Classroom Management: Use of ESL Methods in an Elementary Level Course

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Abstract

This report is based on the experiences of teaching English to the elementary level classes in Motijheel Ideal School (English Version) during the internship. The focus is on the different aspects of classroom management and the challenges faced in implementing the ESL methods and techniques in the classroom. Classroom management has been a primary concern for beginner teachers as well as experienced teachers because the lack of classroom management hampers both students and teachers. Teachers can choose methods or activities they want to use in their lessons but it is very difficult to find a method or approach suitable for all learners. This report focuses on ESL methods like Grammar Translation Method, Communicative Language Teaching, and Total Physical Response; these are the three main methods in language teaching for elementary learners. The essential factor in the selection of methods is the learners' needs and these methods help to reduce disruptive behavior that occurs in the classroom. These three methods work differently for elementary learners as GTM focuses on native language and puts emphasis on reading and writing, CLT focuses on meaningful communication in the class and by using TPR method students learn by doing the things. This report includes some possible suggestions and recommendations for a few problems encountered during the internship.

Chapter 1

Introduction

To accomplish my undergraduate program, I had to do my internship in an academic institution. I got the opportunity to work as an intern teacher in Ideal School & College (English Version). It is one of the best and most renowned schools in Dhaka and is situated in Motijheel. In 2003, English version of this school was established. I was appointed there as an English teacher for standard III.

When I got the permission to take classes, I thought teaching an actual class of elementary level students will be just as simple as the peer teaching that I did in my ELT courses. From the first day, I understood that, only making the students practice grammar by using ESL methods is not adequate, but my responsibility is to manage the classroom by using ESL methods.

My report will be the outcome of the internship work and experience gathered during the time of my teaching at Ideal School and College (English Version). During my internship, I have applied many aspects of teaching which I learned in my ELT courses. However, doing the internship, the first problem I encountered was classroom management. Classroom management is one of the important issues in teaching. As a teacher it was my responsibility to make the class effective by managing the class properly. Classroom management is concerned with ensuring discipline while maintaining a friendly atmosphere in the class. It is a crucial aspect of teaching and encourages successful language learning in ESL class.

At the beginning of my internship, classroom management was a challenging job for me as the number of students was 40. The primary obstacles for a novice teacher are the troubles that

every teacher experiences concerning classroom management. A teacher needs to employ

different techniques for different situation to manage any class properly. When the class size is

large, then classroom management is a challenging factor for a novice teacher. From my

classroom teaching experiences, I noticed that GTM, CLT, and TPR were suitable for teaching

English grammar to the elementary learners. My aim was to apply the ESL methods in an

elementary level class that requires classroom management, especially for a large class.

At the beginning of my teaching, class room management was the most difficult aspect of

teaching for me but by the end of my internship, I managed to overcome this difficulty.

Chapter 2

Literature Review

2.1 Classroom Management:

Classroom management is a broad area to explain. Different authors viewed a variety of perspective on classroom management. According to Scrivener (2012), classroom management is 'the central element' of his/her daily professional experience, where a teacher's classroom management is the way that 's/he manages students' learning by organizing and controlling what happens in his/her classroom…'

- Or the way that a teacher consciously decides not to organize and control.

- Or the way that a teacher delegate or relinquish such control to the learners (p.1).

Classroom management can be defined as "the arrangement of students/groupings, materials, and furniture, and the movement of these over time, moving from one large group lecture to small cooperative groups or lab tables" (Wolfgang, 2009; cited in Borden 2013, p.10).

Managing students and the classroom is the main challenge for a teacher whether s/he is an experienced teacher or a novice teacher. Classroom management is the 'top listed problem' for the teachers, particularly for fresh or new teachers (Durmusceelebi, 2004 cited in Borden, 2013, p.74). For managing the classroom, students need an effective teacher. To support this statement, Marzano (2003) stated that teachers play various roles in a typical classroom, but one of the most vital is that of 'classroom manager' (p.1). He added that 'Good classroom managers are teachers who understand and use specific techniques' (p.11). Students' achievement depends

on the classroom environment and that is why he stated that if a classroom well managed then it can certainly provide 'an environment in which teaching and learning can flourish' (p.1).

A number of teachers consider classroom management as a condition where they have to control a class and students disruptive behavior. Nevertheless, according to Bosch (2006) in his book 'Planning Classroom Management: A Five-Step Process to Creating a Positive Learning Environment' stated classroom management means 'how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen'(p.2). He added that 'for students, classroom management means having some control in how the class operates and understanding clearly the way the teacher and students are to interact with each other. For both teachers and students, classroom management is not a condition but a process' (p.2).

As Bosch (2006) stated that classroom management is a process, now the question is how it is a process. Therefore, he further added that it is a process where teachers can '… follow, learn, and implement in their own classrooms—they understand that they can tailor the process to match their specific skills and needs' (p.3).

Some teachers merge the notion of student discipline and classroom management. As claimed by Julie Sanford, Edmund Emmer and Barbara Clements, (cited in Jones and Jones, 1981) the conception of classroom management is 'broader' than the 'notion of student discipline'. It comprises all the things teachers must do to 'foster student involvement and cooperation in classroom activities and to establish a productive working environment' (p.3).

2.2 The Importance of Classroom Management:

Classroom management is very important to make language teaching and learning successfully. According to Aliakbari & Heidarzadi (2015) 'Classroom management is highly important for understanding and improving educational process' as it offers students an ideal learning environment, and makes both students and teachers feel safer and happier. (p.3).

In a classroom, not only learning happens but also teachers put efforts on students discipline and rules, and sometimes solve students' social and emotional problems. For this reason, classroom management is very crucial for both teachers and students. Naglar (2015) pointed out some critical concerns that a classroom deals with and these are 'discipline, students' motivation, handling students' social and emotional problems, little or no support from the parents, violence, and working with special education or inclusion students' (p.163).

2.3 Aspects of Classroom Management:

A novice teacher does not have a practical experience of teaching or control a class. A survey indicated that '… a major challenge faced by new teachers is their inability to maintain control in the classroom.' (Johnson, 2004 cited in Stronge 2007). A teacher is the one who can decide which aspects of classroom management are needed for his/her classroom. According to Bosch (2006), effective classroom management does require skills such as 'planning, organizing, and reflecting as well as an aptitude for teamwork and perseverance' (p.3). Different authors gave various opinions of dealing classroom management in a proper way.

1. **Feedback:**

     A teacher gives feedback to students on their class performances. Feedback can be oral or written. Giving proper feedback is very important in any learning process.

Successful learning involves accurate feedback and correction. Proper feedback and on time correction always helps students to learn better. Jones and Jones (1981) stated that it is better to 'receive immediate and specific feedback' (p.64) in order to students success is a concern. 'The most effective feedback provides constructive information, praise, and encouragement as appropriate and is immediate and specific' (Wiseman & Hunt, 2008, p. 147).

2. **Rapport:**

Rapport in the classroom can be between student- teacher, and student- student. Rapport also known as communication can help to build a positive learning environment. Scrivener (2012) refers rapport as 'a kind of indefinable magic' that teachers can manage to create 'a sense of lively engagement, a roomful of people who are happy to be together and work together' (p.40).

3. **Seating arrangement:**

Seating arrangement is an important factor to manage students. As in the classroom, teachers need to move from one place to another so the seating arrangement has to be proper. According to McLeod (2003), it is important to place the furniture in configurations that work with your teaching style and available space (p.6).

4. **Instruction:**

Giving instructions is an integral part of being a teacher. According to Penny Ur (1996) in her book 'A course of language teaching' discussed that problems sometimes arise due to student's uncertainty about what they are supposed to be doing. The necessary needs to be communicated clearly and quickly, courteously but assertively: this is precisely what the task involves (p.265).

5. Rules and Procedures:

According to Fisher (2003), 'The purpose for having standard rules and procedures is to teach students appropriate behavior. There are three guidelines for establishing effective standard rules and procedures. They must be clear, reasonable, and enforceable' (p.77).

As said by Fisher (2003), rules are fixed and they cannot be negotiated. The rules must be followed with precision and these rules are for the safety of students. (p.76). Besides this, rules procedure is also important for classroom management. In accordance with, he further stated that 'Everything the students do in the class must have a procedure that is identified and taught' (p.76).

6. Discipline:

Discipline is certainly one area of classroom management. According to Hardman and Smith (2003) 'maintaining positive classroom discipline is one of the foremost concerns of teachers and other educational professionals' (p.173). Arnold et al claimed that 'Discipline problems are fewer when students are focused in class' (p.720). 'Elementary teachers believe that misbehaving students create an additional burden on their efforts to maintain a safe, harmonious learning environment' (Langdon, 1997; cited in Hardman and Smith, 2003, p.173).

7. Time and Space Management:

McLeod (2003) 'The organization of space affects the way students behave and move around the classroom, as well as how much attention they pay to instruction' (p.3). How teacher spends their '…time is all too often determined by state or district mandates, school policy and rigid daily school' (p.3).

8. **Planned Lesson**:

A well-managed class needs to have a planned lesson for every class. Students get to know what they are learning at the beginning of the class. According to McLeod (2003) 'The best classroom management strategy is to plan an interesting lesson that meets all students' learning needs' (p.44).

9. Activities:

Activities are a great way to engage students in class works. In the book, 'The Key Elements of Classroom Management' Fisher (2003) stated, "There are many activities, games, and lessons that teachers can plan for students so they will feel a sense of belonging."(p.70).

10. Environment:

The environment is a crucial aspect of classroom management as a positive classroom motivates students to learn better. To support this, Korpershoe et al (2014) stated, 'Classroom management is about creating inviting and appealing environments for student learning' (p.11).

2.4 Different Teaching Methods:

In a classroom, there were different types of students and they have individual differences. An effective teacher should apply various types of teaching method in a classroom. By using different of teaching method learner will get motivated. Therefore, for a teacher it is important to know different kinds of methods and techniques of teaching.

There are several kinds' of methods and approaches to language teaching. The most popular teaching methods for elementary learners are Grammar Translation Method (GTM), Total Physical Response (TPR) and Communicative Language Teaching (CLT).

1. **Grammar Translation Method (GTM):**

Grammar Translation Method is useful in a classroom when students face difficult to understand something. Grammar Translation Method is 'a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language' (Richards and Rogers, 2001, p.5). According to Brown (2000), 'tests of grammar rules and of translations are easy to construct and can be objectively scored' (p.18). The Grammar Translation method has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader (Hell. 2009, p. 9; cited in Mart, C. T. 2013).

2. **Communicative Language Teaching (CLT):**

Communicative language teaching is a technique to learn. In CLT approach, dialogues used as a communicative function, the students do not memorize them. Brown (2000) stated that 'language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes' (p.42). He added that 'organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes' (p.42). As the author mentioned CLT is an approach where communication is the focal point and it allows students to interact with teacher and students in classroom setting.

3. **Total Physical Response (TPR):**

   According to Slattery and Wills (2001), Total Physical Response (TPR) is generally 'suitable strategy to use with young learners' (cited in Sakhaweti 2007, p.29). Sakhaweti further added that for young children, physical activities are very important because they like to do things, more than they like listening and reading (p.29). Elementary students are more attracted to physical activities 'which easily get their attention and promote interaction with each other' (p.29).

Chapter 3

Implementation

3.1 My Experience as an Intern:

To complete my dissertation, I have decided to do an internship as it will help me to obtain the practical experience of my work. For choosing the institution, I have chosen an English version school named "Ideal School & College". My onsite supervisor Md. Imam Hossain gave me the opportunity to take classes of grade 3 students for my internship. I received regular supervision and guidance from my onsite supervisor and senior teachers of that school. The staff of the school was very welcoming and cooperated to full extent. Without the support and encouragement of the teachers of the school, it would not have been possible to take classes. The first day of the school I interacted with the students. While I started taking the class I had faced some problem regarding classroom management, as it was a huge class with almost 40 students. Since the class size was large and I had to complete the class within 40 minutes along with that I had to concern about my lesson plan and had to manage the class within the allocated time.

3.2 Implementation of Methods:

As a novice teacher, my focus was to use ESL methods in the class and to manage the classroom. I used methods in the classroom, which are suitable for the elementary learners. My aim in using the methods was not only to maintain the students, but also to encourage them to benefit from the lesson and increase their interest in learning. I will briefly discuss how I used the ESL methods in the elementary level course.

1. Grammar Translation Method:

The use of grammar-translation method in ESL classes will enable students to read and write in the target language correctly. Austin J Da-miani (2003) discusses in his study "The Grammar Translation Method of Language Teaching" writes "as a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. In another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood what it was that they were saying." (cited in Mart, C. T. 2013). This kind of classes is usually conducted in students' native language. In this method, class works are highly structured, with the teacher controlling the activities, so there is less chance of disrupt in class.

Fill in the Blanks:

Fill in the blanks is a typical way of using GTM in a classroom. Here, students provided with a series of sentences with missing words and asked them to write the new words or items they have learned. In a grammar class, I called random students to come in front and asked them to write the suitable word on the board. After one student wrote the answer and I asked the whole class whether it is right or wrong. The reason I called random students to come and asked them to write answer on the board because if I asked them to finish the task in typical way, they wouldn't learn. In this task, I observed whole class responded actively. That's how the whole class was attentive during the task. The task was on writing the appropriate occupation; I wrote

five incomplete sentences on the board from the book and asked students to fill the blanks with

appropriate occupations that they have learned in the class.

Fill the blanks with suitable occupations

a. A ………… grows food.

b. A …………..helps people.

c. A ……………..flies a plane.

d. A ………………makes metal things.

e. A ……………..makes clothes.

f. A ……………..teaches at school.

g. A ……………drives a bus.

h. A …………..mends shoes.

Vocabulary:

Vocabulary items enhance students' knowledge about a literary text. From a passage or

reading comprehension, students find difficult words. Subsequently, teacher illustrates the

meaning of the word in the native language. In one class, I asked my students to read ten

passages from the book and while they were reading, I wrote some words on the board that I

thought they would find difficult. After finishing those ten passages, I pointed out each word

from the board and asked students to make an effort to guess the meaning of the word.

Afterwards, they discussed among them and shared some vague ideas about the words. Next, I

explained the words by using grammar translation method. After discussing the words I wrote on

the board, few students came up with another word they were curious about. Then I also

enlightened those words to them in native language and I observed that students understood the words easily.

Composition:

In class, students are required to write a composition in the target language to develop their writing skill. At times students asked to memorize the passage and then write it. In one of the writing classes, I asked my students to write a paragraph. I wrote the title of the paragraph 'Healthy Food' on the board. Afterward, I asked the students to write the paragraph without making spelling mistakes and grammatical errors. I asked students to write the paragraph within 10 sentences. After the instruction, few students came to me and asked, "Miss, can I write the paragraph in my own sentences or do I have to write the one which is in the course book?" At that moment I noticed that students became impatient to know in which way they would write. Then I told them that they have to write it as it is in the book. After getting my instruction, students understood what they have to do. Then they sat calmly and wrote the paragraph.

Reading Comprehension:

Students are given a reading comprehension and they are asked to answer questions in the target language based on their understanding of the reading passage. Finding information, making inferences are main objectives of the task. I asked students to read a comprehension from the book named "The Crow" and told them that they are asked to answer questions in the target language based on their understanding of the story. I randomly asked students to stand up and asked them a question regarding the story. I observed that students in this task were quiet and composed as they wouldn't know who is next. Students were preparing themselves to answer the

questions anytime and that's why they didn't get the chance to make chaos in the class. Thus I noticed that students enjoyed the comprehension class.

2. Communicative Language Teaching:

During my internship, I got to know that my elementary students were hardly used the target language in class. Therefore, I decided to use CLT approach in my class so that they could lose the fear of speaking the second language. I tried to overcome their worries and enhance their confidence by the different activities in class. In this approach, students are communicators and they are actively engaged in negotiating meaning, as a result the class could easily manage by the teacher.

Information Gap Activity:

In the comprehension class, I asked students to read a story and based on that I gave them a group task. The task was students have to find out the information from the story. As it was a group work so students had the opportunity to communicate with each other in the target language. Nevertheless, it was difficult to make them work in small groups as the number of the students was large and it was difficult to make them sit in a circle. Therefore, I divided the whole class into rows. To make the class interesting and communicative I gave all the students to make an effort to speak. During the class, I found very good responses from the students and I could see that all of them enjoyed the class.

Interaction:

Interaction is a major component in CLT approach. So I provided my students with opportunities for authentic communication in English. Therefore, I interacted with my students

about their favorite teacher. At first, I did not tell them that they have to do a speaking activity in class rather I told them that 'Today we will talk about our favorite teacher'. They all were excited about it. I wanted my students to have a conversation with me in the class. Firstly I started to talk about my favorite teacher and shared some humorous things about her and how she made her students laugh etc. Then my students asked me some questions about my teacher and I also interacted with them. I tried to make a comfortable environment for my students to speak so that they could feel a friendly atmosphere in class. After this activity, I observed that interaction between teacher-students is very productive.

Prepared Talks and Oral Presentations:

Students are asked to prepare a talk about a specific topic in class with the aim of informing students about a topic or just to entertain them. After interacted with my students I asked them to prepare 5 to 6 lines about their favorite teacher and present it in front of the class. Though I observed that some students faced problem regarding making meaningful sentences. While they were struggling, I went to the students and asked them about their problems they were facing. At first, they felt shy to confront their problems towards me, however I managed to make them feel comfortable and solve their problems. After finished their task, I observed that students became active and the class also managed properly.

3. Total Physical Response:

In TPR, teachers give commands and students respond with their whole body actions. During my internship, I decided to investigate the use of TPR activities to manage my class, because of some of the problems that I faced with classroom management. This method is suitable for young learners so I used it in my class. In this method, students are required to

follow instructions of teacher and it involved getting students to move a lot, thus the class

managed properly and helps to settled down the students during the class.

Act Out the Word:

In one of the classes, I planned to teach students action verbs. I planned the activity by

first considering the students' interests because I believed that if the students were interested and

enjoyed the activity, TPR would work well with them. The theme of the lesson was "Daily Life"

with a grammar focus on action verbs. This activity was actually asking one student to come in

front and imitate the action word (sleeping, eating, running, playing etc) he chooses from the

box. The other students guessed it and wrote it in their copies. Students came by their roll

numbers and imitated the word. I found the class energetic and attentive. They enjoyed the

activity and thus they learn the action verbs by using TPR method. I observed that TPR method

helped me to engage the students in their works and it reduced the classroom management

problems that would normally arise.

4.3 Implementation of Teaching Techniques:

The most important duty of a teacher is to give proper feedback to his/her students. By

getting clear feedback, students can understand their mistakes and can try to overcome their

weakness. I tried my level best to provide my students a friendly atmosphere by giving them

positive reinforcement and motivation. In the classroom, I used to give feedback at the end of the

class time. After finishing their task, students submit their class work copies. To motivate them I

used to write 'good' 'very good' in their copies. In one of the grammar classes, after finishing

their task I checked 5 to 7 copies and understood that most of the students did the same mistake.

Therefore, I asked students to keep quiet and showed them what their mistake was. I wrote a

wrong answer and a right answer on the board and asked them to identify which answer they thought was the correct one. The students were given time to discuss this with each other. Then I explained with another example. By this time, students were able to respond with the right answer.

Whenever I used CLT approach in class, students' became more interactive than the other classes. Students could discuss a topic in detail when asked to do pair work. In the first and second weeks of the classes, I made my students feel comfortable to speak up and respond in class, so there was maximum possible interaction among students and teacher. Students also interacted with me while I was sharing an anecdote about my favorite teacher. Hence, in class and outside of the class, there was an interaction between teacher-student and student-student. In communicative class, students became more active and responsive, making it easier for me to manage.

For a teacher, it is very important to understand his/her student's feelings. My students are elementary level students and I felt that they need a teacher who is friendly with them. As I took classes of class III, I always wanted to create a welcoming image with them so that they can share their feelings with me. For managing the classroom, it is very important to know each individual personally. In the first month of classes, I tried to understand them individually and made an effort to find out who is shy, who troubles the class, who is naughty in nature etc. In fact, I spoke to one or two students personally and got to know them individually.

On the first day, I faced problem in giving students proper instructions. Once I gave them a task on Preposition, and while I was writing the incomplete sentences on the board, I observed that students were having a problem in following my instructions. I was unable to give them a

proper instruction for the task and for that reason; students one by one came to me and asked what they were supposed to do. At that moment, I realized that instruction is an important component to managing the students. Meanwhile, students had started to create chaos in the class. I composed myself and then gave them an easy and clear instruction so that they can understand easily.

Apart from this, the seating arrangement of this school is fixed and in the class, there was table row seating arrangement. Here, long tables are placed in rows vertically from the front to back of the room and students sit next to each other. The classroom setting was not very suitable for large group activities; therefore I planned and used activities that did not require a lot of moving around the classroom. I discovered that elementary students are very noisy and difficult to control. While taking classes, I observed that weak students sat in the back and they have a separate group and makes noises the most. In order to maintain discipline and classroom management, I set up the seating arrangement in such a manner that ensured a mix of strong and weak students. Whenever I gave them a task, I observed that if weak students got stuck at a point, the other partners helped them out. Thus, they became motivated to do their class work. This way, strong students could also help the weak ones. In that case, I did not need to go to all the students personally to solve their problems, which saved my time as well as the class time.

The class was large with 40 students and the allocated time for teaching was 40 minutes. In the first week of classes, I faced a problem with time management. I was not able to give them proper written feedback because the class time was 40 minutes. Furthermore, I was not able to check everyone's copy within a short period. From the next classes, I planned everything beforehand. I planned my lessons according to the time. I learned to maintain class control.

I found that many a times students focus very properly and the topic that I thought would take up the entire class time, got completed in a just half the time. Such situation then became difficult to handle. Therefore, I learned to prepare the lesson beforehand so that I could finish the lesson on time. I planned a lesson in a way that students can feel interested in learning. Here, I have put together two of the lesson plans that I made during my internship.

Lesson Plan 1

Theme: Daily Life	Material: Flashcard, a box
Grade level: Three	Activities: Act out the words
Duration: 45 minutes	Method: Total Physical Response
Number of students: 40	Purpose: Knowing the action words
Proficiency level: Elementary	Procedure: a) asking one student to come in front b)imitate the word he chooses from the box
L1: Bangla	Date: 27 September 2016

Lesson Plan 2

Topic: Favorite teacher	Material: prepared talk
Grade level: Three	Activity: oral presentation
Duration: 45 minutes	Method: Communicative Language Teaching
Number of students: 40	Purpose: Improving students fluency
Proficiency level: Elementary	Procedure: a) students prepare few lines about the given topic and present it in front of the class
L1: Bangla	Date: 4 October 2016

As my focus is on classroom management, my teaching goal is to incorporate interesting and engaging activities where students' learning needs can be met. I often gave students

interesting tasks and activities, so that they do not feel monotonous in class. I observed that when students were engaged in activities they did not get the chance to disrupt in class. So getting students involved in activities is a way to manage the classroom.

As a teacher, I wanted my students to follow some rules and procedures in my class. I asked my students to maintain some rules which are easy to be followed. The first thing I asked them to do is to respect their peers and their works. While other students speak in class not to mock them, rather listen to them carefully. Once I gave them instruction or direction, I asked them to follow that accordingly. The most important rule I asked them to follow is to work quietly and not to disturb the class by making noises. To minimize the restroom use during class time, I told them that there will not be many of them asking to go to the restroom. If someone did ask me, they should ask for permission to go one at a time. In my class, I wanted my students to be attentive. If they are not paying attention to me or in lessons, then it will be a loss for them. When I asked them to pay attention I clap my hands twice to get their attention.

While collecting homework copies I faced problem regarding it. In my class, I did not assign any class leader who will collect the copies, clean the board or bring me a chalk. Sometimes I used to collect the copies, and then I realized that it wastes class time. However, I decided to assign two class leaders for each day, so that I can manage the class properly.

Maintaining discipline in a classroom was a difficult task for me as a teacher. By being friendly, I tried to maintain discipline in the classroom. I always entered the classroom with a smile so that they have a positive vibe towards me. I never wanted my students to be scared of me rather I wanted them to respect me. In the first few classes, I tried to get familiarized with my student's names and faces, as it motivated students towards learning and they got the feeling that teacher cares for them. Before beginning the lesson, I walked around the class to have a look at

their activities and asked them to prepare for the lesson. Sometimes I look at the class when speaking so that students can interact with me.

Environment plays an important role in classroom management. A classroom's environment should be inviting that make students feel good to be there. Despite having a large number of students, the classroom was big enough to move around. Although the classroom was big, but there was least windows and minimal outside light in the class and sometimes it is the cause of student's depression. The interesting thing about the class was the walls of the classroom were decorated with students drawing and it made the students happier to be there. Lastly, I observed that an inviting classroom environment supports positive interaction.

Chapter 4

Challenges Faced During Internship

4.1 Large Class:

It is undoubtedly very difficult for me as a teacher to deal with large classes. In the

beginning of taking classes, I faced lots of difficulties in maintaining the classroom. I faced

many obscurities in a large classroom because I taught the elementary level of students. I had to

keep patience to control over students. Sometimes it is difficult for me to pull off the rapport

with the students. Besides this, fighting among the students is a very common object in the

elementary class thus sometimes I lose my patience to take the class. Also giving feedback to

each student individually is not easy in a large class. In the first few classes I noticed that

student's engagement in the class is low. In my class, students have mixed abilities so it is

difficult to cater for students with such different levels and needs. Since the classroom has no

microphone, I had to speak out loud all the time so that students could hear me well who sat at

the back. While teaching in class, student came one by one complained about a student or wanted

to go to the restroom, for that reason it distracted the class and it is also very stressful.

Sometimes student's individual responses are difficult to hear for me as the number of students is

huge.

4.2 Lack of Opportunities to Observe Classes:

The internship is the first step on the path from novice to expert. For a novice teacher,

observation plays a central role in practice teaching. To observe a class of a peer teacher, it helps

a new teacher to carry out the class. If I got the opportunity to observe a cooperating teacher's

class, then I would gain the knowledge of how the teacher teachers, how the teacher creates a

positive atmosphere for learning, how s/he gives feedback to learners or in which way a teacher

setting up the activities. As such, intern teachers should get the opportunity both to observe and

to practice. However, I didn't get the opportunity to observe any class of a teacher. In the first

week of classes, I struggled with my elementary level students as earlier I didn't get familiarized

myself with the classroom techniques that are used by other teachers. If I had observed a class,

then I would know the kinds of language students understand and produce.

Chapter 5

Recommendation

5.1 Multimedia Facilities:

In this modern era, almost every well-established school uses the multimedia system for the students to understand and learn better. Despite being a renowned school, 'Ideal School and College' does not provide the modern facilities like a projector, microphone, speaker etc in their school. If the teacher used this type of multimedia system in the class, the lesson could be more interesting towards the students.

5.2 Class Size:

The class size should not be large; especially the elementary classes since they are young learners and they need to express themselves in class. As the number of the students is huge, some students didn't get the chance to express their thoughts in class. However, the class size should be limited to 20-25 students in each class, so that teachers can take care of each student's problems. Small classes make the biggest difference for the elementary level students. In large classes, participation of all students became difficult due to the time of the class. Moreover, students create more disruptive behavior in large classes and teachers have to spend more time to control the students. In a class, if there are limited students, then it is feasible for a teacher to look after each and every student in class time. For students to learn better, it is important to minimize the class size.

Chapter 6

Conclusion

One of the major problems that teachers who have taught all the levels at elementary schools experience is the struggle with classroom management. As I experienced in my teaching, if a teacher cannot manage his/her classroom, the experience can be complete chaos for both teacher and students. Besides teaching the students, classroom management also involves being in charge for an entire class of students. If a teacher can manage the class properly and create interest in learning, then it is obvious that they will enjoy learning rather than taking it as a challenging task. Managing the ESL classroom properly is one of the most difficult tasks for a novice teacher like me; hence I depend on the methods and techniques on classroom management. In this paper, I showed how I used different methods and techniques suitable for young learners to manage the elementary level students. Therefore, I want to say that classroom management will not be a challenging task for any teacher if they have proper knowledge of different theories of teaching methods and techniques. Using different methods and techniques of classroom management in ESL classroom makes the class interesting and effective.

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