

**Classroom Management: Teaching Young Learners**

**Jasia Mehjabin Haque**

**ID: 15103004**

**Department of English and Humanities**

**August 2018**



**BRAC University, Dhaka, Bangladesh 66, Mohakhali, Dhaka**

**Classroom Management: Teaching Young Learners**

**An Internship Report**

**Submitted to the Department of English and Humanities**

**Of**

**BRAC University**

**By**

**Jasia Mehjabin Haque**

**15103004**

**In Partial Fulfillment of the Requirement**

**For the Degree of**

**Bachelor of Arts in English**

**August 2018**

## **Acknowledgement**

With the blessings of Almighty Allah, I could finish my report within the estimated schedule. At first I would like to thank my Parents, and then I would like to thank Mr. Ali Karam Reza the principal of Mapleleaf International School who gave me an opportunity to work in this renowned school. Next, I would like to thank Sadia Afreen (Class teacher of Nursery) for her immense support, cooperation and guidance. Without her assistance, I would not be able to accomplish my work. She helped me survive in a hostile circumstance of the school. Further, I would like to express my earnest gratitude to my esteemed supervisor, Mrs Lubaba Sanjana for her patience, guidance throughout the semester chosen for writing this report. I could not have deserved a better supervisor than her, she was indeed a blessing for me, for every problem I faced she was always there to find out a solution for me.

Then I would like to thank the chairperson, Dr Ferdous Azim of Department of English and Humanities (ENH) of BRAC University and also thankful to other faculty members- Mrs. Shenin Ziauddin, Mr. Mahamudul Haque, Ms. Roohi Huda, Mrs. Rukhsana Rahim Chowdhury, Mrs. Nawshaba Ahmed, Dr. Al-Amin Reza, Dr. Faheem Hasan Shahed, Dr. Samina Sultana, Afsan chowdhury and Dr. M. Mufakkharul Islam from whom I have learned a lot while doing courses with them in my under graduation studies. Moreover, I would like to thank our Teacher's Assistant Zubayer Alam for helping me.

Last but not the least; I want to thank my friend Showmik Joy Bhowmik for supporting me to accomplish my work.

## Table of Contents

<b>Abstract.....</b>	<b>01</b>
<b>Chapter 1: Introduction.....</b>	<b>02-03</b>
<b>Chapter 2: Literature Review.....</b>	<b>04-12</b>
2.1.1: What Is Classroom Management?	
2.1.2: Why One Needs Classroom Management?	
2.1.3: Aspects of Classroom Management in Accordance with Age.	
2.1.4: Teaching Method and Techniques for Young Learners.	
2.2: Basic Psychological Needs.	
2.3: Motivating Learning.	
<b>Chapter 3: Theories into Practice.....</b>	<b>13-22</b>
3.1: My Experience asan Intern Teacher.	
3.2: Findings Based On My Classroom Observation.	
3.3: Employment of Teaching Methods.	
<b>Chapter 4: Challenges Faced During Internship.....</b>	<b>23-24</b>
<b>Chapter 5: Recommendation.....</b>	<b>25</b>
<b>Chapter 6: Conclusion.....</b>	<b>26</b>
<b>Reference.....</b>	<b>27</b>

### **Abstract**

This report is based on my Internship experience in Mapleleaf International School. In this paper I have mentioned about teaching younger learners and managing classrooms. I have also focused on the barriers, techniques and methodology to teach students at basic level. Classroom management for this young level is a vital concern for a novice teacher as well as an experienced teacher. Teacher needs to focus not only on the teaching ability but also on classroom management issues to avoid troublesome behavior of the students. As the students belong from various communities, the teacher needs to be very careful while choosing their teaching methods. A teacher requires choosing his/her teaching methods depending on the nature of the student, subject, the goal of the course and the school administrations. This report reviews some classroom management issue, need, aspects and teaching methodology for students at young age. My main concern was managing students of 4-5 years old as they require continuous attention. In this age level the students have 50% development and they require proper nurture in this time. This report also includes some problems faced during the internship and some recommendations regarding it.

## **Chapter: 01**

### **Introduction**

In order to make a successful lesson in a class one of the most challenging works for a teacher is to manage a classroom. The findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009). However, at many times it is seen that things do not work as they are planned and there may be numerous reasons behind this. The perspective, practice and theory of classroom management cannot be placed in a linear line as all these contradict one at a time because of the management issue. Management issue including physical environment, teacher's body language, positive classroom attitude, peripheral learning, and basic psychological needs, motivating learners, minimizing disruptive behavior and increasing learning effective classroom will be discussed in this paper.

This paper is mainly designed for accomplishing my under graduation degree in ELT & Applied Linguistics, during Spring 2018 to Summer 2018. I was required to do my internship in an academic institution. I got the opportunity to work as an intern teacher in Mapleleaf International School. I chose this school because it is one of the renowned and prominent English medium schools in Dhaka.

I was assigned to take classes for Playgroup and Nursery. At the beginning I was upset because I did not want to take class in these sections due to the age level of the students and my former experience with this age level. However, after starting the internship I could come to know many basic patterns and challenges which I have faced while interacting with the students. I will discuss all these in details in later part of this paper. Moreover, teaching young learners requires more patience. In first two weeks I observed classes in Nursery and then Playgroup. The

teaching patterns of both the classes are different in spite of having almost similar age level. In my report I will mainly focus on the classroom management issues with this age level and teaching them in accordance with the needs of them which I learnt in various courses throughout my under graduation studies.

## **Chapter: 02**

### **Literature Review**

As my main focus is classroom management for young learners and I was also assigned to take classes in Playgroup and Nursery now I am going to elaborate some existing studies.

#### **2.1: Classroom Management**

##### **2.1.1: What is Classroom Management?**

Classroom management is an extensive arena to explain. Individual authors viewed a diverse point of view on classroom management. According to Scrivner(2012) "The skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with your attitude, intentions, personality and your relationship with the learners".

Classroom management can be defined as the concept of the notion of student discipline. It includes all the things a teacher must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment. (Sanford, Emmer & Clements, 1983; cited in Jones & Jones 1994, p.3)

The fundamentals of classroom management applied to any classroom. Considering the 'keys' to effective classroom management are Establishing clear teacher and student roles, articulate unambiguous objectives and goals, being flexible, allowing students some choice in activities and exercises, take personal interest in student, be fair to all students, exhibit enthusiasm and a positive Classroom management is a broad area to explain. Different authors



viewed a variety of perspective on classroom management attitude, challenge students of both higher and lower level of ability. (Marzano & Marzano, 2003; cited in Brown and Lee 2015).

Scrivener (1994) describes classroom management as the “Combination of both decisions and actions where the actions can be called to those which are done in classrooms and decisions are about deciding individual's actions, the timing of activities, how to prepare students for the activities and deciding who will do which activities (p.55). Hence in Playgroup and Nursery classes, I have seen the similarity where teachers have to make instant decision and actions done accordingly.

### **2.1.2: Why one needs Classroom Management?**

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’. He added that ‘For students, classroom management means having some control over 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).

Making an interpretation of instructional objectives for learning encounters is the thing that classroom administration is about. In all classrooms, the instructor is responsible for arranging nature, dealing with the learning procedure and student conduct and additionally building up the structure for a soul of enquiry. In a definitive investigation, great classroom

administration is the point at which “My students truly need to go to my class and the dependable guardians are eager to send them there in the wake of viewing their everyday advance on some hard markers’. Practicing the art or applied social science for achieving such results has always been a challenge for those who deliver a curriculum in the classroom. Highly successful teachers may be found very different as persons and as professionals. They will be found utilizing different teaching strategies and will express different ideas about maintaining student discipline. Contrast the 24 classrooms of these teaching superstars, and you will find major differences in how they structure the learning environment for their students and manage their classroom.

Seven indicators, although not exhaustive, of such structuring reveal much about the depth in the concept of classroom management (Khetarpal, 2005). These are listed below and described thereafter.

1. Classroom climate: Described as a set of characteristics that describe a classroom, distinguish it from other classrooms and influence the behavior of teachers and students in it, relatively enduring over a period of time.
2. Classroom communication: The process by which someone who has a purpose to accomplish, say a teacher, tries to convey something to get someone else, say a student, to act for the achievement of the purpose. Communication involves both exchanging information and transmitting meaning.
3. Classroom management of student learning to belong: Which is about focusing on culture which can help shape attitudes, dispositions, and behaviors and a strong sense of belongingness of those in the school, all of which work in pursuit of the technical part of the school. The culture

produces a strong sense of community for the school and a feeling of belonging to that community on the part of teachers and students and parents. Teachers creating learning experiences for their students by knowing about their background knowledge of skills, interests outside school, cultural heritage and special needs through various methods.

4. Management of student behavior in the classroom (Discipline): Refers to approaches to managing students' behavior until learning occurs in an effective environment. Managing 25 disciplines in the classroom is an important component of classroom management. Learning will not meet in an environment where student behavior is out of control.

5. Teaching strategies: Means selecting best method for teaching once teacher become aware of what the class needs in terms of learning experiences; teaching the whole class, teaching groups, or individual work.

6. Managing the new generation classroom: Is shifting classroom management to computer lab management. Obviously, classroom management for the new generation will need to be different, far different.

In some other point of views classroom management is the organization of a classroom as a learning environment; the management of student discipline, order and care; the grouping of student for different tasks and patterns of interaction; the individualization of students learning (Stensimo, 1995, Emmer, Everston, Clements, &Worsham, 1994, Jones and Jones, 1990 as cited in Martin & Shoho, 2000, and Smith, 1991). The task of classroom management is also defined as follows (Truly et al 1992).

### **2.1.3: Aspects of Classroom Management in accordance with age**

As my report is about teaching young learners hence according to Harmer people of different ages have different needs, competencies and cognitive skills; we might expect children of primary age to acquire much of foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought. One of the most common beliefs about age and language learning is that young children learn faster and more effectively than any other age group.

Apart from pronunciation ability, however, it appears that older children (that is children from about age 12) 'seem to be far better learners than younger ones in most aspects of acquisition, pronunciation excluded' (Yu, 2006:53). Patsy Lightbown and Nina Spada, reviewing the literature on the subject, point to the various studies showing that older children and adolescents make more progress than younger learners' (2006:67-74).

Lynne Cameron also suggested that teachers of younger learners need to be especially alert and adaptive in their response to tasks and have to be able to adjust activities on spot. As this is an English medium school hence the curriculum is in accordance the students are taught to speak English from a very early age. According to Harmer In order to achieve significant competence, especially in Bilingual situations, but in learning situations, teenagers are often more effective learners. Yet English is increasing being taught at younger and younger ages. This may have great benefits in terms of citizenship, democracy, tolerance and multiculturalism, for example (read 2003), but especially when there is an ineffective transfer of skills and methodology from primary to secondary schools, early learning does not always appear to offer the substantial success often claimed for it.

Piaget suggested that children start at the sensory-motor stage, and then proceed through the intuitive stage and the concrete operational stage before finally reaching the formal operational stage where abstraction becomes increasingly possible. Some recommendation by Jeremy Harmer is described below for teaching young learners is, first of all, we will want the classroom to be bright and colourful, with windows the children can see out of, and with enough room for different activities to be taken place.

Susan Halliwell also writes that seating in the classroom or only talking to the teacher does not enthrall a student rather children love discovering things because they respond well to being asked to use their imagination, puzzle solving activities drawing things making things physical movement with the song gives them more interest in learning.

Moreover, they do not have anxiety or inhibition, limited attention span; unless the activity is extremely engaging, they can get easily bored said by Harmer.

#### **2.1.4: Teaching method and techniques for young learners**

Before joining the school had no idea how young learners are taught at school, after observing and starting my classes I came to know about the certain pattern of the teaching-learning method in a school. They do not follow any specific set of a method for teaching students whereas they follow some techniques related to it.

Drilling technique is one of the most essential techniques for teaching the students. When they repeatedly learn the same thing, again and again, they tend to memorize the lesson gradually. The teachers follow it every day and at the end of the term, the students are asked to read it aloud. Though I asked many of them that which method they follow they are unable to specify any single method rather they have rules which they follow to teach the students.

However, after observing it was seen that they follow Total Physical Response and The natural approach. James Asher (1977) explained the 'trace theory' of learning in which it was claimed that memory is increased if it is stimulated or "traced", through association with motor activity. In TPR method the child is exposed to imperatives even into more advanced proficiency levels examples include; Close the door, Pick up the book, say sorry to her, Open your book, Give me your diary, write it down. However, with all these the students give a response to the works well.

The Natural Approach method which was inspired by Asher's advocacy of Comprehension-based approach, but developed somewhat later in the early 1980s. Krashen and Terrell (1983) felt that learners would benefit from delaying production until speech "emerges", that learners should be relaxed as possible in the classroom, and that a great deal of communication and 'acquisition' should take place, as opposed to analysis. Their Natural approach advocated the use of TPR activities at the beginning level of language learning when "comprehensible input" is essential for triggering the acquisition of language.

## **2.2: Basic Psychological needs**

Teachers need to be aware of the psychological development of a student. According to Jones & Jones 1983 is stated that Students behave appropriately and learn more effectively in environments that meet their basic personal and psychological needs. All students learn best at their school setting where they are comfortable and feel safe and accepted. In addition, students' needs vary somewhat according to their age and effective teacher create classroom settings and employ instructional strategies that meet their students' unique needs. Students' academic failure and misbehavior can be understood and subsequently prevented or corrected by examining classroom and school environments to determine which students needs are not being met.

When discipline problems occur in school, they can more often be traced to dysfunctions in the interpersonal climate and organizational patterns of the school than to malfunction in the individual. In short, misbehaving students are often reacting in a predictable and even sensible way to the school as it affects them and as they have learned to perceive it and react to it.

(Wayson, Pinnell & Duke: Helping teachers manage classrooms; 1981)

Teachers are frequently frustrated by their inability to determine the source of disruptive student behavior that detracts from students learning. When asked to describe why children misbehave, the teacher often includes in their responses such factors as poor attitude, poor home environment, lower than average IQ, and failure of previous teachers to properly develop self-discipline and social skills. Although there are several or even all of these factors may well influence students behavior in some way, a teacher can do little about these factors. This emphasis suggests that teachers can merely coax or bribe these students into behaving more appropriately or remove or punish these children when misbehavior occurs. Teachers may thus absolve themselves of responsibility for student's misbehavior. In this scheme, teachers are merely a reactive force. They must put a finger in the dyke when confronted with unpredictable forces over which they have little control (Jones & Jones 1983).

### **2.3: Motivating Learning**

Motivating young students are easier than the older ones. Teachers retain their effectiveness as professional persons only so long as they remain warmly human, sensitive to the personal needs of children, and skilful in establishing effective relationships with them (Blush 1954).

The quality of teacher-student relationships dramatically affects whether students' personal needs are met in the classroom. Students spend nearly a quarter of their waking lives between ages six and seventeen with teachers. Because teachers are responsible for evaluating students' work and controlling the quality of life in the classroom, they are the powerful adult figure in student's lives.

According to Harmer Motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort, he further mentions the external source of motivation as the goal, the society we live in, people around us and curiosity. As I am discussing teaching Younger learners so it is about the curiosity and the people around us which will work at most.



## **Chapter: 03**

### **Theories into practice**

#### **3.1: My experience as an Intern Teacher**

In order to complete my under graduation degree, I have chosen to do an internship which is of six credits. I chose to do an internship because I think practical work add experience to the work and in most cases, practical works are more evaluated in the thesis work. However, it was my own perception others may have their own point of view as well.

I started my internship from 11th January 2018 in Mapleleaf International School (junior section- July Session). I was assigned to take classes in Playgroup and Nursery. I was really very nervous because I was never exposed to students of this age. Though it is thought their age limit is a true barrier for their learning yet I could get some exceptional experience from there. On one hand, it is enjoyable to work with such small students, on the other hand, it sometimes becomes very difficult to tackle them. I had to work under two supervisors one is male another is female; the most significant thing was all the teachers were female in playgroup and Nursery class. Female teachers are considered to be more patient than the male one. In the very beginning, the supervisors were warm and welcoming but they rarely assigned me any work but then again I was accused of not working properly with them. Though they had the strict discipline for the teachers and the students they were very ignorant in case of working with an intern teacher and as I was running out of time I had to continue my work there.

I used to work 3days a week and duration are 7:30 am to 12:00 pm. The students used to arrive at 8:00 am. 3hrs class is assigned for playgroup and 3:30min for Nursery. I have to alter

and shift my classes every other day. Every day I work with a new class teacher and meet various students in each class. Their age level is mostly 4 to 5 years old.

Teaching young learners are sometimes very challenging yet it is easy because of the content. Managing the classroom is very important in junior classes. In each class, there are approximately 15 to 19 students and most of them range from 3.5 to 5 years old. These children have no knowledge about why they are sent to school, they are like blank slates in this stage.

### **3.2: Findings based on my classroom Observation**

From my observation, I saw that, as they are a kid, they make noise, chaos. Sometimes they do not want to sit properly. They start running in the class. Sometimes I had to scold them for it but later I was able to manage them. They become very happy if I give them star or write excellently in their copies, which mean they like rewards very much and when I give them this type of compliments, they feel more enthusiastic to do their assigned tasks. I mainly observed the class in the 1st week and on the next week I took classes along with the teachers. Through my 2 week experience, I have found out that students get impatient when they do not find out their class teacher and get panic. Differing from class to class quality of student varied. I have encountered a various range of student depending on their background, need and environment. I am a new teacher for them that is why they tend to give a mixed reaction, whenever I try to communicate with them. Most of the students do not understand the purpose of studying and coming to the school. However I focused on the classroom management of young learners based on their response from the class, their cognitive ability and try to find out learning is pedagogic or practical, moreover, I would also like to add about their teaching method and childrens' response towards their teacher. Every now and then I came to encounter something new and with

every experience, I get to learn a new pattern and method of teaching. Beginning with playgroup students that they do not understand the meaning of school and why they are sent here. It becomes really difficult to make them understand. In the first month of their school teachers face real difficulty in handling them. They are naïve and unable to understand the meaning of school. That is the most challenging situation for both student and teacher. Students do not want to seat in the classrooms, some students cry out of fear, even some students fight with the teachers. There remains only a couple of student who remains calm and quiet during the class. They are blank slates and they do not have any pre-teaching, all they learn in the school. They are mostly unable to understand the difference between home and school due to sudden exposure in the new environment. Moreover, they tend to ask various questions like they are hungry, they want to meet their parent, they are upset, and they want to drink a feeder and may more. They do not have the ability to understand that they are in the school they consider it as their home. In these cases, the teachers need to be prompt and give a technical answer to their students, they need to be very patient, humble, sensitive and flexible. For example, probable answers could be your mother is coming, we are going. The children mostly want full attention of the teacher. In most playgroup classes the students try to imitate what they see their teachers are doing which fall under the behaviorism rule. The children continuously and consciously imitate their teachers.

Furthermore, the students come from a different family background which uplifts their way of teaching and reflects their upbringing in their home. For example, I have seen a student who is extremely unruly, then she abused her class teacher, hence we had to deal with him in a harsh manner and then he finally agreed for the class work.

Then there are certain students who are sleeping some are running to and fro in the classroom in these situation teachers need to be strict or find other technique to handle the class.

However, most students are obedient as they are very young and they tend to get afraid when they see the teachers angry.

Usually in playgroup classes using the second language are not much effective yet it is impressive that children tend to understand the language by the gesture and posture of the teacher. In playgroup classes, the teacher needs to handle the students with the utmost patience and care. All the teachers are female in playgroup classes as they are considered to take care of students with affection.

From my intern experience, I came to know that different teachers handle classes in a different manner, from every teacher I learnt a new way of managing the class. After several observations, I came to the conclusion that through they are young learner reasonable differences are sorted out in their teaching pattern. The teaching pattern of Playgroup mostly concerns towards precise nurture of the students. As in most cases the students are insentient and do not know about school hence they require very conscious parenting of their teacher. The teacher gradually plays a huge role in their life for an upcoming one year. Teachers support nourishes the student and promotes the learning growth. In playgroup classes, the students are taught hand to hand. In each class, there are almost 15-19 students where the cognitive ability of each student is different. Their teaching-learning pattern varies from one another. Depending on the students in each class teacher's behavior needs to be shaped. The entire authority is vested upon a single teacher hence the teacher needs to take the prompt decision.

I asked several teachers how they manage the class for PG students or the strategies that they follow while taking classes are. There are 5 sections and among then student of 2 sections are extremely unmanageable and students of 3 other sections are very polite compared to those 2

sections. When I asked the question to the teacher in those 3 sections they gave different answers but all the answers were satisfying. One of them said that it was from the very beginning that they took the authoritative power as the teacher. The student will accept the affection and at the same time, they will fear the teacher. Another teacher answered that try looking directly at your student's eyes because the children mostly look directly into one's eyes before they say something or want to understand the psychology of the teacher. The teachers also mentioned that they were strict from the very beginning of the year which helped to shape their behavior. The students need to make aware of the authoritarian power of the teacher.

Managing PG classes are never easy but with patience and constant practicing experience and time one can detect how classes can be taken. Teachers can take steps accordingly in case of need and demand of the situation. However, the teachers are obliged to follow some steps terms and condition. Hence coherence can be made. Besides a child has the very short attention span, hence it is the teacher's duty to capture their attention through peripheral learning. The students love appreciation and comfort from their teacher and these two are the most basic thing needs to be maintained while taking PG classes.

Then according to their age, the amount of lesson should be provided they are not to be overloaded with work. Children are centered to here and now concept; they are neither aware nor cautious about their behavior or correctness while learning. One of the most interesting things that I observed was their writing numbers and alphabets in an inverted way.

Next, I observed and will discuss management of Nursery classes because I could detect some of the precise differences in managing classes. There are 5 sections in the nursery. The students in these sections are already accustomed to the idea of schooling from their previous

1 year in playgroup. Classroom management in nursery classes is a bit different from playgroup because the students have a specific syllabus, pattern, lesson plan, routine and tasks. All these tasks are pre-designed through a lesson plan which makes it easier for the teachers to execute.

However, the students are very young they need to be managed with care and patience. Their previous teachers or playgroup teachers training play an active role in developing their teaching-learning ability. It is their pre-teaching which will be reshaped in every class they precede. Managing nursery class are equally challenging for the teachers like playgroup ones because cognitive and pedagogic ability of each student is different. Their classroom behavior is also different. For example, I have seen teacher's arranging classrooms seating according to the needs of the student. One of the students was extremely notorious and he was always told to seat in a back corner of the class. He had a fixed seat over there. Then again teachers did not allow female students to seat together because whenever they sat together they used to gossip in the class. The seating arrangement would differ relating to students type and behavior. Usually, nursery students are more active then playgroup ones.

In nursery classes, they are exposed to new teaching pattern with a specific syllabus. Their syllabus includes reading Rhymes, writing a small letter and capital letter alphabet, reading learning Bangla as a new subject, writing numbers from 1-50, then writing in words, writing Bangla and English words, spelling dictation and finally diary writing.

All of sudden they are exposed to e new teaching pattern and because of their pre-teaching in PG they can cope up with it. However, I have seen one of the students in my intern period who was directly admitted to nursery skipping playgroup which created an obstacle for teaching-learning of that particular student. As it was for the very first time he was exposed to

school he did not know how to react he could not understand any of the instruction provided by the teacher. This proves that as that student was not admitted to PG or pre-schooling hence he does not have the idea about school pattern, discipline and how it worked. Hence the teacher talked to that student separately and made him understood about school, class work copy, homework copies and so on. Afterwards, the student could understand it.

Hence classroom management is an important factor for the teacher-student management. Usually, nursery students are more active than playgroup ones which I can relate with one of the theories named Critical Period Hypothesis or CPH theory. This theory includes whatever the child learns within 0-4 years of age the teaching retains for a lifetime, for example, a child can learn up to 5 languages during this age limit. This concept was first proposed by Noam Chomsky. Further, this theory also states that human is born with instincts for acquiring language. That is why if management is done from the beginning then it does not create any problem. The former behaviour leads to later disciplined one.

Among these 5 sections, students of 3 sections are very well disciplined but the students of 2 sections are not. Yet the teacher manages the class with patience and care.

### **3.3: Employment of Teaching Methods**

Teaching method varies from school to school in spite of having the same age level and class. However, as it was my first exposure to teach such younger students I was very nervous. Yet on the very first day, I was assigned to work with a teacher of nursery section and she was very helpful. She taught me how the classes are taken where to give signature, syllabus and curriculum was described to me by her.

**Teaching Rhymes and Greetings:**

I started the class with the rhymes from The Radiant Way, Pre-Primer by Allied Pub. I noticed that most of the students were very excited and told rhymes in front of the class and some of the students were feeling shy to say anything. After that, I started teaching rhyme by using action, students love it when the teachers act along with them they become very happy and enjoy it. The first poem I taught was in nursery class. But in Playgroup there was no poem recitation rather there was word reading. Teachers mainly used drilling method to teach them. Then they were taught to greet each other and the timetable. 'Good Morning', 'Good Afternoon', and then the teachers made them understand by translating in Bangla because it is not possible for the student of this age level to understand it. Afterwards, they were taught time like 7'O clock time to wake up, 8'O clock time for breakfast. This book is named as Play Way Readers for Children Book-III by S. Chand.

**Bangla Letters reading:**

This is specially designed for the students of nursery class because Bangla language is not taught in Playgroup. 'Borno Malar Chora' By Dr Abul Hasan and Neejay Neejay Likhi Book-I by Rekha Pervin is taught in the nursery. In the initial level, students faced difficulty in learning because it was for the very first time that students were exposed to a different language.

**Teaching General Knowledge:**

Teaching General knowledge is also a fun part of learning. Nursery students are taught GK because playgroup students do not understand it. The name of national flower, fruit, fish,



tree, bird and basics like the name of six seasons in Bangladesh are taught. The students need to read it every day because they cannot remember them hence regular practice is a must.

### **Teaching Numbers:**

In playgroup Fantasy Number book 1-50 are taught writing and reading. In nursery class Mathematics for Kids Book-I, Fantasy Number Book 1-100 and "Sonamonider Gona O Likha Anko Shekha 1-50". The students could learn reading and write simultaneously because it was the continuation of the previous class and every day it was taught to them.

### **Teaching How to write Diary:**

This was taught in nursery class after the half-yearly exam they had to learn writing diary the teachers drew it on the board and explained how to write in the diary. Though most of the students did wrong in the beginning later on after two weeks they could capture it and write properly.

### **Teaching spelling Dictation:**

There was the certain list of words for students of nursery class, which was taught to the students and they were taught to write them in the class almost every day. The words included cat, dog, box, ox, hen, gun, sun etc. The teachers used to dictate them to write as class work as well. The students wrote 5 words in a class and they were assigned to learn them.

For play classes, there were Alphabet cards and students learn A-Z along with the words used in each letter. For example 'P' for 'penguin', 'L' for 'lion', 'J' for 'Joker' etc.

**Teaching Colouring:**

Teaching colouring was another part of students of playgroup and nursery. At first, they are taught the names of the colours and then they were told to recognize and use them in their book. The teacher's used "My first colouring book-I & II" and "Fantasy colour book- I & II" in respective classes.

**3.4: Implementation of techniques**

During my intern I discussed teaching pattern with many teachers and I was exposed to several learning-teaching techniques which were really helpful for me. I tried to apply them as well and I came to get the good result from there. Managing both classes depending on their physical environment, teacher's body language, positive classroom climate and peripheral learning which will help to promote easier learning.

In the very beginning, the students are taught in drilling technique which means the continuous repetition of the lesson again and again and make it easier for them to learn. In playgroup classes, they used to write every day and the teacher would detect which students are capable of picking the lessons easily and which could not. The teachers had to give equal effort to all the students and they were trained to teach in that way. Teachers used to rewrite along with the students. The students were called to the desk and they could write over there not seating in their won bench because there were certain students who were very stubborn and they did not want to write.

## **Chapter: 04**

### **Challenges Faced during Internship:**

My overall internship experience was satisfactory. I was very nervous as I had to teach the students of very basic age level because understanding their psychology was not easy. However, I got some amazing teachers who helped me to learn and understand all those pros and cons of teaching. There was a certain student who abused one of the teachers and her parents were called for discussion which seemed rude to me. She should not have done that rather explaining it to the student. Later I came to know that it is obligatory on teacher's part to let their parents know beforehand.

However, coming to personal persecutions, I faced challenges dealing with the supervisors and some teachers. From the very beginnings things were well but as the time fly by the supervisors did not assign any work properly to me hence I was also reluctant towards my work they did not give me any work or allocate any class for me but they expected me to do the work by my own; but this is a proper professional institute and I cannot work the way I want the supervisors were ought to assign work to me. I had to go to each of the teachers and ask if they had any work or not.

From my 12 weeks of experiences, I have encountered that the school lacks proper administration and appropriate supervision. I have seen the supervisors and teachers do the work as they wish but there is no accountability towards anyone. Though the supervisors have supreme power in the branch there is no other authority to take care of them.

Moreover, I had to face professional harassment in that place. There were certain teachers who were more interested in interfering with my personal life and gossip accordingly. No matter

how much I avoided I was repeatedly asked about my personal life in a professional institute. In fact, the supervisors themselves were also involved in it. I barely got assistance from anyone.

The working environment is not that suitable.

In spite of being a renowned school of the capital they never had supervision what happened in other branches of the school. As they have multiple branches but they lacked management issues. They were very nonprofessional and casual but they expect all other teachers and interns to be professional. Though I asked several time what I could do next how I could work further they barely assigned me any task. Then again they did not even bother to underestimate and misjudge my capability as an intern teacher. They did not behave professionally but expects an intern teacher out of nowhere to behave in professional manners. Surprisingly, students like us went to learn there but rather than teaching-learning confabulation was more intense.

There was only a day where I took the class of entire section all alone. That was the very first work I have ever done.

**Chapter: 05****Recommendation**

Instead of having obstacles, after 12 weeks of the internship I came to recognize some points to recommend for teaching learning students of this age level are described below.

1. Teachers should be given more training because the teachers lack the updated teaching techniques, which should be facilitated by the school.
2. Usually, in playgroup classes, their teaching-learning pressure is less but suddenly the pressure is more in Nursery classes. Hence it should be taken into account for creating sudden pressure on students.
3. Classrooms should not be overcrowded rather it should be made easy and flexible for both students and teachers.
4. Students should be sorted and placed into different section in terms of their behavior and cognitive ability.
5. The teacher should be more empathetic for proper learning.
6. More sections should be opened
7. Working environment should be improved with proper supervision from higher administration

**Chapter: 06****Conclusion**

Classroom management is a very important issue and it should be taken into account for teaching the students of a very young age. If a teacher cannot manage his/her classroom, then there creates a chaos hence besides teaching the students, classroom management also involves being in charge of an entire class of students. If a teacher can supervise the class properly and produce interest in learning, then it is comprehensible that they will take pleasure in learning to a convinced degree than taking it as a challenging task. Managing the ESL classroom properly is one of the most complicated tasks for a beginner teacher like me; hence I depend on the methods and techniques of classroom management. In this paper, I showed how I used different methods and techniques suitable for young learners. Hence, I want to say that classroom management will not be a challenging task for any teacher if they have appropriate knowledge of various theories of teaching methods and techniques. Using different methods and techniques of classroom management in the ESL classroom makes the class interesting, appealing and effective.

### References

- Aliakbari, M., & Heidarzadi, M. (2015). The relationship between EFL teachers' beliefs and actual practices of classroom management. *Cogent Education*, 2(1), 1039255.
- Arifin, A. (2017). Classroom management: use of ESL methods in an elementary level course. (Unpublished dissertation)
- Borden, D. (2013). Classroom management: research for beginning teachers (Doctoral dissertation, The Evergreen State College).
- Hardman, E. L., & Smith, S. W. (2003). Analysis of classroom discipline-related content in elementary education journals. *Behavioural Disorders*, 28(2), 173-186.
- H. Douglas Brown (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.
- Jones, Vernon F, and Louise S Jones. (1981). *Comprehensive classroom management: creative positive learning environments*. Boston: Allyn and Bacon Inc.
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2014). Effective classroom management strategies and classroom management programs for educational practice. Groningen: GION onderwijs/onderzoek.
- Mart, C. T. (2013). The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes. *Journal of Advances in English Language Teaching*, 1(4), pp103-105.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.

McLeod, J., Fisher, J., & Hoover, G. (2003). The key elements of classroom management: Managing time and space, student behaviour, and instructional strategies. ASCD.

#### CLASSROOM MANAGEMENT: USE OF ESL METHODS 29

Richards, Jack C and Rogers, Theodore S. (2001). Approaches and Methods in Language Teaching. (2nd ed). Cambridge 2001.

Roushni, J.I. (2018).ESL classroom management: teaching methods and techniques at the elementary level. (unpublished doctoral dissertation)

Sakhaweti, F. A. H. (2007). The use of Total Physical Response as a Classroom Management Strategy (Doctoral dissertation). Sharjah Women's College.

Scrivener, J. (2012). Classroom management techniques. Cambridge University Press.

Sieberer-Naglar, K. (2015). Effective classroom-management & positive teaching. English Language Teaching, 9(1), 163.

Ur, P. (1996). A Course in Language Teaching. Cambridge University Press.

Wiseman, D., & Hunt G., (2008). Best practice in motivation and management in the classroom (2nd ed). Springfield: Charles Thomas