



An Internship Report on

**A Cross-Cultural Teaching Experience Beyond Textbooks : Real-Life
Teaching in a Turkish High School**

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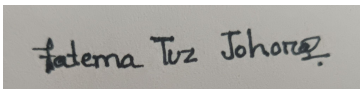
This Report is Submitted for Fulfillment of the Requirements for the Degree of
B.A (Honors) in English

**DEPARTMENT OF ENGLISH
DAFFODIL INTERNATIONAL UNIVERSITY**

Fall 2025

Declaration of the Report

I, Fatema Tuj Johura, affirm that the Internship report titled “A Cross-Cultural Teaching Experience Beyond Textbooks : Real-Life Teaching in a Turkish High School” is an authentic and original piece of work completed as part of the academic requirements for the course Project Paper with Internship (ENG 431) in the English Bachelor program during the Summer semester of 2025 at Daffodil International University. This report is based on my personal experiences and observations during my participation as an intern at Abdulkadir Paksoy Anadolu Lisesi School in Adana, Turkey where I have attended one semester under the Erasmus+ student exchange program. It is prepared and completed by me entirely as a partial requirement of the ‘Project Paper with Internship’ (ENG 431) course within the B.A. (Hons) in English Program, under the guidance of Dr. Ehatasham Ul Haque Eiten, Assistant Professor and Head, Daffodil International University. This report has not been previously submitted to any other University, College or Organization.



.....

Signed,

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Authorization of the Supervisor

I, hereby, declare that the Internship report on “**A Cross-Cultural Teaching Experience Beyond Textbooks : Real-Life Teaching in a Turkish High School**” at Abdulkadir Paksoy Anadolu Lisesi School has been submitted for the award of Project Paper with Internship under my supervision. This document is a formal endorsement for Fatema Tuj Johura, a registered student at Daffodil International University, recognized by the ID number 213-10-821. I am pleased and proud to confirm the successful completion of the Project Paper linked to the Internship Course (ENG 431). This internship report is recommended for submission to the Department of English, Daffodil International University.

I hereby extend my congratulations and best wishes to Fatema Tuj Johura for her outstanding work and commendable performance to academic excellence. I wish infinite success for her career and future.



.....

Signed,

Dr. Ehatasham Ul Haque Eiten
Assistant Professor and Head
Department of English
Daffodil International University

Acknowledgment

I express my sincere gratitude with all due respect to my Mentor and Supervisor from the school where I have completed my internship, my students and my excellent Supervisor Dr. Ehatasham Ul Haque Eiten from my University who has supported me through the internship period and guided me in preparing this internship report titled “A Cross-Cultural Teaching Experience Beyond Textbooks : Real-Life Teaching in a Turkish High School”.

First and foremost, I am sincerely thankful and grateful to Almighty Allah for his blessings and mercy, which has allowed me to successfully complete my report. Furthermore, I would like to express my gratitude to Daffodil International University (DIU) for providing me and availing me this beautiful and worthy opportunity and thereby I am writing this report as a component of the Bachelor of Arts (Hons.) in English program.

Additionally, I would like to convey my gratitude to my peer students and facilitators at Abdulkadir Paksoy Anadolu Lisesi School, who have helped me understand their culture, language and education curriculum better. My special thanks goes to my Mentor Yelda Tanar who has patiently taught me the techniques and methods of teaching, also she helped me connect with the students deeper. My students’ excitement and enthusiasm were crucial to the success of my internship. Their helpfulness and energetic participation made every class enjoyable. My mentor, supervisors, students and peer interns from the school deserve all the credibility, without them, my efforts would not have culminated in success.

Abstract

This paper is based on my Teaching Internship experience at Abdulkadir Paksoy Anadolu Lisesi School at Adana, Turkey where I have completed my internship, duration of four months as a component of the Bachelor's degree. During my internship, I learned many teaching techniques, methods, ways of communicating with students from a different culture (Turkey), time management and a practical experience of how to conduct a class. As an English Language teacher (part-time), I have initially observed how my mentor conducts each class and she further taught me where to collect the resources from, how to use the digital tools and monitor screen to engage with the students more. My supervisor from the school suggested that I use the 'Bloom's Taxonomy' method and prepare lesson plans according to this method. Other than that, my mentor has guided me with another effective teaching method that she often uses: 'PPP (presentation, practice, production)' . This is an approach of language teaching that follows three stages. While observing the classes, I noted these methods practically and prepared lesson plans accordingly. I have conducted the classes as per my lesson plans and used basic to advanced English to be more understandable. I have faced many challenges such as nervousness, confusion about whether they understand me or not, if I could finish the planned lessons in time, preparing worksheets and maintaining their study curriculum. This experience has helped me greatly to overcome my fear of speaking and made me realise that teaching is fun, especially when the students liked and respected me more as their teacher. This teaching internship experience will help me craft my teaching career in the future.

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Chapter 1

Introduction

A Teaching Internship is an honorable experience for final semester Bachelor students in an educational institute such as a school or college, usually a school. It requires skills to engage, inspire, guide the students to learn with enjoyment and effectively. It is a great challenge to deal with such a transition from the academic theory to the practical classroom application. Interns who pursue teaching professions get an opportunity to implement their learned methodologies in real classroom settings, develop confidence and gradually they become competent with practice which is a required quality in today's advanced educational settings.

This internship report documents my experiences and observations I noted in order to learn the teaching method during my teaching internship at Abdulkadie Paksoy Anadolu Lisesi School in Adan, Turkey. The internship period was about four months, during which I weekly participated in classroom teaching, lesson planning, observation and assessment activities under the guidance of my Mentor, Yelda Tanar at the school. I had to face some challenges due to the language barrier, for instance I had to speak slowly and with basic English in order for them to understand (to mention, it is considerable and logical enough as they are only in the high school). Although I must acknowledge, in this role as a teaching intern, my mentor and my students have been greatly supportive and understanding and helped me through every step whenever I got stuck. I truly and sincerely appreciate such kindness, especially towards a person from a different culture. This internship being in a cross-cultural educational setting taught me incredible lessons such as adaptability, intercultural communication, cultural values, interesting teaching methods that are beyond textbooks through which students engage on their own and subconsciously learn with fun.

The purpose of this report is to express a detailed scenario of my teaching experience in a foreign educational setting. This report also presents the objectives, challenges, responsibilities, outcomes, professional growth and methodologies applied. Having the experience of being an English Teacher of the Turkish students inspires me more and increases my love for the teaching profession.

Chapter 2

Objectives

- To increase my confidence in teaching and be better in speaking.
- To learn to communicate academically in a different cultural setting.
- To implement the teaching techniques and methods in the real classroom.
- To bring the evolution of making the classroom more interesting through games and activities rather than following just the traditional textbooks.
- To improve my communication and class-management skills by giving clear instructions about activities and to maintain discipline in the class.
- To practically practice the online tools that produce study materials in the form of games, images and writing activities. These help students to be more engaged during the class and make the classes fun to attend.
- To treat every student equally and fairly and give more time to the weaker students and assist them to understand the topics better.
- To evaluate the test copies and understand their gaps and improve my teaching language according to that.
- To understand the Turkish study curriculum in High Schools and what shapes their understanding, morals and values.

Chapter 3

Teaching Strategies and Implementation

As I have already mentioned in the Introduction that I have completed my teaching internship from a high school in Adana, Turkey. The name of the institution was ‘Abdulkadir Paksoy Anadolu Lisesi’. I have initially observed and then conducted classes with the 9th graders to 12th graders. The school takes weaker to better students to avoid discrimination and teachers give more attention and extra time to the weaker ones. The students wear uniforms, they have a playground and students get to become class and school monitors which ensures discipline overall. They have a calm learning environment equipped with a kitchen on the ground floor and a garden outside.

I have followed the methodologies my mentor has taught me like the PPP, ALP and Bloom’s taxonomy method. She also instructed me to create new and creative techniques to engage the students in my way and get to know them more to improve the teacher-student relationship. Initially in the first weeks, I took notes on how the teachers covered their lessons (each class was different based on speaking, listening, writing and reading) on time. I observed the teachers begin with warm-up questions and then present the lesson contents on screen and give the students an idea on what the topic is about. Then eventually, the students are given worksheets on the topic, games or mini writing tests or feedback. The teacher also asks open and general questions and I observed that they never criticize if a student gives the wrong answer, instead motivates the students to follow along and learn together.

Since I started conducting the classes as their part-time teacher, I planned my schedule and activities as per my mentor’s instructions. I made a lesson plan first on what I will teach each day, what will be the activities synchronically, what tools we will use during the class (white board, textbook, padlet, british council site, classcraft), how the students will take part in the activities, and finally how will I take the feedback at the end of what I taught in the class which we call “Production (a stage in the PPP method)”.

In the four months, I learned taking English language classes practically into a Turkish classroom which helped me greatly to learn incredible teaching methods.

Chapter 4

Lesson Plan



**ÇUKUROVA ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ
İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ**

**İNGİLİZCE DİL BECERİLERİNİN ÖĞRETİMİ
FİNAL ÖDEVİ 2025, BAHAR**

Supervisor Name : Prof. GÜLDEN İLİN

Student Name : Fatema Tuj Johura

2024177E01

May 09, 2025

Lesson Plan :

Topic : “ Technology ”

Level : B1

Grade : 12th Grade (Mixed Age 16+)

Prerequisite : Basic knowledge about technologies, vocabularies taught related to the topic and reading skill

Skill Focus : Reading, Vocabulary

Method : PPP, Skill-based and Blended teaching approach

Duration : 40 minutes

Materials : White Board, Worksheets, Powerpoint Slides, Phones (online game activity)

Techniques : Warm-up questions to spark their ideas and brainstorming. Introducing new vocabularies about technology and their usage through matching and guessing games. I will take feedback from them about what they learned from the class through open-ended questions.

Objectives :

- Students will develop speaking and conversing about Technology
- Students will adapt with ethics and morals of being honest in digital interactions and learn about cybersecurity
- Students will practice dialogues and activities that make them aware about the disadvantages and advantages of Technology.

Procedure :

1. Warm-Up / Lead-In (5 min) :

- a. Purpose : To activate background knowledge and engage students in thinking and gain interest.
- b. A google slide presentation will be displayed that shows images of the areas of Technology and their usage and definition to help them gain new vocabulary.

Warm-Up questions I will ask during the presentation :

- What technological devices do you use? Which one is your most favorite?
- What do you do when your device breaks or gets old?
- Have you ever heard of a refurbished device?
- How can we save our environment with refurbished technology and by reducing the electronic waste?
- What should you consider before you buy a refurbished device ?

2. Pre-Reading Task (5-7 min) :

Purpose : To prepare learners for reading and build prediction skills.

Students scan a QR code linking to a Padlet. The task is to brainstorm ideas on “If you could invent a new technology that solves a problem, what would you make?”

- a. Students add responses on the gallery attaching a suitable photo and their ideas
- b. I will review their responses and ask them questions

3. While-Reading Task (15 min) :

Purpose : To practice skimming and scanning for main ideas and specific details.

- I will distribute the reading text and worksheets. Students read silently or in pairs. They will read a passage on “Refurbished Technology” and solve the after reading activities like- matching, true/false, short questions and fill-in-blanks.

4. Post-Reading Task (8 min) :

Purpose : To apply extended understanding through analytical responses and opinion.

- Students play an online matching game activity by scanning another QR code that leads to wordwall and solve it based on the class learnings.
- They submit another response with Padlet on “Build your Smart Home with IoT”.

5. Wrap-up/Conclusion (2-3 min) :

Purpose : To reinforce learning and assess individual understanding.

- I will ask some open-ended questions and they will answer them (verbally).
 - “What is one thing you learned about refurbished tech today?”
 - “In what ways will you try to reduce Electronic Waste?”

Homework : “Imagine you have an agricultural farm where you grow vegetables and you have cows and sheep. How will you maintain your farm smartly and digitally by making it an IoT based farm?” Write the answer within 100 words.

Chapter 5

Reflection Papers (Class Observation-based)



Teaching Practicum Reflection Papers

Student's Information
Name : Fatema Tuj Johura Student Id : 2024177E01 Department : English Language Teaching (Faculty of Education) Semester : Spring-25 Supervisor Name : Prof. GÜLDEN İLİN School Mentor : Yelda Tanar School for Practicum (ii) : Abdulkadir Paksoy Anadolu Lisesi

Class Reflection - 01 :

Date : 24.03.2025 (Monday)

Grade : 10th (10C)

Topic : “Conditional Phrases”

In the first week, I observed the 10th graders, the class was 10C. The topic of the class was ‘Conditional Sentences / Phrases’.

At first, the teacher introduced the topic to the class and then presented it on the monitor with presentation slides and then after solving some fill in the blanks the teacher made the students practice similar blank exercises with similar types of answers. The students learned the appropriate use of the conditional sentences with the use of ‘If’ with accurate use of tenses. For example - ‘If I go to the grocery store, I will buy milk’, ‘If I overeat, I will get fat’.

This week, I only observed what techniques the teacher used, which one worked and which one did not. I took notes on my observation as from the next class I was supposed to participate and gradually take practice classes. The biggest challenge I faced was the language barrier because I was already informed that the level of the 9th/10th graders' English will be little, so I should prepare the lessons using basic vocabularies. And as I do not know the Turkish language, I could not connect to them on an emotional level initially, but they were always curious about me, my culture, my plans, if I like Turkish cuisine or not. They recommended some great places and food to try.

From the class, the students learned the use of “If” and they will be able to add conditions in real life conversations. And my observation this week was on how the teacher holds the attention and how to use the screen to engage them with interactive games related to their lessons.

Class Reflection - 02 :

Date : 11.04.2025 (Friday)

Grade : 12th (12/G)

Topic : “Friendships”

I conducted this class with the 12th graders, the topic of the class was “Friendships” from theme 2 of the textbook. In the first session the teacher told me to take note of the educational sites and how the students learn from the online worksheets and games. And then she asked me to come forward and take the class in the second session.

I asked the students some warm-up questions like- “What do you think we consider when we make a new friend?”, (I personally asked) “Who is your best-friend and what do you like about him/her the most?”, “Do you think that having an honest friend helps us to learn honesty too?”. “What fun activities can we do with our friends?”. They also participate well when they answer general questions. This improves their speaking and brainstorming. They enjoy playing interactive games. Usually some of the students in the back are unattentive and they talk during the class but these games bring back their attention.

After that, we practiced some lesson-based activities and built sentences that follow future tense grammatical structure like - going to, would love to, will you/would you etc. I usually follow the PPP method while making lesson plans. In the production part, I displayed some activities like blanks and short questions, and together we practiced producing words with examples like -

(will, could, can be, going to, maybe, would, shall be, going to)

- We ____ go to school tomorrow,
- I ____ love to join the party,
- She is _____ throw a party,
- I am ____ visit you after office hours.

The students participated in some matching and guessing activities too which made them critically think and predict the correct form of sentences. Lastly, I wrapped up the class by giving them homework on writing a paragraph about ‘My Best Friend’ in 150 words due next class..

Class Reflection - 03 :

Date : 25.04.25 (Friday)

Grade : 9th (9G)

Topic : “Emergency and Health Problems”

The topic of the class was “Emergency and Health Problems” from theme - 08 (9th grade) this week. The teacher started the class with some warm-up questions like - ‘What was the last sickness you had? (some students answered: fever, headache)’, ‘How did you cure it?’, ‘Suggest or advise some steps to do at home to cure the sickness?’.

I observed that the warm-up questions make the students think and ponder their thoughts and it is a great technique to make them engaged with the topic instantly. The teacher then uses the screen to show students some pictures of some illnesses and they have guessed which one is headache, which one is stomach ache and so on. They repeated and learned about different illnesses. Then they practiced some activities from the book like matching the symptoms with the illness, filling in the blanks and dialogue playing the role of a Doctor and a patient.

In the second session, the students learned about survival kits and tools to use in emergency situations whether it is medical or an injury while on a trip or hiking. The warm-up questions in this session were - ‘What emergency tools can we take with us while going hiking or camping? (students answered : torch, batteries, cans, medicine, band aids), ‘What are the items in the First Aid box?’, ‘How would you treat your leg injury with your first aid box and when no doctor is around?’.

After discussing the topic, the students solved some short questions and played some online interactive games related to the topic. They love interactive games like making sentences, dragging the correct image to the right vocabulary, memory tests, spelling words etc. The class ended with homework to prepare for a dialogue practice about the tools to carry while planning for camping.

I learned how to engage students with the warmup questions and hold their attention by keeping them busy with games and general questions.

Class Reflection - 04 :**Date : 02.05.25 (Friday)****Grade : 11th (11A)****Topic : “ The Rebirth of Art and Literature ”**

This week I observed the 11th graders (11A). It was a language class focusing on Reading skill and Vocabulary.

Students read two passages and solved some reading activities from the English exam text questions. They read passages related to the ancient artists, stage or theatre plays, literature and history. The first passage was about Renaissance “The Rebirth of Art and Literature”. They learned the highlighted vocabularies first and then they used the words solving the blanks and mcqs after the passage. The second passage was about “Going on The Stage”.

The teacher asked some warm-up questions like- “Do you love stage art?” / “Do you prefer watching movies or stage plays?”. After reading the passage carefully, they noted the important vocabularies and did some reading comprehension activity like matching the sentences, short questions, synonyms and antonyms. Students gained new vocabularies and reading comprehension helps them understand the language better.

Sometimes it is really hard to hold their attention for a long time, especially when it's a reading class. Students at the back are usually less concentrated. To solve it, the teacher called students from the back one by one to assist her with the white board (erasing, writing vocabulary, marking the important words), operating the screen etc. I think this technique actually helps them to stay attentive during the class as the teacher chooses randomly and they can't keep talking.

Lastly, they practiced some test questions from their test books and from the screen as they were practicing for their coming tests.

Class Reflection - 05 :**Date : 16.05.25 (Friday)****Grade : 9th (9G)****Topic : "Talking About Parties and Celebrations" (Speaking Lesson)**

The class this week was based on speaking skill. The students practiced some interactive online games, they guessed from some words with pictures. for example - A Party hat, Wedding ceremony, Graduation day, Garden Party etc. They identified what the picture referred to.

Next they played another online game related to word guessing. The students guessed the missing alphabets in the word displayed and filled out the small dashes. Every time they guessed the wrong alphabet, the parts of a hangman were drawn. They learned to spell correctly and recognise the events in English along with the process of how an event or a party is organized.

In the second session, the students gave speaking tests where the Teacher, my peer intern (Omer Faruk) and I asked the students some general questions to identify how much they understood, generate responses, pronunciation and vocabulary. They were marked individually based on their responses. They acted in roles like doctor-patient, friend to friend (inviting to a birthday party). Lastly, they spin a wheel of questions on the screen and answer or describe it to the teacher. While speaking, some students were extremely nervous. One student was almost about to cry, whereas he is known to be really good in English compared to others in class.

My mentor advised me that it is really important to connect to the students and know them better as it helps the teacher to understand their problems and help them in learning. Therefore, I planned for the next week that I will try to connect the lesson with my students' personal experiences. For example, if the chapter was about Holidays I would ask them 'What was your last holiday and what did you plan or where did you go on the holiday?' and I would share mine. I noticed that the students love to answer the questions related to their personal experiences.

Class Reflection - 06 :**Date : 23.05.2025 (Friday)****Grade : 9th (9G)****Topic : “Television and Social Media”**

This week I prepared a lesson plan following the PPP method. Though Bloom’s Taxonomy is a traditional way of teaching, I still took some ideas from it as it helps to plan for a class from Knowledge to Evaluation. I tried to make my lesson plan step by step that includes the students’ analysis, comprehension, synthesis and evaluation.

Previously I noted some of the educational sites from my mentor, like British Council, Agendaweb, Padlet, Islcollective etc. I created some worksheets and interactive online games for them related to their lesson. Firstly, I gave the students a brief idea about television and social media, why these were invented, what are the advantages and disadvantages, how much we should use them and how much we should not, what impact does it have to our minds and relationships etc.

Using Padlet I prepared a gallery for them to discuss the advantages and disadvantages of social media. And after that, together we solved some printed worksheets based on an article and some reading activities. Then I individually asked them some questions about their opinions on their own usage of television and social media. Before wrapping up the class, there was more time so we practiced some vocabulary available in the online interactive games.

I wrapped up the class by giving them homework to slightly prepare for the next chapter “Invitations and Celebrations” from unit-9.

Chapter 6

Learnings from the Internship

I have experiences of many corporate internships but before this internship, I never discovered that being a teacher would get me so much love, warmth and respect. I have learned invaluable things from this internship, specifically because it was in a different cultural setting. Teaching the English language to the Turkish students was a great challenge indeed but I cannot help but be grateful enough for my students' extreme support and love. They were curious about me as I was a foreign teacher to them, they asked me what I liked the most, if I would visit their country again, if I loved their cuisine and more which Turkish drama I liked most and more questions. It helped us build a unique emotional and respectful bond.

The Key Learnings :

- How to cover all the planned lessons within time (Time management)
- Communication and Speaking skill
- Being Responsible and Confident
- Improved my Adaptive nature more
- Explored new teaching techniques and methods
- Problem solving skills and handling unexpected situations
- Growing empathy, patience and understanding (through teaching with basic english for them and learning some turkish basics)
- Learned new vocabularies
- Got Introduced with many online teaching tools that can generate games, images, writing collages
- Following other creative routes as a teacher, not giving the core attention to the textbooks (avoiding the traditional manner of teaching)
- Quick thinking and Creativity
- Unforgettable emotional connection with the students (connection building).

Chapter 7

Details of the Institution

Abdulkadir Paksoy Anadolu Lisesi School is located in Ataturk Caddesi, Seyhan, Adana in Turkey. The school stays open from 8 am to 5.30 pm. It is a school and a high school both. The school looks wide and big, has a beautiful garden where the students rest and talk between the class breaks. The school has a personal kitchen where tea, coffee and snacks are available for the teachers. They have many clubs including sports, music and more. The school is a public Anatolian high school. It has mostly all the necessary equipment like the photocopy machine, printer, logistics etc. They take weaker to better students instead of selecting only the best students and give the weaker ones extra attention and needed care with their studies. The school is affordable, from middle to high class students of the area can study here.

Facilities of the School	Numbers and Information
Location	Atatuk Cad, Seyhan, Adana
Official Website	abdulkadirpaksoyanadolulisesi.meb.k12.tr
Number of Students	742 students
Number of Teachers / Staff	48 teachers
Number of Classrooms	24 classrooms
Students in each class (avg)	31 (per class)
Canteen	Yes
Conference hall, stage, digital equipment	Available for events
Lab/Library	Yes
Garden and Playground	Used for outdoor activities
Entrance Desk and Waiting Lounge	Available

Chapter 8

Recommendations

As an experienced English Teacher (intern) in a different cultural setting, I could distinguish both the education curriculum of Bangladesh and Turkey. This experience provoked my thinking that we could bring a positive change into our education system rather than only following the memorization technique and traditional books. I particularly loved the teacher-student relationship in the schools of Turkey. They immensely respect their teachers and at the same time, they share their private things and any sort of thoughts without hesitation to seek guidance as they acknowledge that they are not yet mature enough. In our Bangladeshi education system, teacher- student relationship, especially in the school and colleges is mostly surrounded by fear, guilt and shame. I will try to put out some solutions to some limitations that we have in our education system and these are put as recommendations in the hope for a positive change :

- The students should not only read the moral codes but follow and build good manners in real life through daily practice (like cleaning the classrooms, respecting elders and poor, throwing waste in the right place, learning professionalism).
- The education should be more innovation based, not memorization based, where students will learn to create, build and innovate things that are useful and solve existing problems (Entrepreneurial mindset from school and colleges). The classes should have more multimedia access.
- Debating should be encouraged and not considered as a disrespect. The students have to ask questions and build logic.
- We are taught to follow the same old rat-race through our education system, whereas in Turkey more than 70 % of their products are tagged as ‘Made in Turkey’. We need to think about how that happens and how they make their own products with their own manpower except for relying on imported items.
- The teachers in Turkey follow some methods of teaching and make their lesson plans based on them, like the PPP, APA, Bloom’s Taxonomy and more. It helps in time management and covering the syllabus. The students give feedback based on their present day lessons after they learned, repetition helps them remember the lessons.
- English should not be taught as an elite or official language, it should be practiced in day to day life so that the students can speak without hesitation or nervousness. Dialogues on a regular basis on different topics helps greatly
- Lastly, the study curriculum should include survival skills like trekking, navigating, earthquake prevention, martial arts etc. Individual creativity and hobbies should be practiced.

Chapter 9

Conclusion

To Conclude, my teaching internship at Abdulkadir Paksoy Anadolu Lisesi was an important step to get a beforehand knowledge on what it feels like to be an English Language Teacher. Throughout this internship, I have got the chance to meet and learn from incredible teachers, my Mentor and my Supervisor from the school.

My mentor instructed me to observe the classes and take notes. She suggested and introduced me to different class teachers and different sections like the 9th, 11th and 12th grade students and teachers. They were very supportive when I was present in the class. Many students practiced speaking English with me, as I was a foreigner for them they were naturally curious to know about my country, cuisine, culture, beliefs and recommended best things to try from their culture, other than that they shared that they want to improve their level of English and I suggested them a few techniques, we practiced and on my demo classes they were really supportive with the tools and monitor if I ever had any issues with it.

I did personal research and experiments on the methods I learned through my academic courses, online and the methods my mentor taught me. I experimented through implementing those methods and observed what worked best on them and what learning process they enjoyed the most. It helped me to connect theory with practice. Practical classes were best for me as a new teacher as it helped me grow confidence, learn the methods and create a beautiful and memorable teacher- student relationship.

Overall, this experience was one of the best experiences in my student life. It helped me grow my communication skill, management skill, networking skill and helped me to be a more patient, thoughtful, creative and effective teacher. I am truly grateful that I got connected with the opportunity, learned a lot and I am sure that it will help me greatly to pursue my career as a skillful teacher.

Chapter 10

Appendices

Appendix -1 : Worksheets and Handouts

Appendix -2 : Feedback / Learning Outcome

Appendix -3 : Photographs

Appendix - 1

Worksheets and Handouts

THEME 9 TECHNOLOGY - Reading & Vocabulary Worksheets

Reading Skill (Notifier)

A. Read the text and answer the questions.

Sophia Cruz always enjoyed creating things out of old electronics. As a teenager, she collected broken smartphones, radios, and computers. She spent hours learning how each part worked and tried fixing them. Eventually, she built her own drone using recycled parts. Later, she opened a small workshop to teach others how to reuse tech waste creatively. Today, she leads a start-up that transforms e-waste into learning kits for schools. Sophia believes technology should be both innovative and sustainable.

1. What inspired Sophia to work with electronics?
2. How did Sophia share her skills with others?
3. What does her start-up focus on?
4. How do you categorize the content?

B. Study the text describing a new tech product. Then, do the exercises.

I recently purchased a smart notebook. Unlike regular notebooks, this one lets you write with a special pen and then upload your notes to the cloud. You can reuse each page by wiping it clean with a damp cloth. First, it saves paper. Then, it makes organizing notes easier. Also, it's compatible with cloud apps like Google Drive and OneNote. Therefore, it's both eco-friendly and efficient.

1. Which of the following does the paragraph cover?

- ☐ how the device functions
- ☐ the price of the notebook
- ☐ how it helps the environment
- ☐ the steps to produce it

2. Replace the linking words in bold using the ones below:

****however / so / firstly / also / then / because / finally****

3. What do the linking words express? Place them in the table.

| Reason | Result | Contrast | Sequence |

|-----|-----|-----|-----|

| | | | |

Vocabulary Worksheet (Notifier)

A. Place the following expressions in the table.

That's impressive! / I don't care. / Sounds good. / I'm curious about it. / Yay! / I prefer music. / Oh wow!

| Surprise | Interest | Indifference | Happiness |

|-----|-----|-----|-----|

| | | | |

B. Match the definitions to the words.

keyboard / USB port / hard drive / browser / icon / update / virus / download

1. A physical input device used to type text.
2. A small picture that represents a program.
3. To transfer a file from the internet to your device.
4. A harmful software that can damage your device.
5. A program used to access websites.
6. An upgrade to improve or fix a program.
7. A device where all your files are stored.
8. A slot used to connect a flash drive.

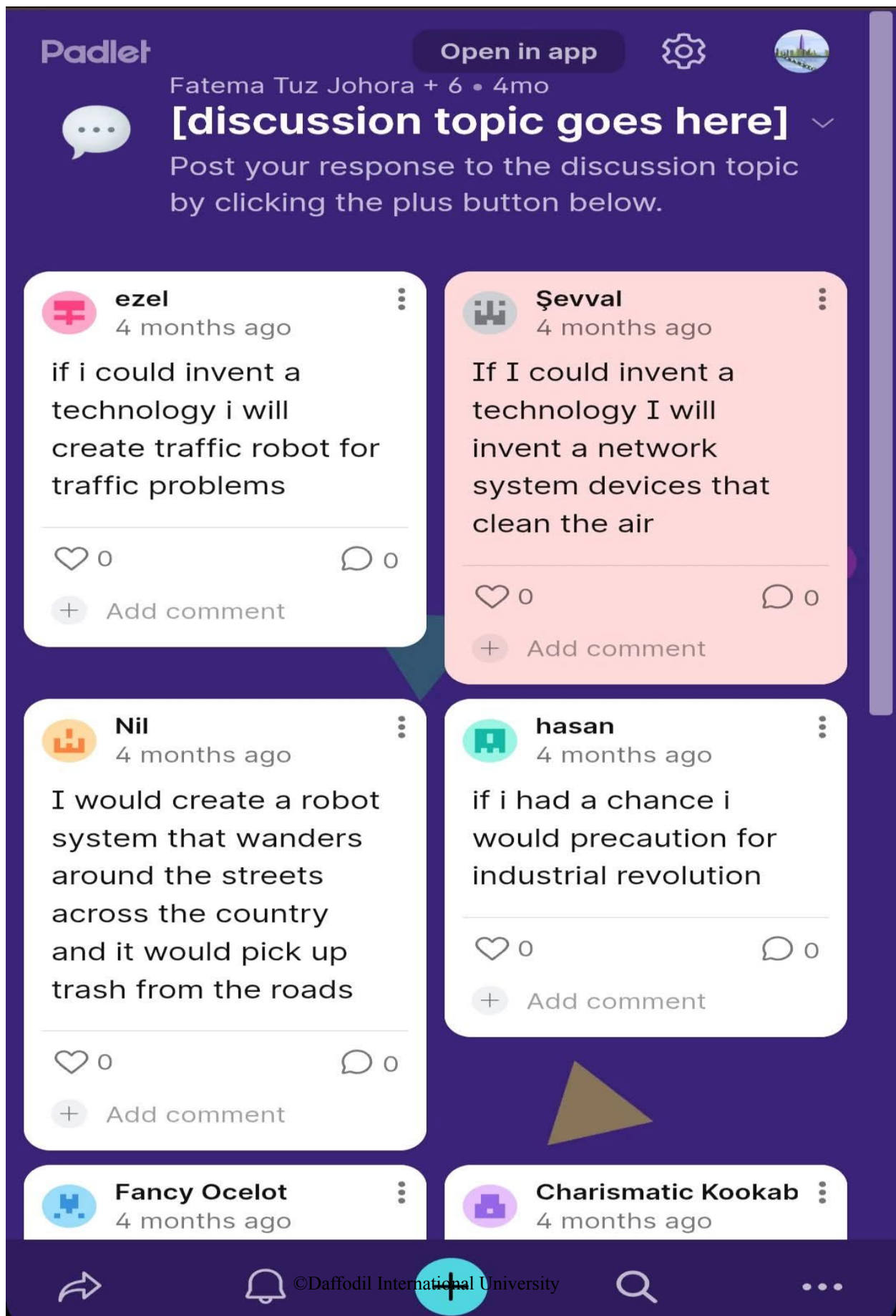
C. Complete the sentences with the correct word. One is extra.

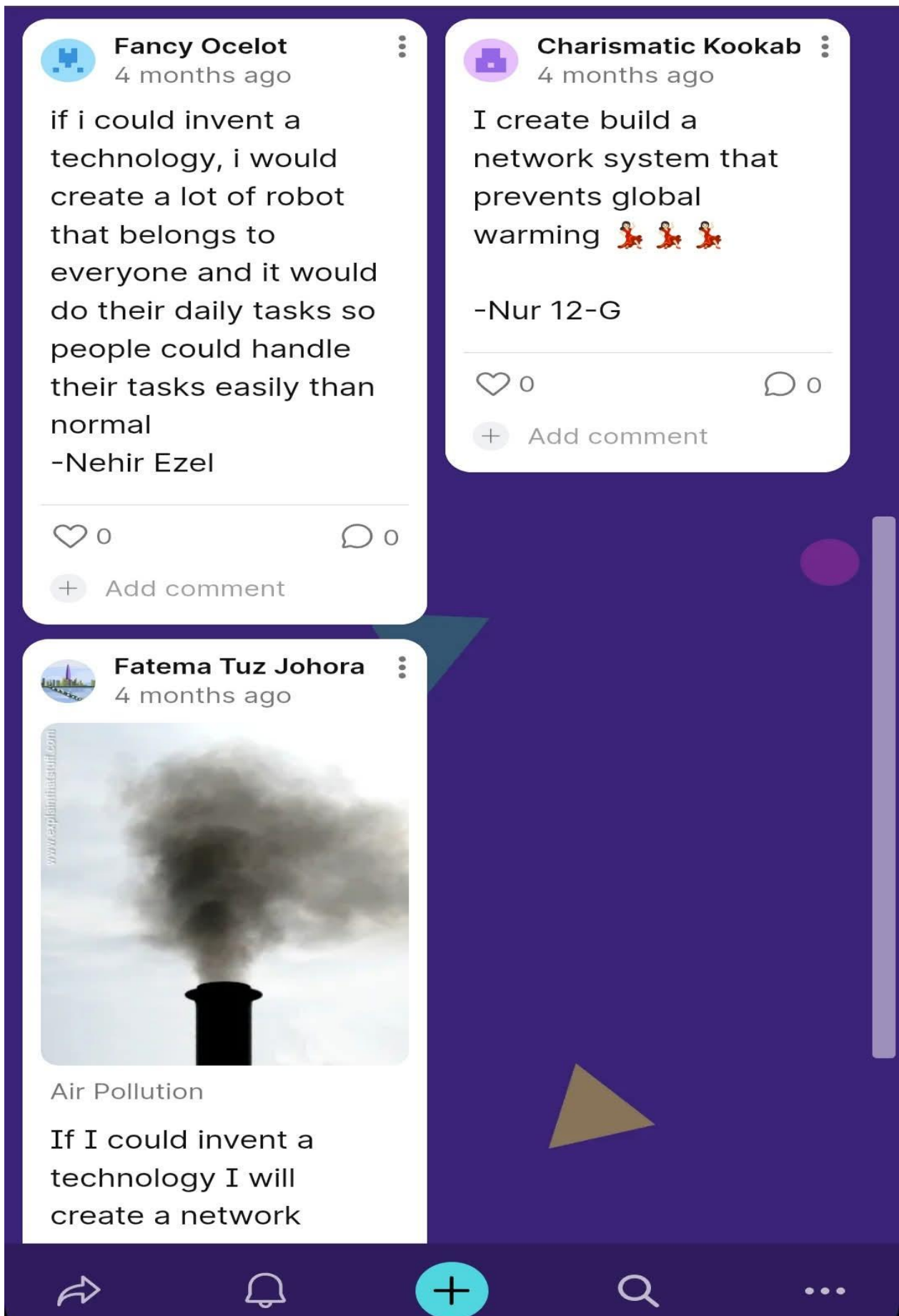
tablet / screen / email / password / app / software / file

1. You should always protect your account with a strong _____.
2. I installed a photo editing _____ on my phone.
3. Don't forget to attach the _____ before sending it.

Appendix -2

Feedback / Learning Outcome





Appendix -3

Photographs



With My Mentor Yelda Tanar and My Students (9G)

Chapter 11

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