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# Teaching Internship Programme's Impact on English Language Teaching Skills: Evidence from Student-Teachers in Ghana's Universities and Colleges of Education

Shine Lillian Gifty Agbevivi

University of Education, Winneba, Ghana

Vivian Naa Ayelesa Acquaye

Department of Basic Education, University of Education, Winneba, Ghana

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**Abstract:** *Diverse opinions on the value of student internships in Ghana are expressed in the literature. This study examined the effects of the teaching internship program on the English language teaching abilities of student teachers. The Experiential Learning Theory (ELT) was used in the study. The research is a descriptive survey that was conducted in Ghanaian universities and Colleges of Education (CoEs). We used a basic random sampling procedure to select a sample of 286 respondents. A closed-ended questionnaire with an excellent internal consistency and a reliability coefficient of 0.75 was used to obtain the data. Frequency, percentage, mean, and standard deviation were used to analyze the data. The results of the study showed improvements in all areas assessed, including the capacity to explain English language concepts, employ a variety of communication techniques, involve students in class discussions, give constructive criticism, answer questions from students with assurance, and convey lesson objectives. The findings also revealed positive effects across all measured domains including improvements in the ability to maintain classroom discipline, manage time during lessons, deal with disruptive behaviors, create an engaging and inclusive learning environment, organise classroom activities and assignments, and use positive reinforcement to manage student behavior. The study concludes that the teaching internship meme is highly effective in developing communication and managerial skills of interns essential for successful English language instruction in Ghanaian classrooms. It was recommended that the institutions should enhance the teaching internship program by integrating advanced communication techniques, comprehensive classroom management training, and increasing mentorship and resources for lesson planning. Introduce regular evaluations and reflective practices to improve student-teachers' skills. Additionally, management should promote collaboration between the University of Education, Winneba, and affiliated CoEs to standardize effective teaching practices.*

**Keywords:** communication, English language, teaching skills, effects, internship programme; student-teachers;

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## INTRODUCTION

Similar to other countries, universities and colleges of education (CoEs) in Ghana have implemented internship programmes for their students to acquire relevant skills to enable them fit into the teaching industry adequately. Stakeholders, however, seem to disagree on the importance of student internships, especially in Ghana (Ndure et al., 2015). Some claim that the program would not count toward graduation requirements and might even be removed entirely from the curriculum. Stakeholders, however, seem to disagree on the importance of student internships, especially in Ghana (Ndure et al., 2015; Nkrumah, 2017). Furthermore, studies reveal that student-teachers frequently find it difficult to relate what they learned in college to their future careers as instructors (Ulrich et al., 2020 cited in Bastian et al. 2024). This study explores the effects of a teaching internship program on the English language teaching skills of student-teachers from Ghana's universities and CoEs in order to determine whether or not the program has been helpful to student-teachers. The findings could have implications for policy and practice regarding Ghana's educational endeavors.

The provision of learning opportunities for preservice teachers (PSTs) to enable them to acquire the knowledge and skills required for their professional school practice, particularly its fundamental, sound teaching skill, is a key objective of the university-based phase of teacher education (Potari & Chapman, 2020). Teaching internship programmes have shown significant positive impacts on the development of English language teaching skills among pre-service teachers. These programmes enhance various aspects of teaching competencies, including pedagogical skills, communication abilities, time management, and cultural understanding (Luthfi et al., 2022). Employers strongly value the various talents that students can learn through the internship, including professionalism, interpersonal skills, computer proficiency, language proficiency, emotional empathy, teamwork, self-discipline, and leadership qualities (Deming, 2017). Additionally, internships help students become more confident and self-efficacious (Albert & Davia, 2018).

In Ghana, there has been limited research specifically focusing on the impact of internship programs on the English language teaching skills of interns. While existing studies have explored various aspects of teacher training and education, such as classroom communication and management skills, a significant gap remains in understanding how internship experiences directly influence these skills, particularly for English language teaching. In Ghana, research has mostly focused more on general issues that new teachers encounter, like the gap between teacher preparation curricula and the demands of the classroom. For example, Evertson and Weinstein (2006) assert that the disconnect between classroom practice and theory teacher education frequently causes new teachers to face serious difficulties in properly managing their classes. They contend that proper classroom management is an essential element of good instruction and that teacher preparation programs ought to cover it all in detail. In a similar vein, Dicke et al. (2015) claim that one of the hardest parts of teaching is classroom management, which is something that new teachers usually struggle with. Their study highlights that inadequate preparation in classroom management during teacher training can lead to increased stress

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and a sense of inadequacy among beginning teachers. The need to provide aspiring educators with useful classroom management skills through teacher education programs is emphasized to facilitate a more seamless transition into the teaching profession. Moreover, Jones and Jones (2012) contend that badly run classrooms cannot facilitate effective teaching and learning. They posit that encouraging student involvement, reducing disruptions, and establishing a supportive learning environment all depend on a well-managed classroom setting. They emphasize that the performance of instructors' teaching methods as a whole is closely related to their capacity to effectively manage their classes. This assertion is corroborated by Marzano et al. (2003), who assert that one of the key variables influencing student achievement is classroom management. Their research suggests that teachers who implement strong classroom management strategies are more likely to create an environment where students can thrive academically. They contend that without effective classroom management, even the most well-planned lessons can fail to achieve their intended outcomes.

Although previous studies have highlighted various challenges faced by beginning teachers, they have not specifically examined how internship programs contribute to the development of English language teaching skills, particularly in the areas of classroom communication and management. This gap is significant because the effectiveness of English language instruction relies heavily on strong communication skills and the ability to manage diverse classroom dynamics. According to Bee (2012), effective communication skills are essential for teachers to use when delivering pedagogy, running the classroom, and interacting with students. In the teaching profession, communication skills are critical for teachers' classroom management, instructional strategies, and general engagement with their students (Saunders & Mills, 1999). This study intends to close this knowledge gap by examining how internship programs affect interns' English language teaching abilities in Ghana. The results will help determine how well internship programs prepare student teachers for the complexities of teaching English in Ghanaian classrooms, which will help guide future initiatives in teacher education and professional development.

To direct the investigation, the following queries were created:

1. How does the teaching internship programme affect the classroom communication skills of student-teachers in delivering English language instruction?
2. In what ways does the teaching internship programme affect the classroom management skills of student-teachers in delivering English language instruction?

This study contributes to educational practice and policy, curriculum development, and English Language education in Ghana. This study offers empirical evidence regarding how internship programmes directly affect student-teachers' practical teaching abilities. The findings of this study in that regard can enable schools to align their internship programmes to produce better teachers of English to improve educational results. In addition, policymakers in the education sector and universities and CoEs would find this research insightful to know what component of the internship programme can be enhanced for a well-designed structured internship programme. The findings of the study may inform policy-making and implementation processes that require all teacher training institutions in Ghana to have robust internship components, which would result in an improved quality teaching workforce. As far as increasing proficiency and performance among students is concerned,

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improving teaching skills for English language teachers has a direct impact on English being a key  
global language for communication and academic success.

### **Theoretical Framework**

The Experiential Learning Theory (ELT) was used in the study. This well-known and significant idea, which was formulated by David A. Kolb in 1984, explains how humans learn from experience. According to Kolb's theory, effective learning is the result of a four-stage process (or cycle) that includes active experimentation, abstract conceptualization, reflective observation, and real experience. The experiential writings of Dewey, Lewin, and Piaget are the foundation of experiential learning theory (ELT). Experience is crucial to the ELT process, in contrast to behavioral and cognitive learning theories, which place more emphasis on cognition than emotion and exclude the relevance of consciousness and subjective experience in the learning process, respectively. Experience, perception, cognition, and behavior are all integrated into the learning process that is meant to be holistic and adaptive, or ELT. According to earlier studies, educational specialisation, career choice, personality type, cultural influences, present employment position and responsibilities all have an impact on learning styles (Kolb & Kolb, 2005).

By using their senses, immersing themselves in physical reality, and experiencing the tactile, felt aspects of the environment, learners can acquire new knowledge throughout the grasping experience (McCarthy, 2010). Alternatively, the student may encounter the converse, abstract conceptualization. This preferred learning style would tend to think about, analyze, or methodically plan new material through symbolic representation (McCarthy, 2010). While the active experimenting stage encourages diving in and getting things done, the reflective observation capacity tends to watch others involved in the experience and reflect on what happens. The learner can join the model at any point, which is crucial to remember (Kolb, 1984).

This theory has been adopted because the teaching internship is experiential in nature which aligns with the theory's premise. The internship enables student-teachers to gain practical experiences within an actual classroom environment where they can put theories and methods learned in formal education into practice. ELT focuses on reflective observation as a critical step in the learning cycle. As a result, teaching internships need trainee teachers to observe experienced teachers called mentors and also reflect on their teaching practices and receive feedback.

### **Effect of Teaching Internship Programme on Communication**

The teaching internship programme is an important part of teacher education because it gives student-teachers practical experience and allows them to apply academic knowledge in real-world classroom settings. Communication skills, both verbal and nonverbal, are critical for effective teaching because they enable contact with students, transmit complicated concepts, and establish a positive learning environment. This study of the literature looks into how student teachers' communication abilities are affected by teaching internship programs.

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Successful teaching is largely dependent on effective communication. It involves more than just delivering information; it also involves interacting with students, answering questions, giving comments, and creating a supportive environment for learning. According to Bee (2012), communication skills are integral to pedagogy, classroom management, and teacher-student interactions. Saunders and Mills (1999) further highlight that strong communication skills enable teachers to manage classrooms effectively, deliver content clearly, and maintain positive relationships with students.

Teaching internships are essential for strengthening student-teacher communication skills. Internships provide an opportunity for student-teachers to practice and improve their communication strategies in a variety of classroom situations. Real-life teaching experiences educate student-teachers on how to change their communication methods to fit the requirements of diverse learners, improve their capacity to explain concepts, and gain confidence in dealing with various classroom settings (Adu-Yeboah et al., 2016). For example, Nagro et al. (2017) found that teaching internships improve student-teachers' capacity to explain topics clearly, respond to student inquiries, and provide constructive criticism. To close the gap between theoretical knowledge and its implementation in the classroom, this practical experience is essential. Effectively strengthening communication skills during an internship helps student instructors to get ready for the demands of the teaching profession. They may design more interesting and interactive classrooms, handle students' specific needs, and manage classroom dynamics more effectively. The benefits of increased communication skills continue beyond the internship, contributing to long-term professional success in teaching (Marzano et al., 2003; Jones & Jones, 2012). In a study on how internships help students acquire employability skills, Charmel (2017) found that internships in communication significantly improved students' interpersonal and communication skills. The practical experiences gained during internships allowed students to understand the complexity of effective communication in professional contexts, which was linked to this skill development.

Additionally, Moriarty and Rickard (2018) discovered that internships in communication aid students in developing a greater understanding of industry norms and trends. Students were able to put their academic knowledge to use through immersive experiences in real-world settings, which led to a deeper comprehension of the communication strategies used in a variety of professional scenarios. The research emphasizes the importance of teaching internship programs in improving the communication skills of student-teachers. Even though internships offer invaluable real-world experience for honing these skills, problems like insufficient supervision and different classroom dynamics need to be resolved to get the most out of them. Improving the communication training component of teaching internships is critical to preparing student-teachers for the difficulties of real-world teaching and ensuring their success in the classroom.

**Effect of Teaching Internship Programme on Classroom Management**

Classroom management is an essential component of effective teaching, comprising tactics and practices that foster a productive learning environment. Classroom management abilities can be acquired and enhanced by student-teachers through the teaching internship program, which is a crucial part of their teacher education. The effects of teaching internship programs on student teachers' classroom management abilities are examined in this review of literature. In order to create a conducive learning atmosphere, effective classroom management is crucial. It entails planning classroom activities, maintaining discipline, managing time properly, and establishing a welcoming and stimulating environment for all children. According to research, poor classroom management can impair learning by causing students to become disengaged or disruptive (Jones & Jones, 2012; Marzano et al., 2003). To achieve good educational results, student-teachers must have strong classroom management abilities. Through practical classroom management experience gained from teaching internships, student instructors can apply their academic knowledge in practical settings. Student teachers can gain experience in a variety of classroom settings through internships, which helps them hone their organizational, discipline, and student-to-teacher ratio abilities. Beginning teachers usually encounter a gap between teacher preparation and classroom practice, especially when it comes to classroom management, according to Evertson and Weinstein (2006). Dicke et al. (2015) found that by giving student teachers the chance to try out different management techniques under the guidance of knowledgeable mentors, teaching internships help students develop confidence in their ability to manage the classroom. This hands-on experience is crucial in teaching student-teachers how to establish organized and well-managed classrooms. When student-teachers gain good classroom management skills during internships, they are better prepared to face the demands of teaching. They learn how to set clear standards, use consistent disciplinary tactics, and foster a good classroom environment that promotes student learning. Internships also enable student-teachers to reflect on their practices, receive criticism, and modify their management strategies, resulting in continual improvement (Mohammad & Al-azzawi, 2023). Student teachers who receive extensive classroom management training during their internships are more likely to succeed in their teaching careers. They are more prepared to manage classrooms successfully, which improves their capacity to deliver education and engage students (Marzano et al., 2003; Jones & Jones, 2012). The teaching internship program is essential for strengthening student-teachers' classroom management skills. While internships give essential practical experience, obstacles such as limited exposure to varied classroom environments and insufficient supervision might stymie the development of these abilities. Resolving these issues is essential to guaranteeing that student-teachers are equipped to effectively oversee classrooms, resulting in improved educational achievements. Strengthening classroom management during teaching internships will better prepare future teachers to establish positive, structured, and conducive learning environments.

## **METHODOLOGY**

This study looked at how the teaching internship program affected student instructors' abilities to teach English using a quantitative research approach. The research adopted a positivist paradigm, focusing on objective measurement and statistical analysis, and employed a descriptive survey design to systematically gather and analyze numerical data. The target population consisted of all student-teachers who taught the English language during their internship program. Student-teachers from four institutions—the University of Education, Winneba (UEW), Akatsi CoE of Education, Ada CoE of Education, and Komenda CoE of Education were among the available population. Using a straightforward random sampling method, 286 student-teachers were chosen as a sample, guaranteeing a representative sample. Because of its significance in Ghanaian teacher education, the University of Education, Winneba was selected as the main location for data gathering. The other three CoEs were purposefully sampled because of their long-term association with UEW. According to Cochran (1963), a sample size of 286 is appropriate for populations ranging between 2000 and 3000, aligning with the study's objective of generalization.

The data collection questionnaire was divided into sections that focused on teaching effectiveness, classroom management, and classroom communication abilities. It used a 5-point Likert scale to measure respondents' perceptions, with 1 representing strongly disagree (SD), 2 representing disagree (D), 3 representing undecided (U), 4 representing agree (A) and 5 representing strongly agree (SA). This scale improved the study's validity and reliability by enabling thorough and quantitative replies. A Cronbach's alpha coefficient of 0.75 was obtained, suggesting a good degree of internal consistency among the items, to confirm the validity and reliability of the questionnaire (Cohen et al., 2003). Research assistants with training distributed the questionnaires, and a return rate of 96% was attained. Statistical Product for Service Solution (version 23) was used to analyze the data, and the results were presented and interpreted using percentages, frequencies, and descriptive statistics.

## **FINDINGS AND DISCUSSIONS**

The results and a discussion of the data are shown in this section. The study looked at how student teachers' classroom management and communication abilities are affected when they participate in a teaching internship program when providing English language training.

### **Background Details of Respondents**

Table 1 below presents the background details of respondents.

Table 1: Background details of Respondents

Variable	Category	Frequency	Percent
Gender	Female	170	59.4
	Male	116	40.6
	Total	286	100
Institution	CoE	140	49.0
	University	146	51.0
	Total	286	100
Area of Specialization	English Language (General)	27	9.4
	Early Grade	36	12.6
	Upper Primary	67	23.4
	JHS	156	54.5
	Total	286	100

Source: Field data, 2024

The data indicates that out of 286 respondents, 116 (40.6%) were male, and 170 (59.4%) were female. This shows that there are more female respondents compared to male respondents. In terms of institutions the respondents were affiliated with, 146 (51.0%) were from the university, and 140 (49.0%) were from CoEs. This demonstrates a nearly equal representation from both universities and CoEs among the respondents.

Regarding the area of specialization within the English Language field, the majority, 156 respondents (54.5%), specialized in Junior High School (JHS) English Language. This is followed by 67 respondents (23.4%) who specialized in Upper Primary English Language, 36 respondents (12.6%) in Early Grade English Language, and 27 respondents (9.4%) who specialized in the English Language in general. This indicates that specialization in JHS English Language was the most common among the respondents.

### **Research Question 1: How does the teaching internship programme affect the classroom communication skills of student-teachers in delivering English language instruction?**

Table 2 below presents the data on how the teaching internship programme affects the classroom communication skills of student-teachers in delivering English language instruction.

*Table 2: Effects of Teaching Internship Programme on classroom communication skills*



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Statements	Category	Freq.	%	Mean	SD
The teaching internship improved my ability to explain English language concepts clearly.				4.01	0.966
	SA	79	27.6		
	A	173	60.5		
	U	8	2.8		
	D	11	3.8		
	SD	15	5.2		
<b>Total</b>		<b>286</b>	<b>100</b>		
I am better at using various communication methods (verbal, written, visual) to teach English.				4.10	1.002
	SA	101	35.3		
	A	155	54.2		
	U	4	1.4		
	D	10	3.5		
	SD	16	5.6		
<b>Total</b>		<b>286</b>	<b>100</b>		
I have developed stronger skills in engaging students in discussions about English language topics.				4.19	0.922
	SA	117	40.9		
	A	134	46.9		
	U	18	6.3		
	D	7	2.4		
	SD	10	3.5		
<b>Total</b>		<b>286</b>	<b>100</b>		
The internship has enhanced my ability to provide effective feedback to students on their English writing.				4.17	0.928
	SA	111	38.8		
	A	146	51.0		
	U	6	2.1		
	D	14	4.9		
	SD	9	3.1		
<b>Total</b>		<b>286</b>	<b>100</b>		
I feel more confident in addressing students' questions and concerns about English language lessons.				4.15	0.921
	SA	103	36.0		
	A	152	53.1		
	U	13	4.5		
	D	6	2.1		
	SD	12	4.2		
<b>Total</b>		<b>286</b>	<b>100</b>		
My ability to communicate lesson objectives clearly to students has improved through the internship.				4.23	0.909
	SA	122	42.7		
	A	137	47.9		
	U	8	2.8		
	D	10	3.5		
	SD	9	3.1		
<b>Total</b>		<b>286</b>	<b>100</b>		

Source: Field data, 2024

The statement "The teaching internship improved my ability to explain English language concepts clearly" received a mean score of 4.01., this falls within the "Agree" range, indicating that respondents generally believe the internship significantly improved their ability to explain English language concepts. The mean score for "I am better at using various communication methods (verbal, written, visual) to teach English" is 4.10, which also falls within the "Agree" range. This suggests that respondents feel their ability to use diverse communication methods has improved due to the internship.

With a 4.19 mean score, the statement "I have developed stronger skills in engaging students in discussions about English language topics" is highly agreed upon by respondents. The high mean score indicates that they have been able to improve their ability to get students talking about the internship. The mean score for "The internship has enhanced my ability to provide effective feedback to students on their English writing" is 4.17, which falls within the "Agree" range. This indicates that respondents generally feel more capable of providing effective feedback to students. The statement "I feel more confident in addressing students' questions and concerns about English language lessons" received a mean score of 4.15, falling within the "Agree" range. The mean score for "My ability to communicate lesson objectives clearly to students has improved through the internship" is 4.23, falling within the "Agree" range and approaching "Strongly Agree." This high mean score indicates that respondents feel significantly more capable of communicating lesson objectives. All the items received a standard deviation of less than 1.0 except for the effect of the internship programme on "...better at using various communication methods (verbal, written, visual) to teach English". This suggests similarity in responses and a strong consensus among the respondents on the most items.

The analysis of the effects of the teaching internship programme on classroom communication skills reveals generally positive effects across all measured areas. Respondents reported improvements in their ability to explain English language concepts, use various communication methods, engage students in discussions, provide effective feedback, address student questions confidently, and communicate lesson objectives. The findings confirm the study by Luthfi et al. (2022) that the internship programme enhances various aspects of teaching competencies, such as pedagogical skills in this case, student-teacher ability to explain English language concepts, and communication abilities such as interns' ability to communicate lesson objectives. Also, the findings affirm that the internship aids student-teachers in improving their self-confidence (Albert & Davia, 2018). Effective communication skills are essential because, as this study has previously shown, they support teachers in interacting with students and delivering pedagogy (Bee, 2012).

### **Research Question 2: In what ways does the teaching internship programme affect the classroom management skills of student-teachers in delivering English language instruction?**

Table 3 presents the effects of the internship programme on the classroom management skills of student-teachers in delivering English language instruction.

*Table 3: Effects of Teaching Internship Programme on classroom management skills*

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Statements	Category	Freq.	%	Mean	SD
The teaching internship has improved my ability to maintain classroom discipline while teaching English.				4.21	0.966
	SA	127	44.4		
	A	125	43.7		
	U	13	4.5		
	D	10	3.5		
	SD	11	3.8		
<b>Total</b>		<b>286</b>	<b>100</b>		
I have become more effective at managing time during English language lessons.				4.11	0.925
	SA	100	35.0		
	A	149	52.1		
	U	12	4.2		
	D	18	6.3		
	SD	7	2.4		
<b>Total</b>		<b>286</b>	<b>100</b>		
The internship experience has helped me develop strategies for dealing with disruptive behaviors in the classroom.				4.13	0.990
	SA	109	38.1		
	A	141	49.3		
	U	13	4.5		
	D	9	3.1		
	SD	14	4.9		
<b>Total</b>		<b>286</b>	<b>100</b>		
I feel more skilled at creating an engaging and inclusive learning environment for English language students.				4.09	0.973
	SA	101	35.3		
	A	146	51.0		
	U	15	5.2		
	D	12	4.2		
	SD	12	4.2		
<b>Total</b>		<b>286</b>	<b>100</b>		
The internship has equipped me with better techniques for organising classroom activities and assignments.				4.26	0.899
	SA	127	44.4		
	A	132	46.2		
	U	7	2.4		
	D	13	4.5		
	SD	7	2.4		
<b>Total</b>		<b>286</b>	<b>100</b>		
The internship has enhanced my skills in using positive reinforcement to manage student behavior.				4.20	0.973
	SA	120	42.0		
	A	139	48.6		
	U	4	1.4		
	D	10	3.5		
	SD	13	4.5		
<b>Total</b>		<b>286</b>	<b>100</b>		

Source: Field data, 2024

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With a mean score of 4.21, the statement "The teaching internship has improved my ability to maintain classroom discipline while teaching English" is in the "Strongly Agree" range. This high rating suggests that most respondents thought the internship really enhanced their ability to maintain classroom order. "I have become more effective at managing time during English language lessons" had a mean score of 4.11, falling into the "Agree" category. This shows that the respondents believe the internship has helped them become better time managers.

With a mean score of 4.13, the statement "The internship experience has helped me develop strategies for dealing with disruptive behaviors in the classroom" is highly agreed upon by respondents. Given the high mean score, it appears that the internship has been especially successful in assisting interns in creating plans for handling disruptive behaviors. The mean score, 4.09, falls into the "Agree" category when it comes to "I feel more skilled at creating an engaging and inclusive learning environment for English language students." This suggests that as a result of their internship experience, respondents feel more equipped to provide an engaging and inclusive learning environment in the classroom.

The statement "The internship has equipped me with better techniques for organising classroom activities and assignments" received a mean score of 4.26, placing it in the "Strongly Agree" range. This high score indicates that respondents feel significantly more skilled in organising classroom activities and assignments. The mean score for "The internship has enhanced my skills in using positive reinforcement to manage student behavior" is 4.20, which falls within the "Agree" range, close to "Strongly Agree." This suggests that respondents feel their skills in using positive reinforcement have improved due to the internship. All the items received a standard deviation of 0.966 being less than 1.0. This suggests a similarity in responses and a strong consensus among respondents on the items.

The teaching internship program has a generally beneficial impact on classroom management skills in all areas assessed, according to the analysis of its impacts. The ability to uphold classroom discipline, manage time during lessons, handle disruptive behaviors, create an engaging and inclusive learning environment, plan classroom activities and assignments, and use positive reinforcement to manage student behavior were all significantly improved, according to the respondents. The results validate the research conducted by Luthfi et al. (2022), which found that the internship program improves student-teachers' pedagogical skills, including handling disruptive behaviors, and time management abilities. In fact, as noted by Jones and Jones (2012), ineffective classroom management prevents effective teaching and learning from occurring.

## CONCLUSION

The conversation demonstrates how the teaching intensive program greatly improves student instructors' ability to communicate in the classroom when providing English language training. The ability to explain linguistic concepts using a variety of communication techniques, participate in conversations, give feedback, confidently answer students' questions, and convey instructional

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Publication of the European Centre for Research Training and Development–UK objectives was reported as enhanced by the participants. These results demonstrate that the internship program effectively equips student-teachers to engage students in the teaching and learning of the English language and to communicate more effectively.

Moreover, the findings show that the internship programme positively affects the classroom management skills of student-teachers. It was shown that the interns in the study felt more capable of maintaining classroom discipline, managing time during lessons, dealing with disruptive behavior, creating an engaging and inclusive learning environment, organising classroom activities and assignments, and using positive reinforcements to manage student behavior. These findings show that the internship programme equips student-teachers with the necessary skills to manage their classrooms. Therefore, the teaching internship programme is highly effective in developing both communication and management skills essential for successful English language instruction in Ghanaian classrooms.

### **Recommendations**

Given the findings, the following recommendations are offered to CoE and university teachers and managers;

1. Integrate advanced communication techniques into the teaching internship program to further improve student-teachers' abilities to explain concepts, engage students, and provide feedback effectively.
2. Include comprehensive training on classroom management strategies within the internship program, focusing on handling disruptive behavior, time management, and creating inclusive learning environments.
3. Increase mentorship frequency and provide additional resources for lesson planning and classroom management to better support student-teachers during their internships.
4. Introduce regular evaluations and reflective practices to assess and enhance student-teachers' communication and management skills throughout their internship.
5. Promote collaboration between the University of Education, Winneba, and affiliated CoEs to standardize and disseminate effective teaching practices across institutions.

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