Young Kids Young Minds: Classroom Management at the Beginner Level

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Young Kids Young Minds: Classroom Management at the Beginner Level

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Chapter 1

Introduction

It is not that I always wanted to be a teacher, in fact I wanted to be a doctor in my childhood, and so I studied science both in S.S.C and H.S.C. On the other hand, I also had a fascination of being an English teacher by getting inspired by my English teachers in my school. The concealed aim became true afterwards when I chose English Linguistics as major in my graduation and now I am almost near to my achieve my goal. I have successfully done my internship in Bangladesh International Tutorial (BIT). I found teaching as a noble profession. I tried to employ my knowledge I gained in the years of my graduation and tried to follow my respected teachers' advice in every path of my internship.

I have taught as a subject teacher, as an assistant class-teacher, also as a placeholder. I have observed the theories and methods they use to teach English, the rules and regulations and classroom management. I found classroom management as the most important issue while teaching at the beginner level; hence I focused on classroom management in my internship report. I conceived that a teacher has to be informative, responsible, and sincere along with being knowledgeable, and he needs to know how to implement his knowledge in his teaching. I have seen and learnt many things throughout my internship which I tried to convey in my internship report.

Chapter 2

Literature Review

2.1. Classroom Management

Classroom management is defined by Jim Scrivener (1994) as the methods and strategies an instructor uses to maintain a classroom environment that is contributing to student success and learning. (Scrivener, 1994, 79).

Weimer (2008) says, to stabilize and keep an environment where teaching and learning can take place procurement and processes are needed.

Robert J. Marzano (2003) has in his book, Classroom management that works (2003) that teaching and learning can bloom in a well managed classroom where it furnishes an atmosphere to instruct and gain. (R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.1)

2. 2. Characteristics of a Classroom Manager

Robert J. Marzano (2003) says, among various roles the most crucial role that a teacher plays in classroom is that of a classroom manager as in a badly handled classroom effective instructing and achieving cannot take place. Both the teacher and student suffer in the situation where the students are undisciplined and impertinent, and no seeming rules and procedures guide behavior, chaos becomes the norm. Students achieve much less than they should and the teacher struggle to teach. (R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.1)

He again noted that, "The effective teachers perform many functions. These functions can be organized into three major roles. 1) making wise choices about the most effective instructional strategies to employ, 2) designing classroom curriculum to facilitate student learning, and 3) making effective use of classroom management techniques." (R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.3)"

Long and Frye (1985) said in his, *making it till Friday: a guide to successful classroom management,* it is a myth to believe that "effective teachers can prevent all discipline problems by keeping students interested in learning through the use of exciting classroom materials and activities. The potential for problems exit beyond academics. Students experience difficulties at home which spill over into the classroom, students experience problems with peers during the class breaks and in the classroom, students experience problems with peers during the class breaks and in the classroom which often involve the teacher; and students experience mood changes which can generate problems." (as cited in R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.4). He elicits his point saying, effective classroom managers are not born, they are made. Good classroom managers are who interprets and imply certain techniques in the classroom. Perceptions of and practicing these techniques can change teacher behavior, which in turn changes student behavior and in the end affects student accomplishment positively. (R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.11)

2.3. Components of a Classroom Manager

Roger Gower, Diane Philips, and Steve Walters (1995) have talked about the components in their book titled *Teaching Practice Handbook* such managing a class involves "1) eye contact, gesture and the voice, 2) classroom arrangement, 3) attention spread, 4) Teacher talk-student-talk, 5)

Eliciting, giving instructions, and setting up activities, 6) Monitoring, 7) Starting and finishing the lesson, 8) Establishing rapport and maintaining discipline." (Gower, Philips and Walters, 1995, p.8)

Robert Marzano (2003) noted that, there are four components of effective classroom management; such as "1) rules and procedures 2) disciplinary inventions 3) teacher-student relationships, and 4) mental set." (R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.8)

2. 4. Beginner classroom Manager

In the article titled "On the Elementary Management" by Leah Davies (n.d), I found similarities with my own experience since she has talked about the rules and regulations and has given examples of behaviorisms of a good elementary classroom manager. She says, "Elementary classrooms can become better learning environments when teachers have rules, classroom management skills, and a belief that each child can be successful. Rules help create a predictable atmosphere that limit classroom disruptions and encourage children to use self-control. Children need to be taught that it is their responsibility to make appropriate choices and that they will be held accountable for their actions. Teachers may decide to establish rules or allow their students to assist in formulating them. Teachers who involve their children in the rule making process contend that students are more likely to follow them. One way to involve students in forming rules is to have them brainstorm as a class or in small groups why they come to school and their goals for learning. Then ask them to name rules that will help them achieve their goals."

Davies (n.d) has described elaborately in her article what rules and procedures a teacher needs to explain to the elementary level learners. Such as, what to do when they need to go to washroom,

what to do to if they need to sharpen their pencil, what to do if they need to have water, what to do if they need any help, what to do if the teacher is not present in the classroom, what to do if a visitor comes to visit the school, what to do before the school finishes, how to line up and many more. I have detected the resemblances with the rules given by the author and rules of the school in which I have worked as an intern.

Davies, L. (n.d)

(Elementary Classroom Rules and Management, para. 1-2)

2.5. Eye Contact, Gestures

Sandra P. Davis Johnson, (2001) says in his book, *Essentials for character discipline* that, "When conveying the expectations of essential character discipline, always make eye contact with the students. Eye contacts also show you to see if the message was received and understood." (Johnson, 2001, p.22). While managing a classroom I have found eye contact as an important element as I often made eye contact with my students to detect their mind set and to gain their attention as much as possible.

Sandra (2001) noted about Gesture that, "using non threatening gestures to gain the attention of the students. It is important to remember to use gestures to give directions, get attention, and provide warmth and support. Never use threatening or hostile gestures that invoke fear, intimidation, or negative behaviors." (Johnson, 2001, p.22). As the author says, not to use gestures which can raise fear in the learner's mind, I do not entirely agree with it because while instructing I often found that sometimes it is also needed to be strict with them, it is needed to take some stern steps as well.

Roger Gower, Diane Philips, and Steve Walters (1995) have given a more clearer conception on using the gestures in the book titled *Teaching Practice Handbook*, "you can use gestures and mime; to convey the meaning of language, to manage the class-for example, to reinforce instructions, to add visual interest, to increase pace, to cut down on the amount of verbal explanations in English can be difficult and confusing." (Gower, Phillips, Walters, 1995, p.11). They also noted in the chapter, not to give unclear, ambiguous expressions and gestures which can create confusion. (Gower, Phillips, Walters, 195, p.13). I agree with this reflection as I have seen the consequences of applying these things in my classroom and also seen the consequences of using the 'should be avoided' gestures. I will discuss it in chapter III while analyzing my experience.

2.6. Voice and Delivery

Lesley Hendey (2009) considers voice as an instrument of classroom management. She says that the teacher's voice has to be effectual in different surroundings. "switching from one-to-one and small groups to whole class, assembly, and games or situations, not to mention the acoustic delights of corridors and laboratories, teachers' have to have 'adaptability' as one of their several middle names. They need a voice which projects well and appropriately in all these circumstances and which is also pleasant to listen to, even when being at its most authoritative." Affectionate and stimulating voices which are delivered in an imaginative way drag kids' concentration and help them to pay attention. They even get motivated to be present, to learn, and to perform (Hendey, 2009, para. 2-3).

Martin and Danley (2004) think that, "the teaching should have a firm flow supported by a centered breath, a developed resonance that allows the voice to be projected without strain or

effort, and a pitch range that is appropriate to the individual voice, combined with the flexibility to vary tone and inflection." (as cited in Hendey. 2009, para 7).

A teacher needs to deliver his voice clearly and firmly to establish his words, he also has to do it effortlessly therefore it does not seem to be delivered forcedly. If the teacher seems to deliver his voice forcedly then the learners lose their interest to pay attention to the teacher.

2.7. Dealing with disruptive behaviors

In the article titled 'Positive Reinforcement In Elementary Classroom' by Barbara Abromitis (2009), it is said, it's the teachers' responsibility to deal with disruptive behaviors, to identify the problem and the reason behind of it, and to substitute it with more desirable behavior; though problem behaviors disrupt class, interference with students' learning and making meaningful instruction is difficult to manage. Barbara (2009) says, "When poor behavior interferes with student learning, identify the desirable replacement behavior, then apply extinction and reinforcement principles for quick results." She conceives the idea of applying Skinner's behaviorism theories to make the behavior adjustment procedure a success (Abromitis, 2009, para 1-2).

2.8. Skinner's Behaviorism

Saul McLeod (2007) says that, "Skinner (1948) believed that the best way to understand behavior is to look at the causes of an action and its consequences." Skinner has introduced a new term which is 'reinforcement.' He says reinforced behavior inclines to be repeated; it means behavior becomes strengthened, and the behavior which is not reinforced inclines to be crushed out or diminished or it becomes weakened.

McLeod (2007) says, "Positive reinforcement strengthen behavior by providing a consequences an individual finds rewarding." He has given example like, if a teacher gives reward each time the student completes his homework, he will more likely to repeat the behavior in the future. His inclination to do his homework will be strengthened.

McLeod, S. A. (2007)

(Skinner- Operant Conditioning, Para 4-6, 10, 11)

On the contrary, negative reinforcement weakens students' performance. Few teacher were there in the school who were used to rebuke the young kids which was not worthy at all while it had a negative impact on them, and even if they had finished their work but they did not do it quickly because they were not reinforced for it.

2. 9. Negative reinforcement: Punishment

Punishment is defined by McLeod (2007) as the reverse of reinforcement as it weakens or extinguishes a response rather than enhancing it. He says, "Like can work reinforcement, punishment can work either by directly applying an unpleasant stimulus likes a shock after a response or by removing a potentially rewarding stimulus." He has given a sample of punishment such taking off pocket money to punish undesirable behavior. It might be suitable for higher level students but for the young kids or beginner level, it is worthless. In my school, teachers were used to keep them standing in front of the class facing the board; I saw young kids were scared of it. I also have punished them in the same way if needed.

McLeod, S. A. (2007)

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(Skinner- Operant Conditioning, Para 13)

2. 10. Positive reinforcement in beginner's class

Barbara Abromitis (2009) says that, while extinguishing a teacher also should reinforce the desired behavior because positive reinforcement makes a desired behavior more probable to take place again. Such as, few students of a beginner class might be timid or shy to raise their hands to answer to question but, he might shout out the answer. The teacher can accepts the answer even after rebuking the student, and then the behavior is reinforced at least for speaking up. Then again, the teacher can ignore answers given in loud voices and can call on them with their hands up saying; he would likely to hear what X (a student's name) has to say for he is raising his hand, or saying to look at those students who have raised their hands so nicely so that the other students can get reinforced. These remarks reinforce the desired behavior those who are already exercising it, when it is indirectly reinforcing the timid child as well. If the target child begins raising his hands, the teacher should reinforce the behavior again by thanking him for raising hand, or indicating it as an example for others in the class. Teacher may extinguish undesired behaviors by positive reinforcement and can manage their classrooms with a positive note.

Abromitis, B (2009)

(Positive Reinforcement in Elementary Classroom, para 4, 8, 9, 10)

2. 11. Discipline

Carol Cummings (2000) says that, "When parents and teachers are asked to generate synonyms for classroom management, discipline is always listed. For our purposes discipline is 'to teach'

students self-control, not to 'to punish'. In fact, punishment as a form of discipline to gain control is a last resort. Our goal is to establish a community of learners who feel bonded and connected; such a community exhibits self-discipline and perseverance and take responsibility for learning." (Cummings, 2000, p.2). He adds that "The goal is to focus on increasing learning by teaching students the prerequisite behaviors needed to meet standards-within an accepting and nurturing environment. Like the authoritative parent, teachers need to balance nurturing with setting clear limits; setting high standards of responsibility, encouraging independence, and giving guidance

without controlling." (Cummings, 2000, p.9-10). He also generated John Stanford's idea hat how important is to win them over, not to win over them. (as cited in Cummings, 2000, p.10). In our country there is a very common idea of controlling over the kids by the, name teaching discipline but teaching discipline does not mean to control over them or make them submissive to the elders, it means to teach how they can control themselves in different situations. Such as in a beginner's classroom, it has to teach how they should behave in a classroom or when they are in the school, how they should behave in assembly or in playground.

2. 12. Teacher-student relationship

For a beginner level classroom, teacher-student relationship is more important. Carol Cummings (2000) thinks that knowing a student's name is the first thing to know about him. (Cummings, 2000, p.15). In *Teaching Practice Handbook*, I have found that knowing students' names is important because "to establish rapport with the groups, it creates a friendly, co-operative atmosphere; it shows that the teacher is interested in the student as people; it makes to mange a class effectively." (Gower, Philips, Walters, 1995, p.19). I think it is effective for a beginner classroom as Carol Cummings (2000) suggests to keep an enlarged picture of the class, write

each student's name with a overhead marker, review the faces and names and to test teacher himself by standing at door to greet each student by name. (Cummings, 2000, p.15). In my school, the teachers do not stand at the door to greet the students but they never forget to greet them by their names at morning while they enter into the classroom. Such as, "Good Morning Ramisha!" I also have practiced it as I was assistant to the class teacher of a beginner classroom.

2. 13. Motivation

Williams and Burden (1997:120) see motivation as "a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and give rise to a period of sustained intellectual and/or physical effort." It is conveyed in other words such, "motivation is a combination of effort plus desires to achieve a goal plus favorable attitudes towards the goal to be accomplished.

as cited in Ghanea, M. Pisheh, H. R. Z. Ghanea, M. H (2001)

The Relationship between Learners' Motivation (Integrative and Instrumental)

and English Proficiency among Iranian EFL Learners, para 6

They say that, "Motivation is affected by students' self-concept, values, needs, and goals. Motivation is influenced by success or failure in past classroom activities, by the social environment of the class and by the teacher's behavior".

as cited in Ghanea, M. Pisheh, H. R. Z. Ghanea, M. H (2001)

The Relationship Between Learners' Motivation (Integrative and Instrumental)

and English Proficiency among Iranian EFL Learners, para 7

The learners need to get a boost on their trying to acquire something likewise they have their own interest in learning. Narayanan (2006) referred to Oxford English Dictionary (2004), "Motivation is the 1) reason or reasons behind one's actions or behavior. 2) Enthusiasm."

Narayanan, R. (2006)

Motivation Variables and Second Language Learning, para 3

2. 14. Types of Motivation

Gardner (1959) connoted that there are mainly two types of motivation such as instrumental motivation and integrative motivation." The desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc. is instrumental motivation." On the other hand, "The desire to learn a language in order to communicate with people from another culture that speak that language; the desire is also there to identify closely with the target language group is integrative motivation (as cited in Narayanan, 2006, para 4).

2. 15. Factors of Motivation

"Motivation is comprised of three different elements such 1) Expecting success 2) Developing a community of learners 3) Placing a value on learning." While expecting a success author has suggested to offer differentiated instructions as all students are not equally 'adaptable', to "provide feedback promptly, frequently, and efficiently. Students must be able to see a direct connection between any effort or completed task (such as homework) and a response from the teacher." To create a community of learners the author has referred to "a classroom that celebrates all its members and provides a supportive, inspirational, and motivational

environment. It is composed of four elements; celebrates student events and accomplishments, provides success for all, celebrates humor, has a fair, purposeful classroom structure." The author also says that beginner level students need "warmth, support, assurance, participation, and acceptance." It implies somewhat that a teacher has to take care of a beginner level student as a parent. Author says, "Motivated students are active students, active students are engaged students." Hence the more they will get motivated, the more they will engage themselves in learning. ("Motivating Your Students", 2002, para 1-8)

2. 16. Theories: Audio-lingual Method

"The objective of Audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech acts and to gain knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure or grammar was the starting point for the student." Characteristics of Audio-lingual Method are listed as; it is habit-formation, mistakes are considered as bad habits so it should be avoided, if language skills are presented orally first than writing form then it would be more effective, etc. The main activities include, "reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom." (Richards and Rodgers, 1986, p. 44). I have seen that few

of the activities are implied in the beginner level such as repetition drill, oral drill, habit-formation etc. I will explain it in the next chapter III while discussing my experience.

2. 17. Theories: Total Physical Response

According to James Asher, "TPR (Total Physical Response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind."

TPR is suitable for the beginner level because it reduces stress and pressure, as the author says, it has no disadvantage for the academic weaker students, and it is easy to implement, and it does not require spoken response, thus TPR is better method to implement at the beginner level learners. Asher, J. (n. d), p. 1-2

Chapter 3:

My Experience

I have joined Bangladesh International Tutorial (BIT) as an intern on 15th January, 2012. It is a well-known English medium School in Bangladesh. The aim of the School is to provide an education through English language of the highest quality, in accordance with the London Board for the Ordinary and Advanced Level examinations. All subjects are taught in accordance to the IGCSE syllabus and. English is the medium of instruction. A second language is mandatory for the students and currently the school offers French, Chinese and Bengali. The School consists of two sections. The Co-educational School and the Girls' School. The Co-education section has classes arraying from Play Group to Grade Twelve. The school hires only the most competent and experienced teachers. All senior teachers from class VI have a Master's degree. Most of the 'A' level teachers have a PhD degree. Hence, I was very much nervous about getting hired as intern in the School but however I got the chance to join in the K.G (Kinder Garden) section, which located at Gulshan 2, Dhaka. I have taught both in K.G II and class I. I have worked as an assistant class teacher in K.G II, consists of 25 students. Besides teaching English I also taught other subjects like Geography, and Maths for few weeks as a substitute teacher. While teaching and observing the school procedures I have perceived many practical ideas on various teaching practices; as classroom management, classroom monitoring, and motivation.

3. 1. Eye contact, gesture and the voice:

While doing my internship, I have observed many classes of English and of other subjects as well. I have observed other teachers' eye contact, gesture and the voice virtually. They genuinely

give an emphasis on eye contact, gesture and the voice since they teach the beginner level learners. They always make eye contacts with the students to make them understand the lesson distinctly and to observe if they have understood it or not. They give more importance on the gesture and the voice. As they use TPR (Total Physical Response) they always move their bodies or use gesture to convey the meaning of anything. They always raise their voices at a higher level so that the learners can hear them properly. I learnt these things practically from them and later employed those along with my early learned knowledge gained as a student of Linguistics for four years.

3. 1.1. Eye contact:

On the very first day, I invigilated an examination hall in class K.G II. English Language examination was held on "Parts of Body". Students were eagerly staring at me as I was new to them, but I tried not to look uncomfortable with it. Interestingly, few students asked me questions about the question paper although I was new to them, and other two senior teachers were present in the classroom. Such as, they were asked to colour a human body besides recognizing the body parts, one student asked me what colour he should use to colour the hair part of the body? I asked him back "what is your hair colour?" He replied, "Black!" What is other's hair colour in the classroom? He answered, Black!" I said, "What colour should you use then on the hair?" He said, "Black!" I made a close eye contact with the student since I was instructing him personally, Afterwards, when I began to take classes on contents, I always tried to make eye contacts with my students to gain their attention and to ensure that they have understood the content as I have mentioned in chapter II that, Sandra P. Davis Johnson, (2001) says, "Essentials for character discipline is that when conveying the expectations of essential

character discipline, always make eye contact with the students. Eye contact ensures that you have students' attention. Eye contacts also show you if the message was received and understood." (Johnson, 2001, p. 22). Such as; in my Literature class, while teaching stories, I found few students were always inattentive. Consequently I always tried to make eye contacts with those students to make them realize that I can interpret that they are not paying attention in the lesson. I sometimes asked them questions from the lesson to bring them back in the class and make them attentive if the eye contacts did not work. I often made close eye contacts with those students who were talking with others or were doing something else forgetting the task given or even while I was lecturing.

3. 1.2. Gesture

I tried to use gestures to convey the meaning of language, to add visual interest, and mostly to cut on the amount of verbal explanations. As I have referred, Roger Gower, Diane Philips. Steve Walters (1995) said that, a teacher can use gestures and mime "to convey the meaning of language, to manage the class-for example, to reinforce instructions, to add visual interest, to increase ace, to cut down on the amount of verbal explanation." (Gower, Phillips and, Walters, 1995, p. 11). This is particularly important at the lower levels where long verbal explanations in English can be difficult and confusing.

I have taken Geography class for a few days as the subject's teacher was on a leave. It was hard for me to teach as I have studied the course 6/7 years ago. In the first class I did not teach anything new, I gave them a task to do in the class, I asked them to draw the diagram of the solar system. They followed my instructions, they asked me questions. One student asked me whether Pluto is a planet or not? I got confused but didn't express in front of them as ambiguous

expressions should be avoided. I tricked her and told that these things have been taught before in class (I knew that the other teacher had completed the lesson before) so she should know the answer! Then I asked other students what should be the answer. Some of them said "Ma'm, Pluto is a minor planet!" I said, "Yes! Pluto is minor planet!" From the next class I started teaching the chapter 'The Earth", in another section. I messed up everything in the first section with my unclear gestures, I understood the students got confused, they did not understand properly, hence I took care of it and searched for the remedies and structured a class lecture on it. Then from the next sections I improved my teaching and tried not to express any wrong gestures.

3.1.3. Voice and Delivery

Voice and delivery are important elements in classroom management. A teacher needs to use this elements clearly and firmly to establish his words, he also has to do it effortlessly therefore it does not seem to be delivered forcedly. If the teacher seems to deliver his voice forcedly then the learners lose their interest to pay attention to the teacher. Thus, it is important to maintain a balance in delivering voice. I might have messed up sometimes in balancing my voice, because I usually talk in a low voice so I had to talk bit louder and at the same time I had to make sure that I am doing it effortlessly. In larger classrooms, voice delivery troubled me somewhat as I had to speak more loudly. As Lesley (2009) said, teacher has to have the adaptability to deliver his voice in different ways in different circumstances suchlike small group to large group, in classroom, in assembly or in games". I tried to deliver my voice in different ways, I also talked softly in a low voice while talking to any kid personally, even while taking class and I saw the kids get more interested to listen to me when I spoke affectionately. I talked to the students in a low voice if I was invigilating any exam hall. Such as I have given an example from my first day

experience that one student asked what colour he should use to colour hair part of the body, and I went to talk to him, I talked to him in real low voice as the other students were giving exam so they should not be interrupted by me.

3.2. Classroom Management

Since I worked as an assistant to class teacher of K.G II comprising of 25 students, I had to control the classroom every day, even more than the main class teacher. I did not have to teach the rules and regulations to the kids as I joined at the middle of the year, so they already knew the rules, but still I had to make them obey the rules and maintain discipline. The kids were very noisy thus I had to tell them often not to talk loudly, not to leave their seats while a class is going on. They often start playing in the classroom leaving their seats and make noise, even in the presence of the teacher. It may be induced due to the lack of effectiveness of the teacher, because few teachers could not control the class that much. Hence, I controlled them even if I was not taking the class, and controlling does not necessarily mean to handle the class rigidly or very strictly. I have seen that the kids listened more if they were instructed softly. Even one to one eye contact worked pretty well sometimes as they become quiet.

I noted in chapter 2, that, in a badly handled classroom effective instructing and achieving cannot take place. Both the teacher and student suffer in the situation where the students are undisciplined and impertinent, and no seeming rules and procedures guide behavior, chaos becomes the norm. Students achieve much less than they should and the teacher struggle to teach. (R. J. Marzano, J. S. Marzano, and Pickering, 2003, p.1). So, I produced such environment of teaching for the other teachers who could not produce effective instructions by managing the classroom. I made effective instructions while I took the classes as well. When I entered the

classroom, initially I made sure all the students were ready to attend my class omitting their previous works. I began my class with a smile and greeted them saying "Good morning class!" If they did not respond well I greeted twice and made sure they have paid attention to me altogether. Then, I began my class by introducing the topic clearly; I tried to encourage students' participation by communicative instructions and bringing their interests into the topic of discussion. Thus, the kids became much attentive in the class.

I have found that the kids needed to be kept busy in various activities. Such as if I had finished my class earlier then I gave them white pages to draw whatever they liked, otherwise they started making noise if they had nothing to do, but they became real happy when they were given enjoyable activity like this and they drew quietly without making noise. Therefore, Long and Frye's (1985) statement is suitable that "effective teachers can prevent all discipline problems by keeping students interested in learning through the use of exciting classroom materials and activities".(p. 3)

3.2.1. Disruptions in Classroom Management

As I said earlier, I had to teach the other subjects like Geography as well and I already mentioned it too that I had problem in teaching it. I have noticed that classroom management also get disrupted when I was not prepared for the class, so after realizing it I took preparation for my next classes. Then I found that I was bit uncomfortable in the larger classrooms. It did not have of a lot students but the size of the classroom effected me somewhat negatively, because it is a bit harder to manage a larger classroom than the smaller one. In smaller classrooms, I felt as if the kids were in my own compound and I could handle them in maintaining discipline and also while teaching or instructing. On the other hand, in larger classrooms, I felt like few of the kids

who were sitting in front of me were within my boundary, and rest of the kids was out of my touch. It is not possible in a larger classroom to take care of all the students who are sitting far away from the teacher because they do not fear the presence of him and discipline problem also occurs in such situations. When I stayed in front of the classroom, the students in the back started making noise, when I went to the back, the students sitting in front started making noise. So I had to be strict sometimes to handle those kids. Moreover, in larger classrooms I faced difficulties while delivering my voice as I had to talk louder as well as talking affectionately. Hence, is also created trouble for me. Then, few classrooms were like those were combined of two classrooms, those had great extent from side to side. So it also troubled me in managing class, since I felt like I was standing in the middle of two classrooms. In other words I can say, class size has affected me much in managing the classroom. I wonder if it is the condition of English Medium schools, then what is the scenario of Bengali Medium schools as there are a huge number of students in a single classroom, and classroom size is also not favourable for teaching.

3.3. Discipline

As Cummings (2000) said, "The goal is to focus on increasing learning by teaching students the prerequisite behaviors needed to meet standards-within an accepting and nurturing environment. Like the authoritative parent, teachers need to balance nurturing with setting clear limits; setting high standards of responsibility, encouraging independence, and giving guidance without controlling" and "discipline is to teach students 'self-control'"; I have seen the kids are taught discipline, rules and regulations of the school, manners and courtesy, how they should behave within the school, how they should behave with their teachers, how to behave in assembly and

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games, how to behave with the peers, how to behave in the break time, how to line up, where to sharpen their pencil, what to do if they have to go to washroom, what to do if they need to have water, where and how to put their stuffs in a classroom and so many. The kids acquired the rules and practiced those in the school, so as Davies (n. d) said, "Elementary classrooms can become better learning environments when teachers have rules, classroom management skills, and a belief that each child can be successful. Rules help create a predictable atmosphere that limit classroom disruptions and encourage children to use self-control", (para 1). The kids knew to use self-control and thus there was less classroom disruptions and it produced a better learning environment, but as it was the beginner level and the kids were not mature enough to handle everything so the teachers guided them to follow the rules the right way. For example, I used to line them up for assembly, for games or music class, and also at the end of the school. I reminded them if they forgot to take permission before going to washroom, or if they had to have water, or if they had to sharpen pencil. I am glad that the kids listened to me and followed my instructions thoroughly the way I told them. However, it is not like that all the kids were equally disciplined or it is not worth to anticipate all the kids would obey the rules. There always are some unservile students in every class who do not obey the rules thoroughly; still it is not important to get tempestuous with them and to punish. As John Stanford said how important is to win them over, not to win over them. (as cited in Cummings, 2000, p.10). In the school where I had done my internship, the kids are not allowed to bring any kind of toy, or any stuff which is not connected with studies. One day, one of the best students in my class named Ramisha had brought a toy which could cause harm to the kids but I did not rebuke her in spite of her disobedience, because I also believe that love or affectionate words work more effectively than harsh words and it also works to win them over and it actually worked in reality. I told my student very politely

addressing her as 'honey' not to bring it again or I have to take it from her and give over to the headmistress and I am glad to say that my student listened to me and never brought it again in the school. I conceived that a teacher must create such image in students' minds that a student would obey him without getting punished or rebuked. A student should be able to regard the teacher's presence, so that they would obey him even if he is not saying anything. Such as, if there was nothing to do except staying in the classroom, I walked on the isles between the rows of seats in the classroom without saying anything so that they could not make noise or leave their seats. I often heard the kids saying to each other, "Don't talk, Ma'm will punish you!" It implies that the kids obeyed me, though I did not say anything. I also used to change their seats often if they talked too much to the kid next to him to maintain class discipline.

3. 4. Motivation

As I noted in chapter II, Ghanea, M. Pisheh, H. R. Z. Ghanea, M. H (2001) said, "Motivation is affected by students' self-concept, values, needs, and goals. Motivation is influenced by success or failure in past classroom activities, by the social environment of the class and by the teacher's behavior", (para 1). I have comprehended that it is appropriate for the beginner level students because they easily get influenced by teacher's behavior and they are more incline to adopt from the environment, and they also get affected by the feedback they get from various activities. As they are too young to get self-motivation to study, they need to be lifted to the sense of necessity of studying. Motivation is the reason behind their actions and reactions. If they are given a home task they must wait to get a feedback. My students often asked me whether their drawings were nice or not. I saw if they were motivated positively, their reaction was positive, if they were negatively motivated they reacted in a negative way. In chapter II I also note that, the beginner

level students need "warmth, support, assurance, participation, and acceptance." Sometimes few students did not do their tasks well but I tried not to let them down, I tried to assure their success by accepting their works with mistakes and inspired them to improve more. It helps a student to progress along with realizing their mistakes.

3. 5. Positive Reinforcement

From Skinner's behaviorism theory (1948) I remarked that reinforced behavior inclines to be repeated; it means behavior becomes strengthened. The kids eagerly wait to get positive feedback or positive reinforcement for their works. When they are praised for their works then they get positive reinforcement and they keep the continuity of success in future. I was used to announce rewards for finishing their tasks quickly. For example, I said, I was going to give three stars to that student who would finish quickly, or I used to draw a smiley face on their work if they did it properly in time. I have seen it works to a greater extent. They listened to me and tried to finish as soon as possible. Then, the students were required to bring drawing home works on daily basis and submit to the class teacher. I have seen the class teacher praise the kids a lot and show the picture to the class saying, "see class, Mushfiq has drawn this, isn't it nice?" "Very nice Mushfiq, you have done an excellent job!" I also have done this when it was my turn and I have drawn stars or have put 'excellent' on my students' copies. It really influenced the young kids a lot, even the weaker students get motivated by seeing others to be praised.

There was another effective way of motivating the kids, that was decorating the classrooms with the students' drawings. I decorated the classroom in which I was co-class teacher and I saw the students' get very happy to see their drawings hanging in the classroom, they search for their own work in between all the drawings, so I had to make sure none of their work was missing. Also

the grade sheets were adhered to the wall to motivate them throughout the year.

3. 61. Negative reinforcement

Then again, Skinner said, the behavior which is not reinforced inclines to be crushed out or diminished or it becomes weakened. I think, at the beginner level I think, negative reinforcement takes place for discipline purpose mostly. They rather get positive reinforcement for studies but if they break rules or do not maintain discipline then they get negative reinforcement so that they do not repeat it again. Such I have mentioned earlier that I reminded the kids if they had forgotten to ask permission before going to toilet or to have water. They are negatively reinforced when they express any bad manner like fighting with their peers, or abusing each other. For example, once a teacher was saying to us that two of the students of her class were abusing each other by saying, 'You are a chicken!" (*Tumi akta Murgir Baccha)*, another kid said, 'You are a duckling!'(*Tumi akta Hasher Baccha!)*. The teacher took both of them to the headmistress' office not to complain but to make them understand their mistakes and the consequences of it.

3. 6.1. Negative reinforcement: Punishment

At the beginner level, punishment does not take place much as it weakens student's behavior but for some students it becomes necessary to give punishment sometimes. For instance, once I was taking a revision class on previously taught topic in class I, and it was a larger classroom. I mentioned earlier that larger classrooms produced disruptions for me. Moreover the kids were excessively unruly and the class prefect was more disobedient so it produced a real disaster for me. The prefect herself was making noise and talking to others while she was supposed to keep

quiet and write other's name on the board who was making noise. I tried to make them quite but failed even after that I controlled my anger. But, my anger got an outburst when the class prefect threw an eraser to another student and unfortunately it strokes my chest. I could not control my anger at all, I shouted at the whole class, I punished the prefect in front of them because it annoyed me more when she denied to admit her faults and started arguing with me in a very stubborn manner which was disrespectful for a teacher. I shouted at her more saying, "Who made you the class prefect? You are not worth of being a perfect." She was staring at me without blinking her eyes. I scolded her for it, but later she realized her mistakes and said sorry to me. The whole class became quiet and listened to me afterwards. They did not make noises anymore. I often felt that I should not have shouted like that to the young kids but when I think they listened to me only after I got angry then I feel it was right. It is also important to be strict sometimes.

There was another student named Talha who disturbs each and every student and teacher. It seems that he did not agree to obey the rules, he said himself to the teachers, "Ma'm, I am very naughty!" He never listened to the teachers, never followed the instructions and always disturbed other students. It becomes hard to take classes when such student is there in the class. In this situation, the teachers call the naughty student's parents.

3. 7. Teacher-student relationship

When I joined the school, I saw all the teachers know all the students' names which is the first thing a teacher should know about a student according to Cummings (2000). So I was looking forward to know the way of remembering the student's names, then I saw there was a name chart hanging on the wall in the classroom with their pictures and birthdays. But, I could not memorise

the names. Then, I was asked to make their art files and to bind their scrap books for upcoming parent-teacher meeting. There was also their pictures attached on everyone's file and while doing it I saw I was memorising the names. For beginner levels, a teacher is not less than a parent for a kid. The kids are needed to be taken care of with affection. Kids of this age even depend on the teachers a lot. For example, one day one student of my class came to after the games period and said, "Ma'm I am sweating!" I saw he was wearing a sweater as it was winter that time. I took it off and told him to sit under the fan for a while. I always tried to balance in showing affection and anger, so that the kids would be able to come to me if they are in need of help besides obeying me. Few teachers showed excess anger so the kids were scared of them and did not go to them for help even if they were badly in need of it. I would like to give a small example. I asked by the main class teacher Ms. Mahbuba to have Tiffin with the kids by staying in the classroom. So one day the main class teacher and I both were present in the class. There was a boy who was very polite. I saw him staring at both the teachers and few minutes later he came to me and said they another boy had eaten up his Tiffin, and he regularly did that. He was saying it with a sad face and softly. I went to the boy and solved the problem. The boy came to me with his problem in spite of that there was another teacher present in the class. Again, one day one student came to me in the presence of the other teacher and said that he could not find his class test copy. He was telling me this because he could rely on me; it is not like that those students did not obey me but they felt safe enough to come to me for help. Thus, teacher-student relationship is very important.

3. 8. Parent-teacher relationship

It is also very important for beginner level teachers to maintain good relation with the parents.

Besides meeting on parent's meeting day, the parents can see the teachers and discuss about their child once in a week, it is very effective for a student. Parents who were sincere about their children's studies they come regularly to meet the teachers, but few parents were not aware of their children at all. In that case, the teachers write to those parents to meet with them and make them aware about their children. I was surprised to see that the class teachers knew all the parents in person and also knew about their nature, in which situation what they would do. Such as, one day one kid fell down while playing in the break time and got injured. We the teachers became very anxious and took the necessary steps soon, the main class teacher had her parents' cell numbers so she called her father immediately, not did not waited for the office to inform them. I think it is important to keep such relation with the parents so that the parents also can feel relieved by sending their kids to school.

3. 9. Error correction

I was used to make immediate error correction when the kids had produced any. Such as, if the students were asked whether they had submitted their home work or not, then few students answered, "I submit." I saw few teachers do not correct their error, but I did. I immediately corrected and told them to say, "I have submitted." Then one student was used to say, "Toilet" if he needs to go to toilet. I asked him softly to say it in a complete sentence, "May I go to toilet?" He responded to my error correction and repeated it. Even outside the classroom, a student came to me one day whether it was 'good evening?' at 11:15 am, because the founder principal was supposed to come on that day to the school, that is why she was asking me, so that she could say it properly in front of the principal. I corrected him saying till 11.59am it is morning so she has to say 'good morning', and from 12 o'clock she has to say 'good afternoon.' She understood and

responded by repeating it and thanked me. Moreover, there was a rule of giving the kids corrections for 5 times for each spelling mistake, so that they would not repeat the mistake again.

3. 10. Theory Implementation: Audio-lingual Method

In my first English Literature class, I have not taught anything new. I gave them spellings from a previously taught story named, "Little Muffet", as the senior teachers instructed me. I wrote the words on the board, and spelt those aloud for them, and then told them the meanings of the words. Gaining knowledge of vocabulary is an objective of Audio-lingual method. (Richards and Rodgers, 1986) and I believe it is also important to know the meanings to remember a word. For example, "drill", to make a hole. I made them understand by saying, "we drill on the wall by drilling machine." Then I used choral repetition drill. They repeated the words after me again and again in chorus. After that, I wrote the on the board, and they noted those on their copies. Then in the Language class, I taught them about different professions such as dentist, miner, librarian and etc. There were pictures of different people from different professions. They had to recognise those. So I made them understand the pictures first. For instance, I said showing the picture, "see students this man is carrying a stethoscope, have you seen it before? They replied, "Yes!" I asked again "Do you know who uses this?" They said "Doctor!" "Yes! Doctor!" Afterwards I explained all the professions and wrote the names on the board. I included an ALM activity here as I asked them to repeat the sentences after me. For example, "Who uses a stethoscope is a doctor." "Who finds books for us in library is a librarian." "Who does filling in our teeth is a dentist." I did it to build habit –formation by repeating model sentences. I found it useful for the beginner level. They also enjoy it. In this level, they also have a reading class, where they read a story or a paragraph after the teacher reads to accurate their pronunciation. It is

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also a part of ALM (Audio-lingual Method).

3. 11. Total Physical response

Total Physical Response is implemented in this level while teaching Rhymes, or Stories. I was used to make them move their bodies. They really liked it and got interested to learn. While teaching on various musical instruments, there was a picture of a girl who was holding a tambourine and dancing. The dancing part was not clear in the picture. So I pulled my leg up and pretended as I was dancing and made them understand the picture. They got very happy and understood then. The kids actually do not like to seat continuously. If they get chance to move from their seats, they get interested even to learn. For example, I asked them to come over to board to fill up the blank of a spelling. Such as,

N...ig....bo....r ;

re...po..sib....li...y;

si....ce....ity; etc.

I saw they were happily doing the work. Then I understood, TPR works on them well.

3. 12. Classroom Monitoring

Classroom monitoring is very important at the beginner level as they do not have ability to handle few things; so they are needed to be taken care of all the time. When I joined the school, I saw in every class of K.G II, there is a monitor teacher who assists the class teacher, constantly stays in the class and observe the kids. I mentioned earlier that I had worked as an assistant to

class teacher there, so I have observed the kids most of the time, did checked their copies, they got to copy the home works and notices from the board, and the teachers got to check those after they had finished copying. At the beginning, it seemed unnecessary and waste of time to me as I thought they would be able to write it properly as they only had to copy from the board, nothing new they had to produce from their brain; but surprisingly I had seen that very few students had copied properly without making any mistake, even though they made few spelling mistakes, and the rest of the students had made several mistakes including copying improperly. Then I have understood why checking their notebooks are very mandatory. Afterwards, I also had to take care of all the copies of all subjects. I did collect those from the kids, did check whether the subject teacher had checked it or not, if not then I had take those to the teacher for checking, then I had to make sure all the students had got back their copies before the school finishes. I also had to do a lot before parent-teacher meeting as the parents got to see their kids' progress so I had to organize all their works chronologically by the dates. I did filling up their work sheets, drawings, science scrapbooks etc. Before parent-teacher meeting, I had to decorate the classroom with the drawings the kids' have made; all of the students' drawings must be there. The classroom must look neat and clean and decorated. I also had to take the kids to assembly, games and to music class as well. I even had to sit there and observe them till the class finishes. Therefore, as a monitor I have found again how profoundly the kids are needed to be taken care of at this level.

Chapter 4

Some Negative Aspects

I would also like to share some negative aspects that I have experienced. When I joined the school, I clearly stated my expectation from them, I told the Vice Principle, Mr. Ashraf Hossain that I have to take class as a regular teacher in the school, only observing the classrooms and the other teachers would not do. He agreed with me but later when I joined in the school, the headmistress, Ms. Marina Ashraf did not allow me to take English classes for two weeks, saying that I was new so I would not be able to teach. But, she often sent me to only a few classes as a placeholder when the regular teachers were on a leave. I had to take classes of other subjects like Geography and Mathematics which was a big trouble for me. If I could take these classes, I also could take English classes in fact better than those. So, I felt I they had been doing injustice with me. And, other newly joined teachers were given classes from their first day of joining; whereas I had to make them believe that I can teach and also manage a classroom, which I think I had proven successfully. Then, after a few weeks when I started taking English class, I saw teachers are not allowed to implement their own ways of teaching. They have to go through a procedure. For instance, in spelling test, I gave them correction for 3 times where they have made a lot of mistakes, but a senior teacher got angry with me because I had to give corrections for five times for each mistake, but I did not know it. The seniors did not instruct me before but got angry. They should have instructed me before. Also I think it should be a teacher's decision how to deal with their mistakes and how many times they should correct it. These are few things which troubled me a bit during my internship.

Chapter 5

Conclusion

Besides few negative aspects, I have thoroughly enjoyed my three months long internship; it was a great experience for me. I am thankful to my supervisors, Mrs. Marina Ashraf and Mahbuba Rahman for supporting me and also to the other teachers for encouraging me. Without them the journey would not be so easy to pass, and passing time with the kids was the best part of my internship. I learnt to manage the classroom, delivering the lecture, to initiate students' interest and participation and mostly to handle difficulties with patience. I have realized that a teacher also has to work on this problems, he also improves day by day. I feel much more confident than before when I think of teaching and I am very glad about that. I have noticed how important it is to understand the young kids' minds to deal with them. Thus classroom management is very important at the beginner level and ALM (Audio-lingual method) and TPR (Total Physical Response) are effective methods for them. I have gained a beautiful experience in my life which I would never forget and I believe, this experience would enlighten my path of becoming a good teacher in future.

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