandwich feedback, for example- I used to appreciate them for their efforts then I mentioned their errors and mistakes, finally again I highlighted the positive sides of their performances. Furthermore, I adapted 'analytic rubric' while grading their speaking tasks or presentation so that they may know their strengths and weaknesses, for example- giving feedback in terms of quantity of information, fluency, pronunciation, vocabulary and grammar.

3.5.2 Classes on Receptive Skills

During the classes of receptive skills, I noticed lack of motivation in doing class and completing tasks in some of my students. I noticed, they lacked the interest of paying attention or give efforts in classroom activities. Some of them were irregular in classes on receptive skills instead of productive skills. I gave enough effort to motivate them by applying CLT and TBL approaches but, level of motivation of some them remained still low in class. I faced several challenges in teaching classes and taking exams because, they showed unwillingness to completing tasks in class or submitting assignments and attend exams.

In a class on receptive skills, they were taught doing annotation and citation of a text. When they were asked to complete a task, some of them claimed that they would not do that and wanted to leave the class early. They also said, as being that inapplicable for other courses, they

did not feel any necessity of doing so. However, I showed reasons how it would help them in future for any test, for example- written test for getting job. I also encouraged them by saying, "These would also help you to set question while recruiting employees in your own company". After my advice, they completed the task.

In order to overcome the difficulties, I took multiple initiatives. First, while giving tasks a sample answer was put so that they feel interested to complete the tasks. Second, syllabus was edited according to the class's demand. Elaborately, when I felt the emergence of 'classroom syllabus', I immediately took initiative to change certain topics, added related tasks or materials as the classroom environment demanded. Again, a friendly atmosphere was assured by making class communicative so that they get the motivation of doing class and being attentive in the course.

3.5.3 Result of the Solutions Offered

It was quite difficult for me to motivate students for the subject in only three months, which they were afraid of from primary level of education. However, I had the expectation towards my students that if I gave maximum effort to make them motivated in learning English, I would get a positive response from them. I believe, it was a vice versa in case of my students. They possessed expectation that I would make them learn the language in an easy way. Keeping in mind the fact of teacher- student expectations, I made solutions to overcome the difficult situations. My efforts and several strategies to solve created problems brought a positive outcome. First, those students became participative in class discussions. Second, they stopped to skip classes and became regular. Third, they brought assignments regularly. Fourth, there was remarkable progress in their speaking skill for increased the level of motivation, for example- their pronunciation and grammatical errors were quite improved. Fifth, they started to follow my

instruction while writing any genre, for example- writing essay with topic sentence and thesis statement. Last but not the least, their improvement in English reflected in most of their final written script, for example- many of them answered questions efficiently where grammatical errors were less and my class lectures were reflecting in many of their exam scripts. However, I successfully make most of my students motivated through applying teaching techniques not only be attentive for my course, but also learning English.

Chapter 4: Limitations

During my internship, I could not do survey on students required for an ESP course before I start teaching classes, as my supervisor did not feel it necessary. As a result, I faced challenges to understand my students after start conducting classes in the beginning, for example- I had to edit syllabus and materials. In addition, there was not enough facility of projector and sound system, for example- there was only one room with technological facility, but occupied almost all the time by other courses' classes. Because of the lack of technological facility, I could not let my students exercise enough on listening skill.

Chapter 5: Recommendation

From my experience of internship I would say, students of Diploma in Engineering Programme expect to learn or improve their L2 or English in a multilevel class through having an interesting and understandable class. However, a teacher should accept the reality of teaching a class with mixed ability students and fulfill their expectations. Here are some recommendations through those they can overcome their obstacles.

- Before teaching an ESP course, teacher should do a survey on students to identify their expectations, goal, level of language proficiency or level of motivation etc. in order to plan a good syllabus and assure teaching- learning environment in class.

- If there is lack of facility for listening practice, teacher should cover the practice through the activities or class on other skills. Example- playing videos (containing English conversation or statement) on any topic of any skill may sharpen students' listening skill besides learning class lesson.

- Teacher should apply teaching approaches like- Communicative Language Teaching (CLT) and Task Based learning to make the class interactive and interesting.

- Materials should be clear and flexible those hold the attention of the students. In addition, teacher should carefully ensure all the elements of materials design model: 'input', 'content focus', 'language focus', 'task' (Hutchison & Waters, 2010, p. 108-109).

- Teacher should provide the tasks that are understood by all the students. Tasks should be neither too hard nor too easy.

- Teacher should be friendly and encouraging so that all the students can be motivated in learning L2 or English language.

- In case of the students of lower intermediate language proficiency teacher should deliver lectures using easier vocabularies and simple sentences so that all the students can understand him/her.

- Teacher should select topics for classroom activities those are familiar and interesting to the students. Using technology, for example- projector, should be very much helpful to make the class interesting.

- Teacher should take the mistakes by students positively and give feedback in such a way that students do not feel humiliated.

- Teacher should be ready to change or edit task/ syllabus/ question pattern.

- In our country, teachers do not advise or suggest ways through those the students can improve their L2 or English rather deliver syllabus based lectures. Therefore, teacher should advise students to practice English outside class, read English newspapers or watch English channels to improve their L2 both for productive and receptive skills.

Chapter 6: Conclusion

It is 'natural' that there would be 'different types' of students in a class and teachers 'have to explore some techniques to satisfy the needs of the students' (Billah, 2015, p. 148). To me English is treated as a foreign language in our country. It is nationally the second language (L2) for the citizens of our country. As English is a mandatory subject for all the students from primary education level, students from their childhood (especially from Bangla medium) are somehow afraid of English as being a foreign language. As a result, teacher finds it challenging while teaching in a multilevel class of an ESP course students' proficiency level in English is lower intermediate.

In case of the students of Diploma in Engineering program who do not have any mandatory English language subject after passing first year, it is also quite challenging for a teacher to cope with such a motionless English for specific purposes (ESP) class. In most of the cases students remain shy or frightened to participate in class discussions. They sometimes find teacher's lectures boring or complicated, and remain inattentive in class. In addition, when the students do not co-operate with teacher, teacher gets helpless and sometimes lose interest in teaching.

To me, it was not an easy job to cope with such a multilevel class of ESP course in the first time of my teaching experience. Certain teaching techniques and knowledge of ELT and applied linguistics that I acquired during my undergraduate program helped me a lot to overcome such obstacles, for example- applying CLT and TBL approach or material design helped me to make class interesting and understandable for the students.

It was not possible to completely improve L2 or English of all the students. However, I brought a remarkable improvement in their English of most of the students which would help

them to face any exam or job interview. I also believe that after doing my course they would continue practicing the language for further improvement.

In conclusion, I enjoyed the three months long teaching experience. I have learned to apply several techniques of teaching. I have learned how to manage a class with friendly behavior and motivate students for classroom activities. I also have learned to deal with unwanted challenging situations. I also hope that, this teaching experience will obviously help in future if I establish my career in teaching profession.

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Appendices

Appendix A

Course Outline- English Foundation Course

Day	Lesson	Skill
1.	Ice Breaker &Introduction	
2.	Application Writing (Academic)	Writing
3.	Tips for good presentation & News Report Presentation (Preparation)	Speaking
4.	Application Writing (Professional Purposes)	Writing
5.	News Report Presentation	Speaking
6.	Reading Techniques	Reading
7.	Presentation on 'Introduce Your Home Division' (Preparation)	Speaking
8.	Assignment-1 (Submission) Transitional Signals & Word Mapping	Writing
9.	Presentation	Speaking
10.	Quiz-1 (Application Writing & Reading Techniques) Listening Practice	Listening
11.	Topic Selection of Final Presentation & Preparation	Speaking
12.	Argumentative Essay Writing: Topic sentence +Thesis Statement+ Body Paragraphs	Writing
13.	Assignment- 2 (Submission) Interview Preparation (Role Play)	Speaking
14.	Compare and Contrast Essay	Writing
15.	Interview Presentation (Role Play)	Speaking
16.	Quiz-2 Word Mapping+ Essay Writing	Writing
17.	Final Presentation Preparation	Speaking
18.	Final PowerPoint Presentation	Speaking
19.	Final PowerPoint Presentation	Speaking
20.	Revision Class	

Marks Distribution		**Grade**
Attendance	5	A 90% - 100%
Assignment	5	A- 85%
Class Participation	10	B+ 80%
Presentation	10	
Quiz	10	B 75%
Final Exam		B- 70%
Speaking	20	C 65%
Writing	40	C+ 60%
Total	**100**	C- 55%
		D 50%
		F 49%

Appendix B

Lesson plan of one of the classes on writing skill

Course name: English Foundation Course	Topic: Role of Natural Elements in Water cycle and Environment
Level / class: Lower Intermediate Medium of Education: English	Number of students: 30
Teachers' name: Mehbuba Rahman Tisha	Teaching method(s): Communicative Language Teaching (CLT), Task- based Teaching (TBL)
Materials: Video, Picture, Worksheet (art paper), Written material (list of linkers), Group work.	Teaching tools: Projector, White board, Marker.
Skills/elements: Writing	Class Duration: 1 hour

Learning Goal/Objective:

After finishing this lesson, learners will be able to

1. Identify sentence linkers or connectors
2. Make word map for a particular topic
3. Write consecutive sentences by using sentence linkers with coherence.

Activities:

Activity	Learners' role	Teachers' role	Objective	Estimated time
Warm up activity	• Ss will have a small talk with teacher • Ss will act according to teachers instruction	• T will give instruction to the Ss on a small act • T will ask Ss to guess on the topic • T will give a	To prepare the learners to come up with the ideas regarding the topic	3 minutes

		brief on the topic		
Activity 1.	• Ss will watch a video clip on 'Water Cycle' • Ss will have group discussion and make list regarding their confusion • Ss will ask question to T • Ss will participate in multiple choice question answer session	• T will instruct Ss to make groups and make list of the confusing vocabularies or terms they find in video • T will play the video • T will allocate 2/3 minutes for Ss for group discussion in and ask to come up with questions • T will engage Ss in MCQ session (6 questions)	To enhance learners listening skill, clear confusions regarding different terms and specify the functions of natural elements of 'Water Cycle'.	10 minutes
Activity 2	• Ss will guess the Sentence linkers from example • Ss will identify specific sentence linkers/ connectors by participating individually from a small paragraph	• T will show some words or phrase and ask Ss to guess the grammatical names of those • T will introduce Ss with 'Sentence linkers/ connectors' • T will teach the use of 'Sentence linkers' those are	To make learners' link their ideas with one another and write those in an organized consequent flow.	20 minutes

		used **to add an idea to one already stated and show a sequence of ideas (e g. In fact, First, Then, Similarly, Moreover, Furthermor e)** • T will show an example of creating consequent sentences by using specific Sentence linkers • T will provide a list of Sentence linkers		
Activity 3	• Ss will make groups and have discussion • Ss will draw word map on a specific natural element (Sun, Trees, Soil etc) • Ss will complete writing task • Ss will present their work group wise in front of peers	• T will ask Ss to make groups (3 members in a group) • T will instruct Ss to write 5/ 6 consequent sentences on specific topic (e g. Role of Sun in water cycle and environment) by using Sentence linkers from	• To make Ss write ideas in a meaningfu l and organized way • To motivate Ss participate in speaking task willingly and share ideas with peers	25 minutes (5 minutes= T instruction 20 minutes= Group work and presentation)

		the list that already is provided • T will instruct Ss to organize ideas by using word map • T will show an example of word map • T will announce about reward (one mark extra for each member in final exam) for the group that will complete and present first • T will take Ss' presentation and give feed back		
T will instruct Ss about bringing home task for the next class				2 minutes

Anticipated problems and solution:

1. The students might not want to come up with new ideas.
2. They might not want to share ideas with peers.
3. They might not want to write in class in a group.
4. They might not be speak in front of the class as they have to show word map and read out that they have written.

Solutions of anticipated problems:

1. Showing video clip may help to clear their concept and come up with ideas.
2. The teacher can help students to organize ideas by drawing word map.
3. The teacher can also show the example of the task to grow students' curiosity.
4. The teacher may ask questions or ask students' to share their ideas so that they get the courage of group presentation.

Reference:

URL: https://m.youtube.com/watch?v=9pqh6tlEOhs

Appendix C

Rubric for Speaking Test (Adapted)

	10/9	8	7	6	5-0 (F)
Quantity of Information Communicated	Communicates significantly more information than required to fulfill the task; includes elaboration and detail	Communicates more information than required to fulfill the task.	Communicates adequate information to fulfill the task.	Communicates some information, but amount is less than adequate	Provides almost no information, or there is not enough speech to evaluate.
Fluency	Speech is smooth and flowing. No hesitancy or rephrasing	Speech is smooth for the most part. Occasional hesitancy. Some rephrasing.	Speech is generally hesitant and often choppy.	Speech is extremely hesitant and choppy. Frequent pauses and/or unfinished phrases.	Speech is limited to isolated words or short phrases. No fluency.
Pronunciation	No errors in pronunciation that impede comprehension.	A few errors in pronunciation rarely impede comprehension	Occasional pronunciation errors cause some confusion or misunderstanding	Frequent pronunciation errors cause consistent confusion or misunderstanding	So many pronunciation errors that comprehension is impossible
Vocabulary	Uses a wide range of vocabulary appropriately	Uses a fairly wide range of vocabulary. Most of vocabulary is used appropriately	Uses an adequate range of vocabulary, but sometimes inappropriately	Uses a limited range of vocabulary. Vocabulary is often used inappropriately	Shows no command of vocabulary
Grammar	No or very few grammatical errors	Some grammatical errors; however, errors do not impede comprehension	Several grammatical errors occasionally impede comprehension	Many grammatical errors frequently impede comprehension	Grammatical errors so frequent that comprehension is totally impeded

Appendix D

ENGLISH FOINDATION COURSE

FINAL EXAM 2016

Time: 2 hours   **Total Marks 40**

PART A

1) Each of the following items contains **Two Transitional Signals**. Identify them and write down **Only the Answers** in your answer script.   **Marks 10**

a. Clouds play a significant role in water cycle from the process of condensation to precipitation. In fact, they follow a consequent process. Firstly, they form as clouds by the process of condensation when water droplets come together by cooling down.

b. Consequently, they are learning this with many trial and errors from their childhood. Thus, they get better at turning into others feelings and perspectives.

c. For instance, one computer disk can hold the same amount of information. Moreover, computer can work like a big dictionary.

d. In addition, it is swift and reliable. All in all, the daily lives would have been quite troublesome without internet.

e. In this manner, the zoo authority violates the primary cause of animal rights. Furthermore, it also has been observed that, many animals die because of the avoidance of the zoo authority.

2) Show **FIVE key words in a Word Map** on 'Importance of Mobile Phone in Daily Life'.

Marks 5

PART B

3) You have read a vacancy announcement in Daily Star newspaper for the post of 'Software Engineer' of ABC Company. Now write a cover letter applying for the post.

Marks 10

Or,

You were absent in your educational institution for Two days. Now write an application to your respective teacher to grant your fine for those days.

4) Write an **Argumentative** essay on **'Facebook'**. Take a stand (for/against) and show 3/ 4 reasons to make your argument strong.   **Marks 15**

Or,

Write a **Compare and Contrast** essay on **'Government Service VS Private Job'**.

**** All the Best! ****