

An Internship Report: Communicative English Teaching Approach at an English Medium School

By

Upoma Ghosh
14303010

An Internship Report

Submitted to the Department of English and Humanities

Of

BRAC University

Department of English and Humanities

BRAC University
August 2019

©2019. Brac University
All rights reserved.

Declaration

It is hereby declared that

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

Student's Full Name & Signature:

Upoma Ghosh
14303010

Supervisor's Full Name & Signature:

Lubaba Sanjana
Lecturer, Department of English and Humanities
Brac University

Acknowledgement

At first, I am grateful to the Almighty for His blessings and giving me this opportunity. I would like to thank the Principal of Kids Tutorial, Mrs. Zeenath Chowdhury as she permitted me to do my internship in her school. I am also immensely thankful to my onsite supervisor for her guidance and cooperation, Mrs. Shehnaz Begum, Former Vice Principal of Kids Tutorial. I would like to express my sincere gratitude to my respected supervisors for their constant patience and enormous contribution in preparing my internship report. Without their guidance, it would not be possible to complete my internship successfully. Then I would like to thank the chairperson, Dr. Firdous Azim of Department of English and Humanities (ENH) of BRAC University. I am also thankful to other faculty members- Mohammad MahmudulHaque, Mahmudul Hasan, Ms. Asifa Sultana, Ms. Roohi Huda, Ms. Sabreena Ahmed, Ms. Shenin Ziauddin, as they not only have been great instructors but also a moral support throughout my undergrad journey. I would like to express immense thanks to my father, Utpalendu Ghosh for his limitless support and hard work, without him I could not have reached here. I also thank my mother, Late Mrs. Arati Ghosh, for the motivation and courage. I am very thankful to my friends Anika Nawal Ava and Farhana Anisha as they were always with me and morally supported me a lot.

I am extremely thankful to everyone.

Executive Summary

I achieved the opportunity to join Kids Tutorial, a renowned English Medium School, as an intern for twelve weeks. The school is situated in Circuit House road, Shantinagar, Dhaka, Bangladesh. During my internship, I was assigned to observe English Language classes for 4th graders and also conduct few classes as a substitute. Throughout my internship journey, I have come across different exposure of teaching and learned to focus on Communicative Language Teaching (CLT) where I had to be a facilitator than an instructor. In this report, I have discussed the preparation of designing my lesson plan, teaching materials focusing on the integrated skills and weekly and monthly assessment materials. However, I have also incorporated my experience along with few demonstrations while conducting the classes for the targeted skill and the limitations I have faced during my working days. To conclude, I have provided a few recommendations in my report.

Table of Contents

Acknowledgements	3
Executive Summary	4
Table of Contents	5
Chapter 1: Introduction	6-7
Chapter 2: Literature Review	7-12
2.1: Attributes of Teaching Process	
2.2: Communicative Language Teaching	
2.3: Implication of Communicative Approach	
2.4: Purpose of Communicative Activities	
Chapter 3: Self Evaluation of My Teaching	13-19
3.1: Difficulties during the syllabus and material designing	
3.2: Incorporating Materials with Communicative Approach	
3.3: Lessons I have learned	
3.4: Recommendations	
Chapter 4: Conclusions	20-21
References	22-23

Chapter 1: Introduction

Being an English Language Teaching graduate has always been my desire to fulfill. I have not selected this path but this major has elected me as I was extremely assured of being a teacher. Moreover, I have been teaching English Medium students as a private tutor for 7 years, prior to working as an intern teacher, hence, I have a great deal of experience on coping up with the learners' proficiency and expectancy. Therefore, I have explored teaching professionally as an intern at a school named Kids Tutorial. The internship has served an important role to make me realize where I am truly efficient in and have documented my journey in this report. The internship has taught me to regulate with the environment of professional teaching where I actually had to interact with quite a number of young learners. In this report, I will focus on my encounters as a teacher and also discuss the methods of implementing the knowledge that I have gathered throughout my undergraduate education at the BRAC University.

My internship phase started in Fall 2018, when I was clueless about which school to go for. Kids Tutorial is the only well-known English Medium institution in this area to explore opportunities and collect hands-on experience. In addition to my interests, the school was close to my residence. After going through all the paper works I had finally started my internship in this school. First day, the learners were very supportive by listening to my lectures wholeheartedly. However, the school was going through few infrastructural changes, such as, all the classrooms were fully air-conditioned, facilitated with LED television in order to pursue visual learning. While conducting the first class, I have observed few challenges that I would have to accommodate myself in, was that, the learners, although being in 6th grade, to be precise, should have been proficient in communicating independently, are unable to put words together to make a meaningful sentence, let alone speaking in English. They are more prone to memorize a given

text or note and put the exact same thing on the exam scripts. We also cannot deny to the fact that we have to focus on the innate capacity for language acquisition of the ESL learners (M. Lightbown & Spada, 2011).

Chapter 2: Literature Review

2.1: Attributes of Teaching Process

If I seek for any teaching situation, it will be consisting of a teacher, at least one learner and an objective to be achieved by the learner. The only thing the teacher finds it difficult is how to make the learner achieve the learning objective. It can be solved by using internal and external stimuli. Some may have initiated from outside or innate within the students. For instance, if the teacher is talking or showing an object to the student, external stimuli would be how the student is reacting on it and if the student promptly makes an effort to learn, that is when internal stimuli works.

The purpose of using stimuli is to motivate students to make an effort to learn because then it will be easier to move on to the next step, what the student will learn. Every student has their own preferred or habitual way of engrossing and processing new information and skills. There are many learners, such as, visual learners, aural learner and kinesthetic learners. The visual learners adapt lessons by just looking at it. It is also being said that students with high potential of analyzing language are the most successful learner as an ESL learner, because the activities for such learners does not put direct attention to grammar (Ranta, 2002). In spite of giving unlimited efforts to correct the students, I have come to acknowledge the truth behind the fact that I have learned during my Testing and Evaluation course, there is no need to correct every writing error the learners make: because as learning proficiency increases, these errors will disappear eventually. In reality, the picture is a bit different as there is no space for proper

evaluation of the young learners. If they are persistently corrected every now and then, they might get discouraged. Therefore, I came up with error correction activities for writing where the main goal is to let the students distinguish their own writing errors from their own written piece. The students were asked to work in pairs and peer assess each other's work which helped children to engage with and reflect upon each other's work and ensure how the errors can be improved. There have been many hypotheses that working memory may be an efficient element to predict success for learners in many language learning contexts (Ellis, 2001). I would strongly disagree to this particular fact, because not every student is able to have strong memories yet they still manage to analyze language. For third

ANN AND FRANK

One day Ann and Frank went to the lake with Rover. Rover can swim well, so Frank made him go into the water after a stick. "Jump, Rover! Jump in and get the stick," said Frank, and into the water Rover went with a big splash. Pretty soon he came out with the stick in his mouth. Rover did not like the game as much as Frank because the water was a little cold. They had a fine time for a while with Rover, and then set out for home because it was late in the day, and they could not stay long. On the way home, Rover saw a rabbit and away he went after it as fast as he could go. Ann and Frank ran too but could not keep up with Rover and the rabbit. When they got home, Rover was there, and Frank said, "Where is the rabbit, Rover?" Rover gave Frank a funny look and went away. "Oh I know," said Frank. "The rabbit ran so fast you could not catch it."

graders, upper beginner level learners, they are asked to analyze by identifying the above short text, by providing reasons for Rover being a dog. This has helped the students to think critically and engage in extracting information from depth.

The methods are completely based on assumptions and theories, contradicting on various levels, about the prominent ways to encourage learners and ensure a specific learning outcome.

2.2: Communicative Language Teaching

In order to make our students to use English contextually, Communicative Language Teaching was introduced in our education system in 1998. During my internship in this school, CLT was quite hyped word all around me. The Academic Advisor is only bothered about if the children are communicating in English or even putting an effort to communicate. To be honest, CLT has not provided a satisfying picture for the learners in real life as far as my observations, guess and practical experiences with the students are considered. Real learning is still very far where teachers, students and parents are only bothered about scoring good grades in English through short cut ways and they are satisfied with that (Billah, 2012).

Evaluation unveils the impact on the students' learning and on the teachers' practices. In my third week, as my first my class with fourth graders, where the learners are more cooperative than the nursery learners, I came across few shortcomings in their learning and practices. I was given to evaluate their comprehension copies, where the teacher dictated the passage to the students and are asked to answer the questions afterwards. Thus, I have observed that, even after giving enough pauses during dictations, the students are tending to write wrong words and sentences. Moreover, most of the learners are not aware with the process of writing answers of a comprehension. In creative writing, the children are more tend to use repetitive words, for example- *but, and* etc. If they do not feel comfortable writing a creative piece by themselves, they try to repeat sentences to accomplish the required amount of word limit. We cannot deny to the fact that the students of urban areas are smarter as they use English in their daily conversations, but structurally poor and deformed English. Therefore, CLT is a far cry which

includes the development of language learning or teaching starting from form-based to a meaning based approach and move backward from teacher – fronted to learner- centered classes (Nagraj, pg.43).

2.3: Implications of Communicative Approach

It is mostly asked question while teaching in CLT approach that is it equally impactful in our education system? The reason behind the deformed but a fluent approach of communicating in English by students of urban areas is an easy access to internet where short clips videos, English movies and contents are available as well. There is no chance of classroom practice in schools and colleges of Bangladesh.

Many researches have been identifying the unheard voices of students in order to improve the effectiveness of teaching and learning (Rudduck, Chaplain, & Wallace, 1996). It is also believed that in an education system, there is a pattern in action which consists of students, parents and last but not least the teachers, each of them are working together to reinforce the ongoing teaching and learning process (Macfarlane, 2007).

However, the correlation between the grammatical forms of a language and their communicative function. Through the communicative approach the relation is experienced more effectively and as a result our perspective towards on the elements of language have prominently enriched and quantified. Lloyd –Smith & Tarr (2000) has a representation of the student’s beliefs and views in educational research are specified in decisions where learning is taking place. Children are considered as inferiors or possessions as if parents know what is best for them, thus the children remain unheard. Therefore, we have to understand that, students are not only there to passively receive no mere transmitters of knowledge anymore, thus it is important to provide equal

importance to the students, teachers and parents to ensure maximum potential outcomes (Macfarlane,2007).

2.4: Purpose of Communicative Activities

Before attaining to communicative approach the teacher must respond to the students' communicative needs and interests. In addition to that, the approach must be focused on the language in which the learners use in daily and realistic conversations (Morozova, 2011).

In order to facilitate the students' various learning styles huge amount of communicative teaching procedures can be organized in to various activities.

In communicative activities accommodate students with the opportunity to communicate and interact holding equal positions. The learners get engaged in the activities which are more than just mere reacting, and the main purpose which is to be served is to communicate effectively to other individuals. It also helps to build strong connections and huge number of opportunities with teachers and peers.

The contributions of communicative language learning activities are as follows:

- Improve motivation

The students are motivated if they can achieve how their classroom learning is related to the objective and assist them to achieve it with frequent success.

- Allowing natural learning

Language learning occurs only through natural processes, which regulate when a person is using the language for communicating independently, thus communicative activity is an important part of the total learning process.

- Context to support learning

Ilmu (2016) mentioned in his article that learners need an interactive speaking strategy for improving speaking where these activities provide opportunities to develop relationships

among learners and between learners and teachers. Therefore, a non-threatening environment appears to achieve other teaching goals as well.

Moreover, a dynamic classroom learning environment gets more student engagement than a traditional teacher's autonomy classroom setting through various activities (Moss & Ross – Feldman, 2003).

Chapter 3: Self Evaluation of my Teaching

3.1: Difficulties during the syllabus and material designing

A serious problem remains which claims the teachers to always be troubled with teaching materials which would be beneficial to the students, also satisfy their needs in English learning. Though most English teachers prefer to offer materials with learner-centered and task based learning which basically focuses on communication (Zhang, 2002). Kids Tutorial is basically growing out from a traditional form of teaching and reaching out for being an iconic English medium school in Dhaka. Along with the infrastructural changes, the school has also changed through an academic change, for instance, starting from the syllabus to material designing and sorting into the lesson plans according to that. The objective is to ensure proper English language acquisition through communicative activities and exercises. As I have been told to design a syllabus first, I was given a curriculum which is following Singaporean syllabus. The problem was, the children of Singapore are proficient English speakers than Bengali children, therefore, it would be difficult for the Bengali children to cope up with the understandability of Singaporean children. After designing the syllabus and materials accordingly, both students and parents were puzzled as they have been newly introduced to this curriculum. Previously, the students were given notes in the class and were encouraged to memorize those in order to assess on that. Rote learning is acceptable to some extent but it should not be overused than meaningful learning in

language acquisition. Meaningful learning is sustaining, constructive and it completely allows students to be engaged in the learning process. However, as I have overcome such situations in the school by giving out students few practice sheets in accordance with the syllabus, the parents are now well put as their children are learning to make and speak a meaningful sentence structurally.

3.2: Incorporating Materials with Communicative Approach

Communication can be achieved among a group of students working together to accomplish a task which ensures productivity, enhanced performance and enriched leadership skills. Here, I have asked my students, who were fourth graders, are also average in speaking skills but were extremely excited to perform such activity.

Here is a model guideline I have designed for them to perform the group activity which will also be marked.

Model Material:

Topic: Poster Presentation on National Symbols

Number of Group Members: 4 Duration: 5 minutes/ group

Guidelines to Create Poster: 10 MARKS

- 1. Use bullet points to explain your information in a clear and clean way.*
- 2. Add essential details to your poster which should support your poster's main objective.*
- 3. Use stunning and relevant photographs in your poster.*
- 4. Use lighter colors for backgrounds and bold colors for fonts and illustrations.*

5. *Put simple and subtle borders around your chart paper.*



Guidelines to Present the Poster Orally: 10 MARKS

1. *Be clear about what you mean.*
2. *Use gestures and good words.*
3. *Stand straight and make eye contact with your audience.*
4. *Speak in a clear, slow voice.*
5. *Do not make grammatical errors.*

“More hands make for lighter works”- the saying says it all. As fourth graders, poster making and presenting it in groups is quite a complex task for them. They have to divide their responsibilities to accomplish their goals where this tender aged people are clueless about the term “responsibility”. Therefore, this group work ensures to develop a sense of responsibility among the group members and constantly push them to finish the task in time. A sense of time management acts in this task where they have been given a specific deadline to finish their work (Caruso & Wooley, 2008) . Along with the task, the students also need to communicate with the

teachers and their fellow group mates in order to develop their own opinion in relation to their peers.

There is one more task, assigned to pairs where the pair will discuss their answers and reach an equal decision and write the answers.

Model Material 2:

Q. Read the comprehension below carefully. Answer the questions given below:

The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special ceremonies. Harvest ceremonies were a common way to give thanks to the tribe's gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leaders' ability to provide for their needs.

1. *Compare what you have learned about the historic Native American cultures and what you know about your own culture. Give two differences. 4*

Ans: Student's choice

2. *In your own words, explain the importance of folklore in 3 sentences. 3*

Ans: It preserved the stories of the tribe and helped unite it.

3. *What are the traditional roles of men and women in the native tribes?3*

Ans: In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

4. *“The celebration of the tribe’s faith and worship often involved special ceremonies”-
what ceremonies do you perform from your religious belief and how? 4*

Ans: Student's choice

5. Read the above comprehension carefully and list out 4 different words using suffixes. 4

Ans: Traditional, Generation, cultures, usually

These materials have helped the students of fourth graders to work in unity and build up decision making skills in respect of their peers.

3.3: Lessons I have learned

The class I regularly conduct is standard four, where the students are more likely to participate in learning when I am the teacher. I especially find this class very close to me because they get to create their own space while I am there as the other classes are only teacher centered. It is a common belief that classroom management is successful when it is student- centered. The students should also be involved in classroom rules, room management and most importantly a fair line of communication should take place between a teacher and the students. A classroom is a place where the children get to explore and learn new things by interaction with their peers and the teachers. Clearly, they feel more connected with the classroom and school and try to come up with new ideas on how to make their classroom and school more beautiful and prevail more facilities for the school. Though I am establishing a statement of making the classroom student centered but the control should always be in teachers' hands.

In the beginning of my internship, I found it difficult to control the class because I was being friendly more than it was needed for which the students got out of control during my class. I had to shout all the time to settle them down and concentrate. Then I realized that I should not leave every decision to students, I have to know what is going on in the class and plan interesting lessons which should be informative as well. Meanwhile, I also realized that there are few students who struggles to read and write and as a result ends up leaving blank copies behind. Therefore, I started to be attentive towards every student's basic needs and make them overcome those lacking they are finding difficult to face. One of the students' caught my attention, who was unable to focus and did not find anything important to learn or copy the notes that were given in the class. Last week, after recess, I asked the students to write a paragraph on the experience they had on the playground. I observed that the students were really excited to write about it and I was getting so many questions on how to write it or how to start which conveyed that they were actually interested and wanted to talk about their experience through writing. The student, whom I was talking about earlier, wrote a beautiful passage which was clearly unexpected from her. I read the passage out loud to the class and the other students were asking about the writer of the passage, everybody was amazed when they heard the name. The whole class clapped and praised that student. Previously, the teachers used to get blank copies from her for every class work but from that day onwards, I don't know what happened, she was actually trying to cope up with the class, and highly motivated to participate in every classroom activities. The changes in her were clearly visible.

Therefore, when students are met with their basic needs, they feel more connected and find a trustworthy classroom environment where they feel more involved and have the motivation to perform better in the near future. The motivation that takes place in a student to perform better has to come from inside, which means they should be internally motivated which

makes them do most of the activities for fun from a sense of achievement and eventually have a desire to learn and explore more.

3.4: Recommendations

These are communicative tasks involving real world conditions, entirely focused on the use of meaningful language and social construct theory. It is very important to make an individual student feel the center of learning by expressing ideas and practice linguistics forms with each other. For instance, I called two students in front of the classroom and instructed them to carry a brief conversation about their favourite meal and give suggestions about maintaining a good health. Very few of them managed to create their own floor and carry out a conversation with their respective partners, where I was playing the role of a resource to help direct the learner to the right source of guidance to establish independence and make them not to seek help from the teacher as the source of knowledge. Firstly, they were instructed to make their own learning strategy to carry out the conversation and follow their own created path towards the goal. The purpose of this task was focused on the learning of food vocabulary, for example, *canned and frozen foods* and for obvious reasons, the interpersonal skills which is considered as a life skill. The learners had to take responsibility and be accountable for what they learned as they will be questioned on their given opinions during their conversation. One of the students was very confident about his preference of vocabulary and learning strategy and was observed to evaluate and assess his partner during the conversation. The student also pick faults of mine and corrected me as well as asked me to assess his progress while creating learning strategies where I was a counselor, for assisting the student on request.

Chapter 4: Conclusions

In this school, one would get very few opportunities to create their own field or path of learning where the learner takes the responsibility and have their own learning styles. It also helped me as a teacher to sort out those students who are able to establish their independence in the learning field and who are not, therefore, it is easier to identify and accommodate those learners towards a greater future. During my internship in this school, I have struggled to make my position and be loved by all of my students through adaptability skills and clean work ethics. Therefore, I would like to emphasize more on communicative language teaching in my teaching career to ensure proper language learning for my beloved students.

References

- Billah, M. (2012, March 10). Is Communicative Language Teaching (CLT) working in Bangladesh? Retrieved August 5, 2019, from <https://bdeduarticle.com/is-communicative-language-teaching-clt-working-in-bangladesh/>
- Beresford, J., & Phil, M. (2001, October). CLASSROOM CONDITIONS FOR SCHOOL IMPROVEMENT: STUDENTS' VIEWS. Retrieved August 5, 2019, from <https://pdfs.semanticscholar.org/f59e/e84993156e4c08eda9144a1478422f37d98d.pdf>
- Ellis, N. C. (2001). 'Memory for language' in P. Robinson (ed.): *Cognition and Second Language Instruction*. Cambridge: Cambridge University Press. Pp. 33-68.
- Guest. (n.d.). Studi@ Naukowe 19. Retrieved August 5, 2019, from https://mafiadoc.com/studi-naukowe-19_59c0a8681723ddbea5dd01f0.html
- J. W., & Clough, N. (2004). Pupils, the forgotten partners in education action zones. *Journal of Education Policy*, 19(2), 215-227. doi:10.1080/0144341042000186354
- Lightbown, P. M., & Spada, N. (2018). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.
- Nagaraj, G. (2008), *English Language Teaching: Approaches, Methods. Techniques.* (2nd Ed.). Hyderabad: Orient Longman Private Limited.

Ranta, L. (2002). 'The role of learners' language analytic ability in the communicative classroom' in P. Robinson (ed.): *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins. Pp. 159-80.

Zhang, J. (2017, June). In-service teachers' reaction to a training program of Task-based language teaching: A case study of English language teachers in Vietnam. Retrieved from <https://pdfs.semanticscholar.org/4275/bcf9a7bfe9071bdb9bffb47d05b51b48203b.pdf>

