

Report on
Enhancing Student Talking Time While Teaching Grammar at
the Secondary Level

By

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ID: 22103021

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

Department of English and Humanities

Brac University

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Declaration

It is hereby declared that

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

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Letter of Transmittal

Shakika Rubaiat
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Subject: Letter of transmittal

Dear Madam,

I am pleased to submit my internship report titled "Enhancing Student Talking Time While Teaching Grammar at the Secondary Level" in partial fulfillment of the Bachelor of Arts in English degree requirements at BRAC University.

During my three-month internship at Jamila Khatun Lalbagh Girls' High School, I taught English grammar to Grade 10 students while applying theoretical frameworks including the learner-centric approach, Krashen's Affective Filter Hypothesis, Vygotsky's Zone of Proximal Development, and elicitation techniques to enhance student speaking opportunities.

This report presents a literature review, practical implementation of these theories, and analysis of both benefits and challenges in a secondary classroom context. The findings contribute to understanding student-centered language teaching in Bangladeshi educational settings.

I trust this report meets the academic standards of the Department of English and Humanities. Thank you for your supervision and guidance.

Sincerely yours,

Sanjida Hossain Mumu
Student ID: 22103021
BRAC University

Date: January 2026

Non-Disclosure Agreement

This Non-Disclosure Agreement is entered into on 08 October, 2025 by and between Jamila Khatun Lalbagh Girls' High School, Lalbagh, Dhaka (the "Institution") and Sanjida Hossain Mumu, Student ID 22103021, BRAC University (the "Student").

1. CONFIDENTIAL INFORMATION

The Student agrees to maintain confidentiality regarding student names, personal details, internal policies, examination materials, and proprietary teaching methodologies.

2. USE AND DISCLOSURE

The Student shall use confidential information solely for the academic internship report submitted to BRAC University and shall not disclose it to third parties without written consent from the Institution.

3. PERMITTED DISCLOSURE

The Student may reference anonymized classroom observations and pedagogical findings in the academic report and presentations at BRAC University, provided individual identities are protected.

4. DURATION

This agreement remains in effect throughout the internship and indefinitely for sensitive personal or institutional data.

5. RETURN OF MATERIALS

Upon completion of the internship, the student shall return all institutional documents and confidential materials.

Sanjida Hossain Mumu
Student ID: 22103021
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Acknowledgement

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Abstract

This internship report reflects the scenario of theoretical utopia and their practical implications in a challenging environment of a large, exam driven secondary level classroom at Jamila Khatun Lalbagh Girls' High School, where the prominent way of teaching is traditional Grammar Translation Method (GTM) oriented. The report aims to enhance Student Talking Time (STT) by using Learner-centric approach, Elicitation techniques, Krashen's "Affective Filter Hypothesis," Vygotsky's "Zone of Proximal Development" and Bruner's "Scaffolding." From my initial observation, I concluded that the current approach of teacher spoon-feeding students just to excel in exams is not effective for the learners in terms of language proficiency. During my three-month internship period, I planned my lessons according to the mentioned theories to record the improvement. I found that if students are given enough motivation, opportunity and structured guidance, they can flourish within themselves without much dependency on the teacher even in the high pressured, time constraint scenario. The report argues that, even if there is an anticipation of completing the syllabus on time, student-centered methods will always be a better path to achieve high language acquisition among learners.

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Chapter 1

Introduction

English language teaching at the secondary level in Bangladesh is an ongoing dilemma between already established classroom practices that serve the Grammar Translation Method (GTM) and trying to apply Communicative Language Teaching (CLT) to enhance students' participation. In many government and Bangla-medium schools, the common practice is the teacher remains the voice of the class. Which leads to excessive Teacher Talking Time (TTT) and limited opportunities for learners to use English meaningfully. This process eventually undermines communicative competence and learner confidence. The internship programme at Jamila Khatun Lalbagh Girls' High School offered an opportunity to interrogate how theoretical strategies might be useful in a real classroom of 45–50 SSC-level students.

The internship was conducted as part of the ENG466 course of the ENH curriculum of BRAC University, which requires students to reflect knowledge in professional practice either through an academic paper or an internship report. I took the opportunity to choose internship over academic paper because I was always enthusiastic about applying the theories I had learned in a real-life scenario. Also, I was always keen to have a real-life experience where I can reflect on myself about how much I have learned this far and my ability to handle a real-life classroom as I intent to become an educator someday. So, over a three-month period, I worked as an English language teacher at Jamila Khatun Lalbagh Girls' High School. It is a multi-storied girls' institution in Lalbagh, Dhaka. It has a tightly scheduled school day where the classes are large sized and the examination pressures are high. Especially for the SSC board exams. The main focus of this report is on a Grade 10 section of approximately 45-50 students, aged 15 and above. Their proficiency level is mostly aligned with the secondary level, but their learning histories have largely been teacher-centered and exam-driven. They are used to learning grammar through instruction.

During my internship, I had the opportunity to observe and teach English grammar classes to students preparing for their board exams, particularly the SSC examination. At first, I observed

classes where I noticed a significant problem in how grammar was being taught. In most classes, teachers relied on traditional Grammar Translation Method (GTM) rather than Communicative Language Teaching (CLT). The drawback of this traditional method is, in these classes students remained largely silent, copying information from the board and completing written exercises while teachers spent most of the lesson time explaining grammatical rules without giving the students much opportunity to speak. Though this method helped students to pass the exam by memorizing the rules, it didn't help them to apply that knowledge in actual communication. More importantly, even if the students understood the rules, they lacked confidence in using English for communication due to anxiety of making mistake or lack of practice.

This observation led me to a critical realization. If students do not have sufficient opportunities to speak and practice grammar in the classroom, they cannot develop enough communicative abilities needed for practical communication. Using GTM was not the problem, but the students' "unwillingness to speak" developed by this method has been the problem all along. If they were taught more strategically, this problem would not have occurred. This is precisely what student talking time (STT) addresses. Student talking time means the amount of time students spend speaking during a class or a period. A study found that communicative activities, pair work, group discussions, and interactive practices give students more opportunities to speak, thus their speaking skills improve significantly and their confidence increases (Ali, 2018; Rokaiya & Saharuddin, 2022).

During my internship, I decided to implement strategies specifically designed to increase student talking time in grammar lessons. I created interactive activities where students had to discover grammatical structures rather than me simply explaining them grammar rules. I decided to make them learn through guided questioning, discussions, and meaningful communication tasks. For example, in one class on past tense grammar, instead of teaching them the rules and structures of verb forms, I asked students to write short personal narratives about their daily experiences. Then, I had them exchange papers, identify grammatical patterns, and discuss the different verb forms used. This activity led the students into using their grammatical knowledge and discuss about them, which eventually increased STT. As a different approach, students also found it interesting and entertaining. They asked me to take more classes like this. On the hindsight, I observed that their

performance on written assignments showed noticeable improvement in their ability to apply grammatical rules in further classes.

Behind these successful interactive activities, there are the underlying theoretical principles that guided my approach. There are four key-theories that I have used during this time. The learner-centric approach, which made the students central focus of the classroom. Krashen's (1982) affective filter hypothesis, which helped to create a student friendly, safe and low-anxiety classroom environment. Vygotsky's (1978) Zone of Proximal Development with scaffolding techniques, which was used to provide support for all sorts of students as there are various levels of proficiency among students in the class. And lastly, elicitation techniques, which encourage students to drive away from memorizing rules and embrace the process of monitoring and discovering their own ability to produce language. This internship report examines how these theoretical approaches, when used in a carefully planned manner, can successfully enhance student talking time in grammar classes at the secondary level in Bangladesh.

There are three main purposes of this report. First, to review the theories that are suggested to support increasing STT in grammar teaching. Second, to reflect on my classroom experience and demonstrate how these theories can be applied in practice to benefit the students. And third, to discuss the challenges and practical solutions for implementing these approaches in Bangladeshi schools. This internship experience has shown me that while traditional GTM may help students memorize rules for exams, and make them informed theoretically, the interactive approaches create a classroom where students actually learn to communicate and become confident speakers, not just rule-memorizers.

Chapter 2

Literature Review

Teaching grammar is a very important part in English language learning. Especially at the secondary level. However, the process of teaching is also important as well as what has been taught. In recent years, teachers have realized that students need more opportunities to speak and practice English in the classroom. This literature review examines how to enhance student talking time (STT) while teaching grammar at the secondary level in Bangladesh. Four main theoretical approaches are part of this discussion: the learner-centric approach, the affective filter hypothesis, scaffolding and the Zone of Proximal Development (ZPD), and elicitation techniques. These theories help teachers to make the students better in learning English as a language to use in real life. Students will feel motivated to participate in language learning in a positive and welcoming classroom atmosphere which is combined with patient listening and strategic use of open-ended questions.

2.1. The Learner-Centric Approach in Grammar Teaching

In a learner-centric approach, students are the center of the classroom rather than the teacher. A learner-centric classroom encourages students to discover and practice grammar through meaningful activities and interaction instead of the teacher simply explaining grammar rules and students passively listening. This approach naturally requires students to participate more actively. This is why this approach is essential when trying to increase student talking time.

Communicative Language Teaching (CLT) is one of the most important examples of a learner-centric approach. According to Brown (2002), CLT aims to develop students' communicative competence by involving them in real-life communication and interaction. CLT was introduced in the English curriculum of Bangladesh in the late 1990s with the goal of moving away from traditional grammar-translation methods that emphasized memorization and rule learning (Rokaiya & Saharuddin, 2022). The core purpose of CLT is to make the students ready for real life communication-based interactions (Yousaf et al., 2017). Communicative activities like pair

work, group work, and discussion, make the students spend more time talking and engage with the language naturally (Rokaiya & Saharuddin, 2022).

Students have affirmative approach towards learner-centric activities according to research. On a study of learners' perspective showed that students prefer communicative classroom environment where they can exchange ideas and information with their classmates (Abdullah & Shah, 2015). They understand that in order to develop confidence in using English and to apply grammar rules better, meaningful interactions are important. However, implementing CLT in grammar teaching requires more than just planning communicative activities. Teachers must give the students safe space to make mistakes and learn. In real life, teachers can create this safe atmosphere through nonverbal gestures such as welcoming facial expressions and approachable body language. When teachers welcome the students with smiling faces, values their opinion in class and lets them make mistake without making them feel ashamed, students feel safe to communicate in classroom. It acts as an encouragement for the students which makes them more interested in learning. Additionally, the teachers can transform grammar practice into an interesting activity rather than a mechanical drill when they allow students to select discussion topics based on their interests.

2.2. The Affective Filter Hypothesis and Student Confidence

The affective filter hypothesis, developed by Krashen (1982), explains that emotional factors like anxiety, confidence, insecurity can affect language learning. According to this hypothesis, students' "affective filter" goes up when they feel unwelcomed or anxious in the classroom. It blocks language learning abilities. However, the filter is down when students feel confident and relaxed. It allows them to acquire language more effectively.

This concept is particularly important when considering student talking time. In Bangladesh, students fear a lot about being judged or mocked by their classmates or even teacher when they are given the opportunity to talk (Rokaiya & Saharuddin, 2022). It is the responsibility of the teachers to create a supportive classroom atmosphere that lowers the affective filter to increase student talking time. This means encouraging the students to talk freely and provide them comforting and supportive behavior when they make mistakes, because too much error correction can make them defensive (Krashen, 1982). Students get more interested and excited to

participate and practice speaking in English when teachers are less critical about mistakes and more supportive.

Brown (2002) emphasizes that in order to learn properly, a low-anxiety environment is a must. Teachers should find ways to make the students feel valued, such as by praising effort and improvement, providing encouraging feedback etc. Studies show that in secondary grammar classrooms in Bangladesh students often feel shy and hesitant during interaction (Abtahee et al., 2025). Therefore, teachers have to consciously work on building student confidence by providing constructive feedback, celebrating participation, and designing activities that make students feel comfortable speaking. The teacher needs to be patient when a student is stuck or not being able to figure out proper words or rules of grammar to use. It is very crucial to maintain the positive environment. Teachers who remain calm and listen attentively rather than showing visible frustration or hurrying the student, create more psychological safety and calm atmosphere. Additionally, providing genuine praise for effort make the students comfortable to take the attempt to speak. This “Trying to speak” attitude in students is valuable even if the output is imperfect. Teachers can offer students with the option to respond in their mother tongue when necessary to reduce anxiety. It demonstrates flexibility that the teacher acknowledges the students' current proficiency level while still encouraging them to use English.

2.3. Scaffolding and the Zone of Proximal Development

Vygotsky's concept of the Zone of Proximal Development (ZPD) is a fundamental theory to understand how scaffolding helps with learning. Vygotsky (1978) defined the ZPD as the distance between a child's independent ability to learn and what a child can accomplish with the help of a more knowledgeable other, such as a teacher or a classmate. This theory suggests that learning happens in the "zone" between current ability and potential ability, with support from someone more skilled.

Scaffolding is the technique that applies Vygotsky's ZPD theory in the classroom. Applebee and Langer (1983) describe scaffolding as a teaching process where a more skilled person gradually reduces support as the learner becomes more competent. For grammar teaching, this means that teachers should start by modeling grammar use, then gradually guide students through practice, and eventually allow them to use the grammar independently. Bruner (1978) believes that

appropriate social interaction and frameworks are necessary for learning, and that teachers should always be one step ahead of the learner to facilitate progress.

Scaffolding helps to increase student talking time because it allows students to attempt speaking at their own level with support. Teachers can ask guiding questions, provide sentence starters, or allow peer support to help students produce grammatical sentences. Research on peer scaffolding in grammar instruction shows that when students work together with support from peers or teachers, they improve significantly in grammar proficiency (Alehegn, 2019). This approach is very effective in secondary classrooms in Bangladesh where the proficiency level of each student is different. By using scaffolding to exercise grammar activities, teachers ensure the participation of all students and let them experience success, which naturally increases their confidence and willingness to talk.

2.4. Elicitation Techniques and Student Participation

Elicitation is when teacher uses various strategies to make the students discover and produce language rather than simply telling them the answer. Walsh (2013) defines elicitation as strategies used by teachers to get learners to respond. Elicitation promotes active participation rather than passive listening. Elicitation techniques involve learners in the process of understanding and discovering language. Several types of elicitation questions exist. They effect differently according to the length and quality of student responses.

According to research, there are three types of elicitation questions. Firstly, yes-no questions which has basically one word answer (yes/no). Secondly, closed-display questions where a known question is asked to get a short three-to-four-word response. And lastly, open-referential questions where the teacher prompts students to give longer, more thoughtful responses because there is no single correct answer (Alsubaie, 2015). Thornbury (1996) notes that most teachers use display questions, which do not really lead to communicative responses or deeper thinking.

Teachers should more on open-referential questions rather than relying heavily on display questions to increase student talking time in grammar lessons. For example, instead of asking "What is the past tense of eat?" a teacher might ask "Can you tell me about your yesterday's meal?" This allows students to practice grammar in a meaningful context while producing authentic and longer responses, thus they use more language. Alsubaie (2015) found that when

teachers ask open-referential questions and give students time to think, students essentially need to talk more which eventually increases STT. This type of interaction engages students into learning grammar to use them in a real-life communication. Open questions encourage students to think about their personal experience more. By asking them to describe what they did yesterday or what they want to become in the future, the teacher can unlock their creativity in language usage as they are thinking more and brainstorming grammar knowledge. If a student struggles to provide an answer, the teacher will ask more questions to guide him towards the correct answer, rather than correcting him. When this approach is combined with deliberate pausing to allow thinking time, it enables students to construct their own understanding while producing authentic speech.

2.5. Student Talking Time and Grammar Learning in Secondary level

Student talking time (STT) refers to the amount of time students spend speaking in the classroom, in contrast to teacher talking time (TTT). In a traditional setup, students mostly remain silent and learn passively while the teacher talks most of the time if not all the time. However, research clearly shows that enough STT is important if the students want to develop confidence and proficiency in using grammar.

Study shows that, when students had more opportunities to practice speaking through techniques like pair work, group discussion, and presentations, their speaking skills improved significantly (Ali, 2018). These STT techniques encouraged students to change their perspective on how to learn grammar. Rather than relying heavily on display questions, they became independent and started being creative and properly used rules. Similarly, Rokaiya and Saharuddin (2022) found that CLT activities that promote student interaction and meaningful communication are effective in helping students both learn grammar and develop communicative skills.

However, implementing STT techniques in secondary grammar classes requires careful planning. Teachers must design practice for all sorts of students (shy, anxious, well-learned) and make them more engaging and interesting. Elicitation through open questions combined with supportive scaffolding helps create opportunities for more student talk. Also, reducing unnecessary teacher talking and error correction during speaking activities allows more space for students to produce language (Krashen, 1982).

2.6. Grammar Teaching and Student Motivation

Student talking time is closely connected to motivation. Students are willing to participate and speak in class when they are motivated to learn. For a teacher teaching secondary level students, understanding what motivates students in grammar learning is important. Many factors influence student motivation in grammar lessons. Students are more motivated when they see the relevance of what they are learning. Grammar taught in isolation or through mechanical exercises may seem boring and pointless to students (Brown, 2002).

However, students become more engaged when the grammar is taught in a way that they see how they can use them in real life communication. For example, teaching the present continuous tense through activities where students describe what their classmates are doing right now is more interesting than having them complete a worksheet of isolated sentences. Also the autonomy they get will make them motivated. When students have some control over topics, groupings, or task difficulty, they feel more invested in their learning. In the end, a supportive classroom environment where mistakes are seen as learning opportunities rather than failures encourages students to take risks and speak more (Affandi, 2014).

2.7. Implementing Theories in Secondary Grammar Classes: Challenges and Solutions

While these theories provide strong support for increasing student talking time in grammar classes, Bangladeshi secondary schools face several challenges in implementation. According to Abtahee et al. (2025), many teachers still rely on traditional grammar-translation methods despite training in CLT. Large class sizes, limited time, and student shyness are significant obstacles. Additionally, not all teachers feel confident in their ability to manage communicative grammar lessons (Abtahee et al., 2025).

But there are solutions to these challenges. Teacher training, peer scaffolding and peer teaching, innovative and creative grammar teaching technique etc. can help reduce the challenges and increase STT. Grammar can be taught by connecting it to the students' real-life activities. The teacher can create engaging environment by seeing visuals, real-world examples, and cooperative learning structures where students naturally want to participate. When these

theoretical approaches are combined thoughtfully, teachers can successfully increase STT while effectively teaching grammar.

In the end, enhancing student talking time in secondary level classrooms requires understanding and applying multiple theoretical approaches. The learner-centric approach emphasizes teachers to put students at the center of learning through communicative activities and meaningful interaction. Krashen's (1982) affective filter hypothesis reminds us that if we want the students to be willing to speak, they need supportive, low-anxiety environments. Vygotsky's (1978) ZPD and scaffolding theory show us how to provide appropriate support so all students can attempt speaking at their level. Lastly, elicitation techniques like open-referential questions makes the students more creative and generate longer and authentic responses. Teachers can make a classroom where students talk more, feel more confident, and develop genuine communicative ability in English by applying these theories together. In order to do that, teachers need to move away from traditional teacher centered methods to more communicative student-centric methods. For Bangladesh, where students often lack confidence in speaking English, increasing STT through proper teaching based on suitable theories is essential for helping students develop both grammatical accuracy and communicative ability.

Chapter 3

Experience

3.1. School Description

To gain a practical understanding of classroom management and apply the theories that I have learned in my ENG466 course, I have undertaken a three-month internship as a high school teacher in a girl's high school in Bangladesh.

The name of the institution is Jamila Khatun Lalbagh Girls High School, located in the Lalbagh area, in the vicinity of the Khan Mohammad Mosque. The school operates within a six-story building. The ground floor is designated as the staff room. And the first floor is designated for faculty and teachers. Class activities for students from Grade VI to Grade X are conducted on the upper floors, spanning the second through the sixth floor. There was another building just next to it. This second building has newly opened for kindergarten students. The academic day runs from 8:00 AM to 2:00 PM. All official staff and teachers are required to arrive by 7:30 AM for attendance. A morning assembly is then held, followed by the commencement of instructional periods in the respective classrooms. A 40-minute recess (tiffin break) begins at 12:00 PM. The school day is structured into seven periods: four classes are conducted before the midday recess, and the remaining three classes are held afterwards. Now, let's come to the main point. For this internship, my responsibilities include teaching and observing classes, observing school meetings and daily procedures, and working as an invigilator during examinations. I have begun my internship and have commenced observing and teaching English language classes on October 8th. Following my experiences in observing, teaching, and invigilating, I have chosen to write an internship report on my experience as an English Language teacher, where I have applied the theories [The Affective Filter Hypothesis (Krashen's Theory), The Zone of Proximal Development (ZPD), Scaffolding, Elicitation] to conduct the classes I have been assigned to. I will also highlight the positive outcomes and benefits, along with the challenges I have faced so far in such a large classroom. In this paper I will discuss the theories that I have applied while conducting the class as an attempt to increase STT, understand how much benefits students get from it and to understand the overall practical implementation and implications of the theories. Moreover, I will also

describe how I, as a teacher, effectively integrated the two crucial language skills, speaking and writing into the classroom along with both the strengths and drawbacks of the conducted class. I was assigned to take English Language classes from grade level six to ten. Sometimes I had to give proxy for other teachers and take classes of Math, Bangladesh and Global Science as well. Among those classes, there was one class that I was allowed to conduct regularly. That class consisted of 45 to 50 students of grade level 10 (secondary level). There were four rows. The age groups of these students are mostly 15+ years old, and their proficiency is at the secondary level. The room was spacious and well-ventilated with proper sunlight. The benches were large enough that three students could easily sit on each bench. Moreover, the classroom was spacious enough to let any teacher move to every corner and observe the students properly.

3.2. Experience As an Observer

Before conducting the classes by my own, I chose to observe other English language teachers taking the class to read the environment of the class, particularly to understand the students' need and understanding level. Observing the classes before conducting it helped me to prepare a almost near suitable lesson plan and it also helped me to choose suitable theories from my knowledge to conduct a near successful classroom.

Among all the classes I had observed, there was one class that I would like to highlight to reflect the common scenarios of other regular classes. So, in one of those classes that I visited, I saw the teacher named Mr. Selimuzzaman was teaching how to turn an assertive sentence into an imperative sentence. This particular topic falls under "Voice Change" which is added in Bangladesh's education curriculum. Teachers must prepare students for the two upcoming crucial board exams, SSC and HSC. He entered the class without any greetings. As soon as he entered the classroom, all the students stood up and greeted him with "As-salamu alaykum sir". After he greeted back with the reply of the salam, he started calling for roll numbers and wrote their names on the note who attended the class. Then, he started collecting the fines from those who were absent from previous classes. After the everyday procedure, he opened the projector and started showing a slide where it is written how to change sentences from assertive to negative and how these rules somehow depend on the 2nd person and Third person. First, he made them note down the exact writing in a 5-minute duration. During their writing, the teacher started moving to every corner and observed if they had any difficulties. Those who did not start writing accordingly, he

asked them to hurry up. After many of them finished writing, he asked if anyone had left. Then, according to some student's request, he waited for two more minutes and then started explaining the rules by using them in appropriate examples. He then asked the students if they had any confusion regarding the rules. After a few minutes, he showed them ten questions and asked them to write down the questions with answers. Just after this instruction, he first wrote a few answers by discussing with them. Then, he asked the students to tell the answers one by one. After practicing multiple examples, students were able to understand how to use the grammatical structures to use them appropriately. All their answers were mostly correct. The teacher praised them and asked them to write them down. One thing that needs to be mentioned is that the teacher spoke in both English and Bangla. First, he gave them instructions in English, then right after that, he gave the same instruction in Bangla so that the students could understand properly. He tried to check their answers as many times as possible in the last five minutes. And then told them, “যারা যারা লেখা শেষ করতে পারেন নি, তারা তারা অবশ্যই শেষ করে নেক্সট দিন নিয়ে আসবেন” (Those who could not completed the writing, must finish it and bring it for the next class). Then, he left the class.

This observed class had several notable drawbacks related to method and interaction. Although the national curriculum in Bangladesh recommends a Communicative Language Teaching (CLT) approach for teaching English, the teacher mainly followed the Grammar Translation Method (GTM). The teacher conducted the class as a controller and made it a teacher centered class. He preferred to make students copy grammatical rules from the board and then complete written exercises. This approach placed strong emphasis on declarative knowledge (knowing the rules) rather than procedural knowledge (using the language naturally in speech or in meaningful writing). It is the most common scenario of Bangladeshi English language classrooms. Therefore, it seemed that the four language skills (reading, writing, listening, and speaking) were not taught properly. Moreover, learner participation seemed to be limited. At the beginning of the class, the students were instructed to write down what was written on the board. After that, the teacher explained the rules as elaborately as possible and then asked if any students had any questions regarding the lesson. Such approaches increase Teacher Talking Time (TTT) and decrease Student Talking Time (STT). Moreover, this class lacked Interactive techniques, for instance, group work, peer work or debates, which are encouraged by the national curriculum to make English language classes more learner centric.

3.3. Experience As A Teacher

After observing the class, I have understood that, although the students have been taught all the grammar rules as well as they can initially apply the rules in some sentences right after they have been taught, they do not practice much by their own due to the boredom of such teacher centric ways of learning grammar. Not only they can remember the rules to answer exam questions but also, they can hardly apply those rules on their writing part, such as in writing story, paragraph, composition, essay, both formal and informal letter. Thus, they often choose to memorize almost all of their writing parts. Besides, they are unable to use English as language while they tried to speak. The classes are mostly conducted in a traditional way where the teacher controls the whole class (Teacher centric classroom). I have conducted classes from grade six to grade ten where I got the opportunity to take regular classes in grade ten. For sometimes, I was assigned to take care of their grammar section, and sometimes I had to take care of their writing parts. To make my students feel safe in the class, first, I had entered the classes with a bright smile and given off a motivating vibe and gesture while exchanging greetings. Whenever any students had stammered while interacting or sharing any information or thoughts with me, I kept patience and listened them without showing any fuss. This positive attitude lowered their “Affective filter” and created a positive and welcoming classroom environment as well as released boredom of having back-to-back classes since, I initiated some topic according to students’ interest. Moreover, it built a good connection between me and the students. Therefore, Students felt motivated to engage more in the class.

However, in one class among the first few classes, I tried to test all the four skills of those students on my own to make further lesson plans for the upcoming classes. While conducting the tests, I tried to make the tests seem like a interesting class activity instead of making them know that I was intended to test their skills and abilities in terms of four language skills. At the same time, I considered covering their syllabus as well since the SSC exam was also near. While conducting that class, I followed the theory of the “Zone of Proximal development” and “Scaffolding”. After greeting with the whole class, instead of directly jumping into reading, at first, I had played the topic related video to grab the attention of all the students. After finishing the video, I asked them

to guess the topic of the class. The video was clear enough to guess the topic. Some of them had guessed the correct answer, “Rosamond and The Purple Jar”. Then, I again asked for any volunteer to read aloud the text, “Rosamond and The Purple Jar” from the academic English book first. Then, I had started picking one by one to read a few lines and translate those. Whenever any student hesitated during reading any specific line or word or found difficulties to pronounce those, I had given that student some time to try again. Or, whenever a student mispronounced any word, I helped them to recall the correct translation or pronunciation by asking them to read that specific line again and had asked others to assume the correct answer without making them feel stupid by giving a negative look or expression. Lastly, I had provided them with the important vocabulary and its meaning along with pronunciation and asked them to note that down. After I made them write down some essential words, I have divided the students into 8 groups equally. I had set the activity rules and given instruction in both Bangla and English. Then, I had asked each group to discuss for the first 5 minutes to find out one, how many things Rosamond has tried to buy? and secondly, how did she try to convince her mother to buy those things? And, thirdly, explain, how did she understand that the jar had no color of its own. After that, I gave them another 7 minutes and asked them that only three students of each group must write down each answer with the help of all the members of the group. Before the start time, I had given them directions again in Bangla, and to encourage them, I had also announced about the reward which they can get if they can properly complete the task. At the end of the task, I have also appreciated the effort the students had made and told them that I would count this effort, so, there would be the hidden bonus mark on how each student is active during the group activity. After they had finished their writing task, I asked all the students to voluntarily read aloud their own writing part from each group. I had encouraged them to try to give answer in English, but also allowed them to speak Bangla if they needed to. This time, I had not picked any student randomly. Rather, asked them to participate by their will. Each member of the group received one minute of speaking time. After this task, I provided each group with brief feedback on their work by being cautious and positive in terms of my expressions and gestures. I also clapped and encouraged other students to clap for each group after their speaking. Lastly, I had collected all the papers so that I could check everyone's writing style, spelling and also could understand their ability and lacking. By checking the scripts, I got a subtle idea about most of the students' ability to make sentences. Secondly, I had let them interact more than in the usual classes. Thirdly, they seemed to be excited during those activities which

motivated me as well. Finally, by the responds of the students, I felt that they were feeling excited about my future classes. Some of the students even asked me whether I would take any more classes like this. This “Learner-centric approach” influenced the students and made them more attracted towards learning.

After taking such types of classes, and checking the scripts, I understood that they indeed lacked in terms of using their grammatical knowledge in writing. Since, they have to sit for SSC exam in upcoming days where they must be good in applying grammatical rules, such as in “Right forms of verbs”, “Changing Sentence”, I had made a lesson plan where I would teach them “voice change” which is a part of the topic named “Changing Sentence”. While making the lesson plan, I had to keep in mind one crucial thing that these students are used to and taught grammar in a deductive way in their whole life. Hence, I tried to go with the same flow of deductive way first, then gradually shifted it into advanced ways. This time, I focused on the theories - “Elicitation” along with the strategies of using only gestures and very little talking to maximize their interaction while teaching them the intended lesson. I had made the lesson plan of two classes, where, in one class, I made them revise and understand some grammatical information along with the uses of those. Such as, If the subject is third person plural number, then the verb next to it cannot be singular means, the verb has to be in its plural form. For example, If the subject of a sentence is “They” in a present tense, then the verb which will sit after it, has to be are/have/were (Helping verb), and its main verb, then no s/es will be added with it (in terms of present indefinite tense). For example, “They play football”, “He plays football”, “Fishes are caught by the fishers” etc. I had also made them understand the difference between active and passive sentences as well as the structures of writing them. Moreover, I made them revise the list of helping verbs as well. In the second class, I entered the class with only warm greetings and without any more talking, I started writing all the rules on the board. Such as-

1. If Subject = plural then, Verb = plural

If Subject = Singular then

2. Third person singular= He, she, it, any name And Third person plural = They
3. List of helping verbs.
4. Verb + s/es = singular and Verb - s/es = Plural.

5. Noun + s/es = plural And, Noun - s/ es = singular.
6. In passive sentence, Subject + Be verb + V3+ Object+ extention

Then, I wrote, few sentences, such as “The letter _____ (write) by her.

Then, first, I asked the students if any of them could guess the answers. Whenever any student got confused or seemed clueless, instead of giving them answers, I pointed out the rules with a scale and let them keep thinking on their own. This class was hundred per cent successful in terms of increasing STT and having very little TTT. Secondly, more the students were solving the questions, the more they gained confidence of using the appropriate grammatical rules in suitable sentences. Such classes like this will not make them overwhelmed since the process was not entirely new and at the same time, they got prepared for the exam type of question patterns. Then comes another class where I had considered focusing on “Elicitation” more along with the “ZPD” and “Scaffolding”. In the class, while greeting, I started sharing about my daily activities with the students. Then I started asking them about their daily life. While talking, I made sure of using both Bangla and English language. Then, I particularly started talking about how many things I had to do yesterday and how exhausting the past few weeks were due to multiple workloads. They found the topic relatable and started engaging more. Then I asked them to tear down a paper from their notebook and to write a short description of yesterday without mentioning their name on it. They were asked to write in English. I gave them options on which they can write about, such as they can write on who hurt them by saying something, who scolded them and how they felt about it, any event they liked doing, their favorite task and why, their favorite class and why? What did they do in their tiffin time, what did they had eaten since morning to evening? What did they wish to eat? etc. After they had finished the writing, I asked them to make an airplane with the paper and try to make that fly as far as possible. I often had to conduct such fun activities to release their boredom so that everyone could pay attention to my class. After they had flown their own piece of paper, I told them to collect those papers from the floor. Then, I asked them to read a few papers. When each of them was reading one by one, I asked others to notice whether there were any similarities among the sentences. Some. came out with the words, “yesterday”, “Last night,” “On previous morning”, “Before”, and some came with the verbs, “had”, “did”, “ate” while I asked them to notice the verbs which were used in the writing. Then I again asked them in which type of tense, such words and verbs are being used? Some of them confidently answered that it is past

tense where such words and verbs can be used. Then, from one of their papers, I took some sentences and wrote those on the board and asked them to find mistakes in those sentences. For example, I wrote, “Last night, I sleep early” on the board. One of the students was able to notice the mistake of not putting the past form of the verb, “sleep” which was “slept”. Then, I asked each of them to find at least one mistake on the paper and raise their hand. They seemed to be immensely excited in terms of finding out other papers’ grammatical mistakes. Whenever someone pointed out and read aloud the mistake, I asked others about the correct answers. After this activity, I asked who can write the structure of past indefinite tense. After someone wrote that on the board, I asked whether they could provide any examples. In such ways of introducing grammar, I made them work on understanding the relevancy, characteristics and uses of grammar in sentences on their own. For the next class, I asked them to write what are the things they like to do every day and what are the things they would like to buy when they become adults. They must bring the writing to the next class.

3.4. Benefits

This internship report tells the story of how my students, and I slowly changed a traditional grammar-oriented class into a comparatively more active, student-centric learning class. Throughout this journey, I worked not only as a teacher but also as a learner.

Moving from passive listening to active participation

On my first days in Jamila Khatun Lalbagh Girls' High School, I observed that most of the students were mostly used to learning through a traditional way of grammar translation method (GTM). In this method, the teachers seemed to mostly explain rules to the students first, then the students copied them accordingly. And after that, they answer all the given written questions only for exam purposes. In such an environment, although those students understood grammar rules, they were unable to apply them confidently, either in speaking or in creative writing. Hence, they were more inclined to memorize the assigned paragraphs, stories, and essays because that seemed safer to them than creating their own sentences. However, their role in the classroom started changing noticeably when I made them go through more engaging Learner-centric activities as well as made space for them to guess, discuss and discover the rules. Student talking time increased in a very natural way since the students had to talk to each other and ask questions along with justifying their answers instead of just listening to me. For instance, in the class, I used the word “yesterday”

in stories to explore past tense forms, they became engaged more to the class than usual and more eager to speak and correct each other. Therefore, through such an approach, I believe these students can leave the nature of a passive listener and become an active participant eventually.

Building confidence and reducing fear of mistakes

By using a gentle “Elicitation”, “Scaffolding”, as well as maintaining a warm classroom atmosphere to show them that making mistakes is part of learning. And making mistakes is nothing to be ashamed of. As a result, one of the most noticeable benefits I saw was a slow but clear change in Student's confidence. During class activities based on the topic “Rojamond and the Purple jar” I gave students time to try again whenever they were mispronouncing any word. Besides, I shifted their attitude from mocking a classmate to prove them with help. I asked their friends to help instead of making fun of them. I put them in a group so that they became more interested in helping their partners instead of Mocking. This approach was inspired by “ZPD” and scaffolding which allowed students to feel supported rather than judged. In this approach, they did not have to do difficult tasks, rather they were guided step by step with clear instructions, prompts, vocabulary lists as well as got the chance of peer discussion. Over time, more students seemed to volunteer to read aloud, and share their ideas even when they were not completely sure.

Connecting grammar with real life and emotions

Students seemed to start seeing grammar as part of their daily lives instead of using only as rules while giving exams. When they were asked to write about anything they went through, “Yesterday,” what they ate, who scolded or which class they liked or what they dreamed of buying in the future, they had to use grammar to express their real-life experience as well as feelings. After this fun activity, I used their written texts to make them notice tense markers, correct errors and discuss sentence structure. Since these tasks were linked to their own daily life activities and emotions, the lesson appeared less boring to them. Students laughed and were more eager to see each other's responses and writing (finding errors in anonymous papers was like a game to them). This activity helped the students remember patterns better.

Developing the habit of self-correction and self-monitoring

During teaching, instead of providing them with the correct answer or correcting their mistakes, I repeated their wrong answer by highlighting the wrong part with high peach or stretching it. It helped them notice their mistakes on their own instead of being corrected every time. Besides, when they had to find errors and correct their classmates' anonymous texts, they learnt to look carefully at sentence structure, verb form and spelling. Through this process, they started to develop "noticing skills/self-monitoring skills"

Strengthening classroom relationships

From the very first day of conducting classes as a teacher, I attempted to drop their "Affective filter" by entering the classroom with a bright smile, greeting them warmly, and patiently listen to their responses whether they made silly questions or stammered. I tried to show genuine interest and gesture whenever they came to me or tried to say anything. Such simple gestures and approaches, combined with fun group activities, created a friendly and safe atmosphere where students can feel comfortable, seen and heard. In group works or solo work, whenever they gave answers whether it's correct, near correct or not correct, I encouraged all the students to clap their hands for their bravery and effort. As a result, many students came to me to share that they found my class most interesting and they want my classes more. This motivated them more towards spontaneous participation in activities thus they learned.

Increasing learner's autonomy

By following the ideas of "ZPD" and "Scaffolding", I tried to gradually move students from dependence on the teacher towards more autonomy. At first, I gave them more support: clear instructions in both Bangla and English, examples on the board, vocabulary lists, and guided reading. Later, I reduced this support and asked them to work in pairs and groups, write answers themselves, and help each other understand confusing points. Peer scaffolding became a powerful tool in this process. When students worked together to write dialogues, check each other's sentences, or discuss answers, stronger students often helped weaker ones, and both sides learned something. The stronger students deepened their understanding by explaining, while the weaker students gained help in a less frightening way than direct teacher correction. This culture of helping each other is a major benefit, especially in a large class where one teacher cannot give equal attention to every student all the time.

Personal growth as a reflective teacher

Finally, these approaches did not only benefit the students. They also helped me grow as a teacher. By planning activities based on Learner-centric ways, elicitation, and scaffolding, I had to think carefully about my goals, my instructions, and my own talking time. I learnt a lot about how to remain silent at key moments, how to ask better questions, and how to read students' faces and body language to understand when they were confused or when they were ready for more challenges. Reflecting after each class on what worked, what did not. Based on how students reacted, I learned that theory becomes meaningful only when it is tested in practice and adjusted to fit the real classroom. This habit of reflection is one of the biggest personal benefits of the internship because it will guide my future teaching in other contexts as well. I now believe more strongly that even in a crowded, exam-driven Bangladeshi classroom, it is possible to create space for students' voices and to make grammar learning more active, humane, and meaningful.

3.5. Challenges of Applying Student-Centered Approaches*Balancing time, syllabus and new methods*

Balancing time and syllabus were one of the most difficult challenges I have faced so far. The SSC level syllabus was too heavy to cover through the inductive and elicitation process. During an inductive method, in activities like allowing students to take time and find the error from texts is indeed time consuming. For instance, letting them write about "Yesterday" and then giving them interaction to notice the error and correct tense and spelling on their own. It took more time than simply explaining past tense rules and giving some written exercises. I often felt overwhelmed and confused on whether I should let the students experience deep learning and increase Student Talking Time (STT) or should I only focus on completing their SSC syllabus by just providing them the rules and making them learn deductively. Some students asked me whether their syllabus would be completed before the exam or not. Such questions made me wonder that the pressure during limited time is not only a practical issue, but also a source of anxiety.

Working Against Fixed Habits and Expectations

Another challenge I had to face was the habits and expectations of the students who had always been taught in a deductive way under the influence of the traditional teaching systems. Most of the students were mostly used to the Grammar Translation Method where they were taught the rules first, and the teachers made them memorize the rules. Later, they were asked to solve questions by applying the rules. Mainly, they only listen, take notes, memorize, and apply. So, when I asked such students to guess rules by their own without giving them direct answers or rules, discuss in groups, or write their own experiences, some of the students seemed confused. Some of them are even resistant at first thinking these might be unnecessary activities. Few students even asked me whether these activities would fall under exam syllabus or not. At the beginning few students even looked at me blankly for the correct answer even after I had given them prompts and guidelines to think and find on their own. This made me realize that for these students, listening passively became a habit and it felt safer than speaking or taking risks in front of the class. However, changing such a mindset requires constant effort, patience and reassurance that they are in the safe hand and their answers and concerns are valuable even though sometimes those are not accurate.

Maintaining Discipline During Interactive Tasks

Different students come from different types of backgrounds, have different types of abilities. Hence, managing a large class of students with different levels of skills and abilities was another most difficult challenge. In a class of 45 to 50 students, there were noticeable differences in their proficiency level along with their confidence and motivation level. Some of them were quick learners who could understand new patterns and spoke willingly whereas others struggled with basic sentences or felt too shy, under confident and demotivated. Some stronger students in group activities dominated group discussion, while the speakers remained mostly silent or dependent. However, to mitigate such a challenge, I tried to move around the classroom and monitor each group closely to make sure everyone understood and contributed to the task. Besides, I also made sure to give suitable activities which were challenging enough for the advanced learners yet accessible enough for weaker students. I neither gave them too easy tasks nor too hard tasks. Therefore, each student could participate in the tasks even with a little contribution which increased their confidence and reduced the habit of dependency gradually.

Navigating Bilingual Instruction and Language Choice

Another challenge was to determine the ratio between Bangla and English language use. Many students needed Bangla explanations to properly understand difficult grammar points. Using only English sometimes led to confusion and frustration. At the same time, I was worried that students will become too much dependent on Bangla translation if I didn't use enough English. My utmost efforts were to introduce the topic in English. However, if needed, I used Bangla for better understanding. But keeping this balance in a large, mixed class was not simple. I was constantly worried if my actions were making them too comfortable in Bangla that they will not try to use English enough. These doubts made me realize that I need to keep negotiating with myself in terms of choosing whether to use Bangla or English as a mode of communication.

Institutional Pressure and Personal Self-Doubt

Institutional expectations became another source of pressure. In a country, where exam results are highly valued, there are certain stigmas. Everyone thinks that a “good” teacher is someone who finishes the syllabus on time, gives notes, and directly trains students for questions that will appear in the SSC. When I made the lesson plan interactive and filled them with group works and paired works, I was worried that other teachers or guardians will criticize me for my methods. Often got worried if they come to a conclusion that I am not serious about my work or I am trying to be lazy. Even though my supervisor and other teachers were supportive, I still felt the need to constantly justify my methods. Staying true to a more communicative, student-centered approach while honoring exam demands required careful planning of new techniques with a balanced integration of traditional techniques.

Finally, there was the emotional challenge and self-doubt. As I was just an intern as well as novice to this environment, I certainly lacked confidence. Not every lesson went as planned. Sometimes I had to take classes unprepared. Students also didn't make it easier, as they knew I am an intern and I have less authorities over them. During activities I encountered a lot of mismanagement often times. Some activities took longer than expected. Some groups did not cooperate well, and some students remained quiet despite my efforts. These days made me think about my choices, if they are actually good for the students. Reflecting after each class helped me turn these challenges into learning opportunities. After a brief experience I changed my plans, adjusted according to the

needs of that particular class and grew. Through this process, I learned to accept that change is gradual and that even small shifts like a shy student speaking up or a pair successfully correcting their own sentences are meaningful steps forward.

Chapter 4

Conclusion

Through my internship experience in Jamila Khatun Lalbag Girls' High School, I learned that just integrating interactive activities is not enough to increase STT. It actually needs a careful planning of “theory to practical implementation”. Traditional systems (GTM) can make the students pass their exams and might make them efficient in writing but they fall behind in developing communicative skills. In contrast, if a teacher carefully plans and applies the four theoretical approaches examined in this report (The learner-centric approach, the affective filter hypothesis, scaffolding within the Zone of Proximal Development (ZPD), and elicitation techniques) student talking time increases in the classroom. Students feel more comfortable to participate more willingly, and develop both confidence and motivation in learning English.

Coordination of these theories create conditions where student talking time naturally increases. The learner-centric approach makes students more valued in the classroom rather than keeping them as the audience of a grammar broadcasting system. Krashen's affective filter hypothesis improves the classroom environment to decrease anxiety and increase motivation. Vygotsky's ZPD along with scaffolding ensure that all sorts of learners at different proficiency levels get proper opportunity through structured support. Elicitation techniques like open-referential questions, make the students produce longer responses which are more meaningful and necessary. I observed that applying these principles produced better response in the classroom.

At the same time, implementing such theoretical approaches in Bangladesh, especially at secondary level is not very easy. Many teachers still depend on traditional methods despite CLT-oriented training. Large size classes create difficulties to provide proper care to each student according to their needs. Students are naturally shy, and some teachers feel uncertain about managing communicative grammar lessons. Limited time and resource create obstacles to implement these theories even if the intentions are there. Even if the teachers value communicative goals, the pressure of high-stakes exams such as SSC often demotivate them to apply new methods, thus they turn toward traditional ways.

Nevertheless, to make the student-centered learning possible, there are several steps that can be taken. Teachers require more CLT-based long term training programme to model lessons and peer observation, rather than one-off workshops. Schools need to integrate better ways to support the teachers with their planning to take interactive classes. According to my observations, for large classes, communicative activities like group discussion and scaffolding can be helpful in long term.

Crucially, creating a safe space where students are not anxious to express their authentic thought isn't expensive. Simple gestures and generous approaches can significantly increase students' confidence and participation. These low-cost behaviors can transform classroom dynamics.

Looking ahead, if we want to make the students of our country proficient in proper communicative English, classrooms must move beyond traditional systems. Proper application of theories with planned adjustments and thoughtful implications students can develop genuine communicative ability. This is particularly vital in a context where English has limited authentic use outside school. Transforming the scenario of grammar teaching will require the collaboration among teachers, school authorities and policymakers to create the willingness to change the system. If this report contributes anything to the conversation about English language teaching in Bangladesh, I hope it is this simple truth, "When we trust students, they become curious. When we scaffold their journey, they become independent. And when we create comfortable environment for them, we finally hear their voices."

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