

My Journey As A Teacher: A Report On My Internship At An English Medium School.

Farhana Anisha

16303024

Department of English and Humanities

August 2018



BRAC University, Dhaka, Bangladesh

66, Mohakhali, Dhaka

An Internship Report
Submitted to the Department of English and Humanities
Of
BRAC University
By
Farhana Anisha

In Partial Fulfillment of the Requirement
For the Degree of
Bachelor of Arts in English
August 2018

Acknowledgement

At first, I am grateful to the Almighty for his blessings and giving me this opportunity. I would like to thank the Principal and Vice Principal of Fulbright School (pseudonym) as they permitted me to do my internship in their school. I thank my onsite supervisor for her guidance and cooperation. I would like to express my sincere gratitude to my respected supervisor, Dr. Md. Al Amin (Assistant Professor, ENH) for his patience and enormous contribution in preparing my internship report. Without his guidance it would not be possible to complete my internship successfully. I am also very thankful to my examiner, Dr. Sohel Mohiul Islam for his valuable feedback and comments. Then I would like to thank the chairperson, Dr. Ferdous Azim of Department of English and Humanities (ENH) of BRAC University. I am also thankful to other faculty members- Mohammad Mahmudul Haque, Ms. Asifa Sultana, Ms. Roohi Huda, Ms. Sabreena Ahmed, Ms. Shenin Ziauddin as I could learn a lot from them while doing my undergraduate courses with them.

I would like to express immense thanks to my father for his limitless support and hard work, without him I could not have reached here. I also thank my mother and my sister for motivating me and giving me courage. I am very thankful to my friends Anika Nawal Ava and Upoma Ghosh as they were always with me and supported me a lot.

I am very much thankful to everyone.

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Abstract

This report is based on the experience that I gathered during my internship in Fulbright School (pseudonym) focusing on a self-evaluation of my teaching. I had high expectation for bringing out the best from the students and always tried to motivate the students. There were mix of different kinds of students. I tried to establish a good teacher-student relationship and understand each student treating them individually and making proper assessment. I always tried to maintain professionalism and a good relationship with colleagues. In this paper I also mentioned about reflective practice, qualities of good and effective teacher, Communicative Language Teaching (CLT), task-based teaching, selecting best method for teaching and some challenges of teaching in Bangladeshi context. I always tried to make progress by using different methods depending on the context. This paper also includes various problems and obstacles that I had during my internship and how did I overcome those ensuring a good and safe learning environment. Here, I talked about what I learnt from this journey and how I can use this experience in my future teaching. I also gave recommendations that should be implemented to make the learning process better and more effective.

Chapter 1: Introduction

I choose English language teaching (ELT) as my major at the undergraduate level, as I had a strong desire to become a teacher from the beginning. However, I had very little experience in teaching prior to working as an intern teacher. Thus, I choose to do internship at a school where I have the opportunity to practice teaching. This internship is my first experience of teaching at a school and I have attempted to document this journey in this report. I have learned many new things during this journey, and I also tried my best to adjust with the new environment. In this report, I will highlight some of these experiences. I will also discuss, in my teaching, how I have tried to implement the knowledge that I gathered from my undergraduate study at the BRAC university.

It was during Spring 2018 when I started my internship. For my internship I had to survey many schools. I wanted to do my internship at a school that is reputable, and where there will be opportunities to gather valuable experiences. Keeping these in mind, I contacted several schools. Most of the schools were closed at that time as it was the time of their winter vacation. Thus, I had trouble to get a good school. I looked for schools one by one in the area close to my residence. I was interested in nearby schools as it would be easier for me to travel from my home.

Luckily, I found Fulbright School (pseudonym). I heard about this school before and it is one of the reputed schools in this area. However, the Vice Principal was out of town and I could not reach her directly. Then one of the office persons took my contact number and told me that he would try to talk to the Vice Principal. The next day he called me and told me to bring my CV with an application. I did so and met the Vice Principal. She told me that I am required

to take the authorization letter from my university and then she would approve it. So I had to take the letter from one of my faculties of my university and gave it to her. After that she talked to the Head Office and approved my letter. I was asked to join from the next week and I agreed with that. With that my journey as a teacher started. I was very excited and nervous thinking of the upcoming days and the tasks that I have to complete as a teacher.

It was 14 January 2018 that the journey started. I went to the School early in the morning and met the Vice Principal. She asked me in which class I am interested to teach. I said Class Four. Then she called the language teacher of class Four and gave the responsibility to her. The Vice Principal told me to attend Class Three as well. So, I used to take the classes of both Three and Four. I used to go thrice a week: Sunday, Tuesday and Thursday as I had to attend lectures rest of the days at my university. I used to go early in the morning at 8 am and stayed there until I had finished my work. I worked there for about four months.

The first day I entered the class was very memorable to me. Though at first the students seeing me could not accept me normally and I also could not understand what to do. I used to take one section of Class Three and two sections of Class Four.

Both the classes were very interesting and fun in many respect including environment, students and the prescribed textbooks and activities. The environment of the classrooms was very good and suitable for learning. The classrooms provided students ample spaces with well-furnished sitting arrangements and efficient lighting facilities. The students of the classes were very good and well-mannered and the classes were also very well-decorated. All the decorations were done by the students which showed creativity and hard work of the students. They made drawings of planets, food, pyramids, volcanos, Robinson Crusoe, Maps

etc. They also labelled the diagram which indicated that their vocabulary range was very good. All the students were bound to abide by the general etiquettes. After entering or before leaving the class they used to stand up and greet. They used to follow the politeness strategies and talked to the teachers with good manners. Although sometimes they were naughty, they were very loveable. Many of them were very studious and quite serious with their studies. In the school there were also arrangements for other co-curricular activities including various sports and games.

Overall it can be said that the environment of the school was how it should be as a school. Though it had very little space but all the arrangements done in this little space were favorable for creating a learning environment and the students were also highly encouraged and motivated by the teachers, principal and other staff.

In the next section I will discuss some of the related literature that I took into account while I was working as a trainee teacher.

Chapter 2: Literature Review

While I was doing my internship I explored various research related to knowledge, skills and experiences that a teacher needs to have in order to become an excellent teacher. In this section I will highlight some of these literature that I took into account while I was teaching. I will also briefly discuss various language teaching methodology that I considered while I was working as a teacher.

2.1 Reflective Practice:

Reflective practice is one of the widely discussed issues in teacher education and ELT though there is a shortage of research that explored reflective practice by the Teaching English to the Speakers of Other Language (TESOL) teachers (Farrell, 2015). According to Gunderson, Folke and Janssen (2007) reflective practice refers to the implementation or execution of an idea, plan or theory. The basis for learning, adapting, and creating new theories and practice is provided by the process of reflection. Ruch (2007) stated that in uncertain and unpredictable contexts, reflective practice provides the basis to think further and to adopt in complex and contested profession and discipline. He further said that reflective practice helps to respond challenges by acknowledging the uniqueness of each individual. (p. 660). Ruch also talked about different aspects of reflective practice including procedural and technical issues, conceptual thinking and theorizing, conscious and unconscious processes, personal and professional responses which underlie for the need for range of reflective forums (p. 671). Yee, Abdullah, and Nawi (2018) examined trainee teachers reflective practice in Malaysia and they found positive effect of reflective practice in the areas including

developing teachers' content knowledge and improving teaching skills. As a new teacher I constantly looked back at my teaching: what I have done well; what I did not do well and what I could have done better. Then I made my plan for the next class. I continued these practice throughout my internship period.

2.2 What makes a good teacher

Darling-Hammond and Bransford (2005) in their influential model described that teachers need to have knowledge of learners and their development in social context, knowledge about subject matter and curriculum goals, and knowledge about teaching and learning. According to Reed (1989) to become a good teacher two elements are necessary: enthusiasm for the subject and a genuine interest in the personal, as well as professional, well-being of the students. He further stated that a teacher needs to have excitement about the material and have the ability to convey sense of enthusiasm to the class for giving a good lecture. He also stated that it is essential for having genuine interest in students for becoming a good teacher.

According to Cain (2001), teachers who are actually committed to their students, take care of them strongly, and constantly support their students and prepare their students for facing their future confidently. He also said that they are student-centered teachers who are committed, and they work from their own passion. The teacher who lets standards slide is working not from values but from ego, wanting to be loved. He further said that the committed teacher who insists on true learning knows that learning is a lifelong affair. Hence, he or she loves to learn and practice as he or she also tries to instill this love in their students. This kind of teacher knows that students learn the best from the teacher who is

engaged in learning himself or herself. The committed teacher is also helpful for the colleagues for discovering learning, its accomplishments and its internal rewards as he or she is a lifelong learner (p. 703).

When the pre-service teachers were asked to explain the most helpful behaviors and practices, shown by the cooperating teachers, Glen (2006) found that cooperating teachers are excellent in good classroom organization and planning, maintaining positive rapport with students, possesses knowledge of subject matter, establish daily routine, and are compassion towards students (cited in Osunde, 1996, p. 86). He said that as mentors, cooperating teachers should help the students develop in professional field along with becoming effective practitioner (p. 86). Glen also argued that it is necessary to know for the teachers of the students how to teach, including reflecting on their progress, working effectively with their colleagues, and maintaining their passion amidst personal and work-related stresses (p. 86). McNamara (1986) headed the list for qualities such as 'personality', 'intelligence', 'sympathy' and 'sense of humor' when welling down the rank order of the qualities of an excellent teacher. He stated that teacher's personal qualities might affect assessment of his competence as a teacher. Moreover he said that research had established the significance of the personal qualities of teacher and then codify them (p. 35).

Noyer (1938) stated that good teachers make clear-cut assignments and are able to convince the learners to make the things to be done (p. 295). He thought that a teacher must have the quality of leadership in order to become an excellent teacher (p. 296). His thought also includes that the teachers should have the ability to praise good work without flattery and at the same time criticize without creating antagonism (p. 296). Moreover he considered effective teachers having the ability of making people feel at ease when dealing with them,

make them think better of themselves when they come in contact (p. 296). According to Peterson (1947), "Psychology is a science, and teaching is an art; generate arts directly out of themselves. An intermediary inventive mind must make the application, by using its originality" (p. 271-272). He said the teacher must first awaken and arouse the students into thought, he cannot just assume that they interests in any subject all by themselves, and his presence should automatically help them eliminate boredom and daydreaming (p. 272). He mentioned that the first meeting between teacher and students is very crucial. If it lacks to establish a vital contact then it may never be established (p. 272).

2.3 Communicative Language Teaching (CLT)

Communicative language teaching as Richards and Rodgers (2014) discussed started with the work of British linguists. Communicative language teaching emphasized on forms and functions. It pays systematic attention to develop learners all four skills. There was a growing criticisms on earlier language teaching methodology saying that these methods were inadequate to focus on developing learners all four skills. Communicative language teaching was developed where all four language skills are emphasized equally (Richards & Rodgers, 2014). Hendrickson (1991) on CLT stated that there is involvement of the negotiation of meaning between speaker and listener or between author and reader in the communicative approach to language teaching (p. 197). He further added that based on the context, teaching language subsumes itself for communicative purposes (p. 197). According to Savignon (1987), "The importance of meaningful language use at all stages in the acquisition of second or foreign language communicative skills has come to be recognized by researchers and teachers around the world, and many curricular innovations have been developed in response" (p. 235). He again said that "A communicative classroom allows learners to

experience language as well as to analyze it. Second-language acquisition research has documented the importance of communication experience (practice) in the development of communicative competence” (p. 237). Savignon (1991) said that teachers encourage learners for taking risks, speaking in other language inspire them to ask for information, seek clarification, use circumlocution and whatever linguistic and nonlinguistic resources they could master to negotiate meaning, and stick to the communicative task at hand (p. 264-265). He mentioned that methodologists advise learners to take communicative risks and focus on the development of learning strategies for the keeping of the second language acquisition (p. 273). While I was teaching I wanted to emphasize in all four skills. I developed activities where students had the opportunities to practice various kinds of language skills. The details of some of these activities will be discussed later.

2.4 Task-based language teaching

In Task-Based language teaching students are required to complete a task. Task can be any meaningful activities where students are required to use language. It can be activities like completing a story, going for shopping, planning a party, drawing a fence and completing thousands other tasks. According to Nunan (1991), “Task-based language teaching has been an important addition to the conceptual and empirical repertoire of the second language teacher in the eighties, having influenced syllabus design, materials development, and language teaching methodology” (p. 279-280). He said that task-based learning is related with mainstream education having close relationship with experimental learning (p. 281). He talked about the value of tasks that provide for the activity going beyond the practice of language for its own sake (p. 281). He again said that different task types found to stimulate very different interactional patterns (p. 287). Again in addition with this it was indicated by

the research that some task types might be more appropriate than others for learners at particular levels of proficiency (p. 289). He further noted that the most important thing is the program planners and teachers who should select a mix of tasks required to reflect the pedagogic goals of the curriculum (p. 289).

2.5 Selecting Best Method

Williams (1980) argued that in language teaching the major problem always is not the location of new methods but knowing when and how to use them (p. 82). He said that while teacher consciously decide to seek new methods for possible use, many are available like books, journals, colleagues, conferences, workshops- all rich sources of information. Even after the information is acquired still the teacher may have major concerns unanswered (p. 82). He explained that to find out certain differences between two or more teaching styles (methodologies), it is needed only to determine who made the decisions within each decision set, that is, whether the teacher or the student makes the decision (p. 83). He mentioned that different teaching methods are directly linked to the desired outcomes teachers hold for their students (p. 84). He further said that for beginning and before any teaching it is a must for the teacher coming to grips with his/her fundamental beliefs about teaching. The assumptions that the teacher makes for the schooling purpose, the learning process, and the learner serve for selecting any teaching method as first filter (p. 85). He again noted a decision made for which method or methods match the best for the purpose is proposed and the assumptions are made about the learning process and the learner (p. 85). According to Weston and Cranton (1986) the selection of teaching and materials is one of the most complex components of curriculum design, in the area for planning higher education (p. 259). He talked about defining teaching method as a vehicle or technique for instructor-

student communication and can be described into four categories at least: instructor-centered, interactive, individualized, and experiential (p. 260). He said that research is not comprehensive or systematic on matching of the methods and materials to objectives or topics of course (p. 277). He again said that though it is hard to generalize across subject areas and levels of instruction, the time of day the course is offered may help for the selection of methods and materials (p. 286). He pointed the teacher having good public speaking ability and experience of lecture for years tend to follow most comfortable and familiar instructor-centered methods, and the natural energized organizer tend to follow interactive instructional situations (p. 287).

Rather than following any method blindly, I tried to incorporate various activities and techniques from different method. As an example while I was focusing on developing students four skills, I also gave them grammar practice and taught them grammatical structure and rules. I asked them sometimes to drill to improve their pronunciation and sometimes I gave them various tasks.

2.6 Challenges of teaching in Bangladeshi context

According to Phoenix (2002) attainment of Bangladeshi students have improved but there is gap between Bangladeshi and white pupils did not change (p. 506). Schurmann (2009) stated that impressive steps have been made by Bangladesh relatively in a short time in the case of achieving gender and parity at both primary and secondary levels education (p. 505). However, he said that due to limitation of teacher interaction and low quality of instructions make many families for enlisting tutoring which increase the further expense (p. 509). He mentioned that financial and non-financial costs of schooling make it difficult to enjoy the

benefits in rural Bangladesh (p. 509). According to Hyson, Hossain and Chowdhury (2010) there is no simple solution for the primary education crisis of Bangladesh (p. 13). He further said that to make it better it is important to make the school days longer, the curriculum more developmental appropriate, and the teaching methods more engaging. These types of reforms act as priorities in Bangladesh and elsewhere though time is needed to achieve them (p. 18). Among other constrains large classrooms, lack of opportunities for teacher training, lack of in-service teacher development program, poverty, exam-driven education system are frequently mentioned in existing various research (Hasan, 2013).

Chapter 3: A self-evaluation of my teaching

I started teaching with an aim that my students will excel in every aspects. I wanted to see my students as a high achiever in every aspects. I had high expectation from the beginning which helped me to have the enthusiasm to inspire and motivate the students. I had expectations like making the students ask more challenging questions so that they know more about the topic. The answers to their questions were given in such a way that they become more curious to know about it. It was my foremost goal and I was able to achieve this. For that I had to maintain certain rules which made the students bound to stay motivated and inspired and go with the upcoming challenges. I always tried to make the students think critically so that they become able to cope up with difficult situations. For example, while teaching them prepositions I showed them some practical examples with a pen and a book. Keeping the pen on the book I made them understand what is meant by 'on' and told them there are other places like under, beside asking them if they know. Then they were eager to know where those were. They kept thinking and asking me to find out the answer. Whenever they asked me any questions that they did not understand or could not solve I used to bring out the answers by themselves. I used to ask back and elicit the answers from them.

I always tried to have my expectation high and tried to make changes when necessary. It was a big challenge, but without such challenges they could not get the opportunity to try something new. I often tried to come up with new ways of learning that the students may find interesting and challenging. I made amendments in such a way that it could catch the

level of the students and they could get inspired and motivated. I always tried to teach the students that failure does not matter. When they are trying something new, their try is the actual success. All these inspired them a lot and they appreciated these new ways of learnings. Hence, I think I was very much able to set the goal of high expectation inspiring and motivating the students.

I made the students understand the value of improvement and being competitive. I always motivated the students to learn more and more and find every possible ways to progress. There were some students who were meritorious and bright but they did not have enough motivation and enthusiasm. They even never tried to become better. I took the challenges of making them curious and enthusiastic. Some of the students changed and tried to make progress. But some remained as they were. It was very difficult to deal with them and convince them. Still I could bring some changes though it was very little.

I took several steps for the progress of the system of their learning. I was thinking of giving the students links of different videos regarding the topic that were taught in the class. As there was no facility of showing videos in class, so I asked them to watch those at home and it was considered as homework for which they were rewarded.

I followed elicitation techniques so that the students could answer by themselves and gain more confidence. For example, when I was teaching them 'Wh' questions, sometimes they became confused as they did not see something like that before. A student asked me if the answer is 'when' or 'where'. I directly did not answer him. I asked him if it's about 'time' or 'place'. Then he thought about it and got the answer by himself. While doing the class works I pointed out the mistakes they usually make and asked them to find out the correct answer.

Especially I gave more emphasis to the students who needed extra support to cope up with their classmates. I tried to focus on teaching in more creative way and tried to bring out the creativity of the students. The students often failed to find the meaning of some words in the books. I encouraged them to bring dictionary with them so that they might have the habit of searching from dictionary and learn to make use of it properly. Many students started to practice such kind of habits and thus their learning system became very advanced and interesting. But still I could not bring this habit for all.

While teaching it was my foremost duty to teach the students well. For that I needed to have good knowledge about what I teach. For that I always took good preparation before going to the class. Good preparation was also necessary to ensure that classes were conducted in an organized way. For the preparation, I preferred to create an activity route map according to the things that would be taught in the class. I used a diary to write down what to be taught in which class and divided the whole syllabus in parts. I prepared myself well for the class so that if any student asked any question I could explain that satisfactorily. I always took notes of the important things and tried to ensure that I could apply them when necessary. All these things helped me a lot to gather enough knowledge and convey those knowledge to the students. I tried to answer all the questions to the students providing relevant examples. The knowledge that I gain and the theoretical things I learned during my undergraduate study were proven to be very essential and helpful in my teaching.

Most of the time I had to work with my supervisor. So if I had any problem or confusion I used to ask her and ensured that I was correct. She also took help from me when necessary and I was able to help her with the knowledge I gathered so far. Even if I failed sometimes, she was there to help me. I sometimes had to take classes alone without any preparation.

That was very challenging for me, but soon I learned to take charge of a class even in a short notice if necessary.

To conduct the teaching successfully it was important to structure the teaching in a well-organized way. For that many steps had to be taken. At first I tried to find out the problems and then I tried to make a plan how to make the teaching better. For example, I found out the problems I had in the previous class. One day I failed to give meaning to a vocabulary a student asked then from the next day I told them to bring dictionary so that they get the correct meaning. I had to plan several things so that the students continue to study regularly and their syllabus could be covered in a regular basis and they could get well-structured lessons. I also made some lesson plans to teach the students so that the teaching could be done with stability in given period of time. For example, I made the lesson plan keeping in mind about the time that was fixed to cover the syllabus, and also included some class test so that the students become regular with the learnings. I used to teach the students following the lesson plan and was successful to take the class effectively. After teaching the students I used to give them class works both from books and some self-made works. The students used to solve the problems. Then I used to make corrections. After the correction was done I used to check the copies of the whole class individually.

Many problems were noticed and to solve them with a better outcome, some necessary steps were needed to be taken from the next class. I took some random surprise tests so that the students always come in the class with the preparation of the last class i.e, this made them study everyday. Some class tests are must for the betterment. So I took class tests. As some students lacked in speaking English well, I planned to take oral quizzes and sometimes let them read stories for making reading practice. After I taught something I would ask

questions if they understood and answered them if there was any problem. I saw in most cases, Grammar Translation Method (GTM) had been used. But I tried to follow some other methods too and made the teaching more dynamic and creative. There sometimes had the possibility of the syllabus to be changed or lessened which made it confusing how much lesson to cover. Then I used to complete the lessons which would must come keeping the other lessons for later. This way time were saved and syllabus were covered effectively.

The class I was teaching consists students with mix abilities. Thus I had to adapt various teaching methods so that all my students are benefited from my teaching. In the class, not all the students were capable to cope up with each other. All the students were not equal regarding understanding something. Few students lacked in understanding ability. Acquisition power of all the students were not equal. For them I used to give more effort and time by asking them again and again if they understood. If not, then I used to explain again to them. Some of the students lacked in speaking English properly. For them I took oral quizzes and also made then read the text book in front of the class to make reading habits and improve their English speaking. Some did not bring copies and books everyday even if they were told to do so again and again. Some came late and created problems in time management. There were some students who talked unnecessarily and spoiled the environment of the class. For these kinds of students more efforts were given with more strictness which consumed more time and created problems for the whole class. Many students were not careful of what they wrote. Even if they wrote something from the board or book, still they failed to write the correct spelling and did grammatical mistakes. This showed their lack of concentration. So it was required to do something which could make

them more attentive towards studies. For that I always looked at them while they work so that they become conscious and work without wasting time.

I considered all my students important and tried to be empathetic to them. For that I had to understand their background and abilities. There were some students with good ability but due to their lack of scope they failed to do better. It is very important to study not only in class but also at home. But there were some students who did not get enough time and opportunity at home. They had to be given some extra care and time. There were some students who used to sit quiet and did not work without telling them. I literally had to push them to do their job. I used to look at them and show anger so that they become conscious and work in the class. They were basically inattentive. I had to take care so that they remain attached with their work. Some students needed to be said more than once because they did not understand easily. I gave extra effort to them and made sure that they understood.

I used both school-prescribed terminal examination as well as continuous in-class assessment. I used assessment as a tool to see how my students are progressing. For that I did not only rely on terminal examination, rather I assess them continuously in the class. I did so in various ways including taking oral quiz, sometimes giving them small task to complete and sometimes asking them to perform something. One interesting point is that when there is an exam students become very attentive in the study. Thus I see exam is an opportunity to make my students attentive in the study. I selected questions and other tasks in such a way where students needs to show their creativity and imagination rather than memorizing skills. Though I am against using formal examination at this young age, I had to

do it as it was the norm in the school. However, I constantly tried to ensure that the examination does not become a burden for the students. Whenever I checked the exam copies I used to do the marking accurately. I never saw the name before marking though I could do so easily.

Although I gave more effort for the weaker students, I also made sure that the good students have understood well about the topic. I sometimes used to give pair works or group works. At that time I had to make the groups understanding the abilities of the students. I often called the students in front and gave them questions on the board to solve. While asking to come to the board I had to select the students in a justified way. The students who definitely could answer well were not always called. The weaker were told to come and solve so that they remember their mistakes. The good students were given some more difficult questions so that they could also learn from their mistakes and all the students learn and get encouraged by that. All these things helped to make improvement considering the strengths and abilities of the students. Doing the assessment accurately was my foremost duty and I think I did justification to the students properly in case of assessment and this made my job fruitful.

Managing the discipline in the class was a big challenge for me. Some of the students used to make lots of noise in the class. It was a challenge for me to bring their attention in the class work. Sometimes I told stories to bring their attention but I kept in mind what I had to teach in the class. There were some students who talked too much and made unnecessary issues.

There were some students who are needed to give more effort for the betterment but for that there was no sufficient time.

I always tried to establish a safe and good learning environment in the class. I used to maintain mutual respect between me and the students. I used to respect the opinions of the students and try to understand their point of view. I made the students understand that though they were getting a friendly environment with the teacher but they could not cross their limit. They had to maintain their respect towards their teacher. I used to teach them and were very strict about certain etiquettes like standing and greeting the teacher whenever the teacher enter or leave the class. I used to check their uniform and make sure that they were wearing the uniform properly and remain as the students should be while coming to the school. I used to check their socks and hair so that they come to the school in a well manned way. Some of the students were very naughty. I was very strict to them so that they did not make chaos and spoil the environment of the class. After entering the class I used to warm the students and tried to create interest in the students about the class then start the class so that they got a learning environment and give more concentration to the studies. I think I was able to achieve this goal of creating good learning environment but sometimes I failed as there were large number of students and it is very difficult to maintain all at a time.

Though I entered and worked as an intern but I was always professional in case of doing my work. I used to work as a regular teacher and I had to maintain teacher behavior policies. I used to be very professional with my colleges as well as my students. I attended all the classes and never missed any class while I was in school. However, as I was not a full time teacher I had the flexibility to leave the school once I have finished my classes. All the

teachers had to leave after 2 pm but I had the permission to leave early after finishing all my tasks.

Like other teacher I always signed the attendance copy after entering and before leaving the school. But I did not have any late attendance. So in this case I had some different rules. Whenever there were any occasions like Independence Day, Mother Language day etc. I had to dress up according to the rules of the school like other teachers. In this case, I had to be professional. Though I had to take all my classes I also had to take proxy classes like other teachers. I could not go to other teacher's room or the Vice Principal's room whenever I want. I had to take permission and do these as per the rules of the school. In case of dealing with other professionals or other tasks like mailing I had to be very professional. I was also very professional with my supervisor. We worked with each other and always kept our work related to our class. The formalities that were done by me to join the school and leaving had to follow professional manners. I always maintained formalities in these sectors. I think I was not way too professional like other regular teachers but I maintained my profession as much as I could.

3.1 Various obstacles I faced during my Internship

During my internship I had to face various obstacles. First of all I had problems with the management of time. The school started at 8 am and I had to reach on time but at that time there was huge traffic jam as all the school and office in Dhaka starts at the same time. It was also difficult to find vehicle at that time. I also had classes in my university two days a week. I had to manage both my university studies and internship work together. I had to go to school for work and also prepare for the exams and assignments of the courses I took in the

university. I also had to write reflective papers on my internship but due to other courses I could not give enough effort. There were also obstacles regarding the coping up with the rules of the school, that is, as I was new I was not involved with many things of the school rules and for that I sometimes was deprived from the acceptance of others. As I was not working five days a week, it was not mandatory for me to attend the assembly, I used to leave the school earlier than others, I did not take class alone rather under the supervision of other- all these somehow caused hindrance for making a complete teacher-student connection with the students. I also had to take care of my side while interacting with the colleagues as I was an intern teacher not a regular teacher. All these caused obstacles in doing my internship smoothly.

3.2 What I have learnt from this journey

This journey was a big opportunity for me as I could learn many vital things needed in a professional life. First and foremost thing I learnt is being professional which includes many other aspects. I learnt how to go with the time management and work accordingly. And most importantly I learnt how to teach so many children at a time in a professional manner. This journey was a lesson for me to deal with the children and maintain the teacher-student relationship. I also learnt professional behavior in case of working with the colleagues and other stuffs of the school. I learn how to apply for job. I was totally unknown to the fact that how I feel about teaching and how I will perform as a teacher in actual situation. This gave me the opportunity to understand this profession by having the experience of teaching. I was always engaged with my study all the time without any other work. By doing the internship

and study together I learnt how to manage work and study together. This taught me coordination of working with study. This was basically a practical experience of what I studied from all the courses I have done in my university. So this helped me to know how to actually work being a teacher. Overall it was a great learning experience for me.

3.3 How can I use this experience in my future teaching

This was a great experience for me and it actually made me for my future work. Doing this internship helped me understand whether I want this profession of teaching or not. It helped me to update my resume which will further help me to get job mainly as a teacher. It taught me how to become a professional teacher. It was a great experience of teaching students standing in front of so many students and deliver lessons which helped me to overcome fear. I now understand being a teacher is not only about teaching but being empathetic, caring and understanding the students. It requires to understand the context while teaching as well as student psychology. I checked a lot of copies during my internship and also gave marks in exams. Thus I learned assessing students copy and what are the factors need to take into account while checking students' scripts. I also learnt typical mistakes that students made and how to give feedback to those students. Again I made many lessons for them which made me learning how to make lessons for the students. I have also done invigilation which will help me work as an invigilator in further teaching. So this experience helped me a lot to prepare myself to become an effective teacher having good qualities of a teacher.

3.4 What would I like to do differently in my future teaching

There are some of the things I would like to do differently in my future teaching. Most of the teachings follow Grammar teaching method (GTM). I would like to follow some other

teaching methods as well to make the teaching more effective. The seating arrangement is also monotonous in the school. I would prefer to change the seating arrangement sometimes and make the classroom more attractive so that the students get more enthusiasm in learning. There is no other scope of learning rather than the text books that are provided to them. I would like to give them some extra knowledge and let them know about different videos that they might see and work according which might give them more interest in learning. I would like to build a good relation with the students so that they feel free and get the opportunity to learn from me as much as possible. Caring is very important and I would like to take care of my students individually as per the nature of the students. To do something differently it is very important to have the opportunity for the teacher which should be got from the school. If the school creates such spaces and chances for the teacher then it becomes easier for the teacher to implement the things he or she planned for an effective learning.

Chapter 4: Conclusion

Being an intern teacher was a golden opportunity to understand the value of a teacher's role in the life of students. Teachers can play various roles in various ways in students' life. My internship was for about four months and this period of time gave me a notable experience of my life. The school where I worked had a good environment and it helped me utilize this opportunity and gain knowledge about teaching.

As I did major in ELT, I tried to apply my learnings in my teaching and find out the improvements that I could make. I made reflection of my own work. I tried to understand the qualities of an effective teacher and to have those qualities in me. As an English language teacher I preferred to follow Communicative Language Teaching (CLT). I also tried to keep the activities task-based for making the teaching more constructive. However, I also ensured that my students are good at grammar. I chose different tasks, especially in group works for making the activities task-based. I tried to make the tasks fascinating for the students so that the students get enthusiastic for doing them. It was difficult for me to select the best method as I did not get enough facilities for that. But I kept using different methods depending on the context. It was not smooth to conduct the teaching in a more advanced way as the teaching method in Bangladesh is not well developed and appropriate in many cases.

While teaching I always kept the aim to motivate and inspire the students. I had high expectations for bringing out the best from the students. I took it as a challenge and worked for that considering the abilities of each individual as each student differs from one another. It is the core obligation of teachers to choose the proper activities for students for making the learning the most effective. I tried to make improvement and for that I made some

amendments in the teaching process. For that I took some necessary steps and gave the students different activities. This made the teaching more interesting and effective. I tried to create good habits among the students regarding the learning process. I also worked on myself so that I could acquire required knowledge and implement them in my teaching.

I always kept in mind that I do justification while making assessment. I took care of the fact that the students abide by the rules and maintain certain etiquettes to ensure good and safe learning environment. Fulfilling professional responsibilities was one of my significant priorities during my internship. I tried to do my job with all the efforts I could give. I learnt many things during my internship like effective use of time, building career and of course teaching so many children together in a professional manner. I also learnt to be professional, how to deal with professional tasks and maintain relationship with colleagues. This experience will also favor me in many ways for my future teaching as could learn a lot practically.

During my internship I found some things that are important for making the environment more suitable for learning and other related purposes. The school was in a building and it did not have proper space and a playground. Beside studies, other co-curricular activities are also important. Though the school managed to make these arrangements but due to lack of a proper school campus the activities could not be done effectively. I think it should have a proper campus for betterment. The classrooms needed to be more spacious as per the number of students because it was creating problem when I tried to give them group works. There are some tasks which needed to be shown in projector.

Teachers act like a bridge for students for conveying education and it totally depends on the teachers how they perform this role. This is all I learnt from my experience being an intern teacher and I always tried to make progress and work accordingly so that my ways of teaching can keep a footprint in the students' life which may flourish further. Students are the vital priorities for the teachers and it is required to deliver education with appropriate knowledge and skill of the teachers. Students have to be made up in such a way that their capabilities know no bounds. It is the teachers' contributions that influence the students' life. At the end I must say it was a difficult but very useful journey from where I learnt to think and act differently.

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