



An Internship Report

On

“Experimentation on English Language Teaching by Following the Dogme Method”

karpashdanga Kinder Garten School

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Batch:55th

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Course Name: Project Paper with Internship

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Department Of English

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Supervised To:

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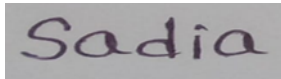
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Student's Declaration

I hereby confirm that I have prepared my internship report titled “Experimentation on English Language Teaching by Following the Dogme Method” for submission to the Department of English, Daffodil International University. This work has been completed under the honorable supervision of my respected teacher MS Mahinur Akther Lecturer, Department of English. This report is based on the knowledge and practical experience I have gained while working as an English Language Teacher at Karpasdanga Kinder Garten School. I declare that all the information included here is correct and directly related to my internship. I also confirm that this report has not been submitted anywhere else before.



.....

Sadia Afrin Sanda

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Batch:55th

Department of English

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Certificate of the Supervisor

This is to certify that Sadia Afrin Sanda, a student of the Bachelor of Arts in English program at Daffodil International University, has successfully completed his Project Paper under my supervision.

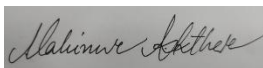
His work, titled “Internship report on Experimentation on English Language Teaching by Following the Dogme Method”, was conducted between August 2025 to November 2025. During this period, Sadia Afrin Sanda demonstrated initiative, analytical ability, and perseverance. He carried out the project with diligence and creativity, meeting the academic requirements while maintaining commendable standards of quality and professionalism.

As his supervisor, I confirm that the project was prepared in full compliance with the university’s academic objectives and guidelines. The insights and reflections presented in his report illustrate a sound understanding of the subject matter and a capacity for independent thought and research.

It has been a privilege to supervise his work, and I am confident that the commitment and maturity he has displayed will greatly benefit him in his future academic and professional endeavors.

This certificate is issued in recognition of his effort, achievement, and successful completion of this academic requirement.

Best Regards,



.....

Ms Mahinur Akther

Lecturer

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Acknowledgement

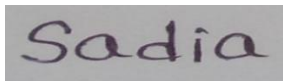
First of all, I would like to express my heartfelt gratitude to my honorable supervisor Ms Mahinur Akther Lecturer, Department of English, Daffodil International University. Her valuable guidance, continuous support, and thoughtful advice have helped me greatly to complete my internship report on time.

I am also thankful to Arifun Nahar, the respected Head Teacher of Karpasdanga Kinder Garten School, for giving me the opportunity to conduct my internship in his institution. His kind and supportive attitude made my work much easier.

In addition, I also appreciate Ashan Habib, an English teacher at Karpasdanga Kinder Garten School, for his helpful behavior and valuable guidance, which encouraged me to conduct the classes successfully.

Moreover, I am truly grateful to the students of the school. They were polite, cooperative, and eager to learn. I noticed their enthusiasm for their studies and their interest in learning new things. Impressively, they quickly adapted to my teaching style within just one class.

Finally, I would like to thank everyone who supported me during this internship and contributed to making it a successful and rewarding experience.



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Abstract

The main aim of this internship report is to describe the techniques used by primary-level English language teachers and to share my own teaching experience. My primary focus during the internship was to introduce the Dogme method to the students and teach them English using this approach.

To prepare myself, I observed several classes to understand the methods teachers currently use in their classrooms. I noticed that most of them follow traditional teaching techniques. Through these observations, I learned about their teaching strategies, classroom management skills, and time management methods.

While conducting my own classes, I applied the knowledge I had gained from both class observations and my academic studies. This report includes a detailed discussion on Dogme-based class activities and the significant role of a well-prepared lesson plan. It also highlights how the Dogme method can help create a positive and effective learning environment in the classroom.

The later sections of this report explain my internship experience in detail, with all necessary information presented clearly and organized according to the table of contents.

Keywords:

- Teaching Techniques
- Dogme Method
- Class Observation
- Lesson Plan
- Learning Environment

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Chapter 1

Introduction

1.1 Introduction

Language is the main way we communicate with others. Among all languages, English is an international language that is widely spoken around the world as a second language. To communicate effectively with people globally, it is important to learn English through a proper teaching method.

Regarding my internship, it marked the starting point of my professional journey as an English language teacher. I worked at Karpasdanga Kinder Garten School, where I observed several classes to learn about the techniques and methods used by the teachers to conduct their lessons. During these observations, I carefully noticed the challenges and problems they faced in the classroom.

Later, when I conducted my own classes, I applied the Dogme method. While teaching, I observed clear psychological differences in the students when comparing the traditional text-based method with the Dogme method.

In addition to teaching, I also learned about the various roles and responsibilities a teacher has in the classroom. This report explains in detail the experiences I gained during my internship, as well as how I applied my academic knowledge and the lessons learned from observation classes to my own teaching practice.

1.2 Objectives of the Internship

The main aim of this report is to highlight the differences between the traditional Grammar-Translation Method and the Dogme method. It also focuses on understanding why English language teachers often prefer to use the traditional approach in their classrooms.

Along with this main goal, the report has several other objectives, which are listed below:

- To observe the teaching methods and techniques that English language teachers usually use in their classes.
- To identify the limitations and drawbacks of the traditional Grammar-Translation Method.
- To introduce the Dogme method to students with clear and practical examples.
- To show the benefits and importance of the Dogme method through real classroom practice.
- To create a student-friendly learning environment that helps ensure effective learning.

1.3 Methodology

1.3.1 Selection of the Type of Internship Institution:

Since childhood, I have dreamed of becoming a teacher. This internship gave me hope and motivation to work toward my desired profession. Before this, I had no practical teaching experience, so I decided to complete my internship at a primary-level school. When my respected supervisor, Ms Mahinur Akther (Lecturer, Department of English), came to know about my plan to do the internship at a school, she encouraged me and gave me valuable advice.

1.3.2 Selection of a Specific Institution:

At first, I was confused about where to do my internship. Initially, I thought of choosing a private school, but later I changed my mind and decided to work in a Kinder Garten school. Finally, I selected Karpasdanga Kinder Garten School, which is one of the well-known primary schools in the area. After receiving permission from the Head Teacher, I submitted my recommendation letter. This officially gave me the opportunity to work as an English Language Teacher at the school.

1.3.3 Procedure of Internship:

For this internship, I observed several classes and also conducted classes for a period of three months. I prepared proper lesson plans to make my classes effective. While observing classes, I used a checklist to record all necessary information in an organized way.

Chapter 2

2.1 Institution Details

Name of Institution	Karpahdanga Kinder Garten School
Location	Damurhuda, Chuadanga
Year of Establishment	2015
Total Number of Students	120
Total Number of Teachers	10
Total Number of Staff	4
Dress Code	Students are required to wear the prescribed school uniform, and attending class without it is strictly not allowed.
Class Schedule	Nursery to Grade Two: Classes run from 8:00 AM to 10:30 AM. Grades Three to Five: Classes run from 10:30 AM to 2:00 PM.
Library	A medium-sized library is available near the teachers' room.
Digital Classroom	Not available.
Canteen	A small cafeteria is located beside the main entrance of the school.
CCTV Security	Not available.

Chapter 3

Internship Activity

3.1 Class Observation Activities

During my internship at Karpasdanga Kinder Garten School, I observed several English classes. Below, I have described them with the main points and my experiences.

Classroom Description	The classroom was quite spacious and had enough benches for all the students. A table and chair were placed for the teacher. The room had several tube lights, ceiling fans, and five large windows, which kept the room bright and airy. Overall, the infrastructure was in good condition.
Students' Information	The students were from Class Five, which is the last stage of primary school. Their average age was between 10 and 12 years. On most days, around 80% of the total students were present.

3.1.1 First Class Observation

Teacher's Name	Ashan Habib
Course Book	English For Today, Class 5, Unit 14, Lesson 1 - National Curriculum and Textbook Board, Bangladesh.
Lesson Objectives	To read and understand the story "The Hare and the Tortoise" from the textbook.
Teaching Materials	Textbook, pen, marker, duster, whiteboard

- **Experience of the Class:**

On 17 August 2025, I attended my first English class observation at Karpasdanga Kinder Garten School. I spoke briefly with the English teacher before entering the class. It was a Class Four, and there were 20 students present. Many students looked curious to see me, so the teacher introduced me to them. I also gave a short self-introduction and interacted with a few students before the class began.

After taking attendance, the teacher asked students to open Unit 14, Lesson 1. He first explained the story in her own words twice, so students could get the main idea. Then he read the full story in English and translated it into Bangla for better understanding. After that, students took turns reading the text aloud. The teacher guided them with pronunciation and meaning whenever they faced difficulty. Students asked questions politely, and he answered them clearly before ending the class.

3.1.2 Second Class Observation

Teacher's Name	Ashan Habib
Course Book	English For Today, Class 5, Unit 18, Lesson 1 - National Curriculum and Textbook Board, Bangladesh.
Lesson Objectives	To recite and understand the poem "City Streets and Country Roads" written by Eleanor Farjeon.
Teaching Materials	Textbook, pen, marker, duster, whiteboard

- **Experience of the Class:**

On 20 August 2025, I observed my second class with class five. There were 19 students present. Like before, I entered the class with the English teacher and sat quietly in a corner to watch the lesson.

After taking attendance and checking homework, the teacher told students to open Unit 18, Lesson 1. He explained that the poem had two parts — the first about city streets and the second about country roads. He recited the poem twice, then translated each line into Bangla for clarity. The students listened attentively and showed interest in the recitation.

Next, she highlighted the main idea and differences between life in the city and life in the countryside. Afterward, the students recited the poem one by one. By the end of the lesson, they understood both the meaning and the comparison between city streets and country roads.

3.1.3 Third Class Observation

Teacher's Name	Ashan Habib
Course Book	English For Today, Class 5, Unit 19, Lesson 1 National Curriculum and Textbook Board, Bangladesh.
Lesson Objectives	The goal of the lesson was to make the students read and understand the story called "The Liberation War Museum" from the textbook.
Teaching Materials	Textbook, Pen, Marker, Duster, Whiteboard

- **Experience of the Class:**

On 24 August 2025, I went to Karpasdanga Kinder Garten School to observe my third class. The class was with class five, where I saw 20 students present. Like before, I entered the class with the English teacher, Ashan Habib, and sat on a side bench to watch the activities clearly.

After checking attendance, the teacher asked everyone to open their English book, Unit 19, Lesson 1. The lesson was titled "The Liberation War Museum." He divided the teaching into two parts: the background of the Liberation War and the importance of the museum.

First, the teacher read the text in English and then explained it in Bangla so that all students could follow. He discussed briefly about the history of the Liberation War and why the museum is significant for our country.

The teaching style mostly followed the grammar-translation method. Later, he asked the students to answer the exercise questions from the chapter. The students gave their answers, and the teacher corrected their mistakes with guidance.

3.2 Class Conducting Activities:

3.2.1 First Class Conduction

I conducted my first class on 1 September 2025 at Karpasdanga Kinder Garten School. The class was from 10:30 AM to 11:00 AM, and there were 20 students present.

For this class, I decided to follow the Dogme method, so I did not use the textbook. When I told the students that we would have the class without books, they became very curious. I explained that we would practice introducing ourselves in English and speaking in front of everyone. I gave them some ideas in bullet points to guide them.

Then, I divided the students into small groups. They discussed the points among themselves and prepared for their presentations. After that, I allowed one minute for each student to present themselves in front of the class. Most students spoke confidently in English, while a few were hesitant. I encouraged them and gave positive feedback.

At the end of the class, I shared advice based on their performance, praised their efforts, and concluded the session successfully.

3.2.2 Second Class Conduction

I conducted my second class on 3 September 2025 at Karpasdanga Kinder Garten School. The class was from 11:00 AM to 11:30 AM, and 18 students were present.

The topic of the class was identifying nouns. At the beginning, I explained the meaning of a noun and gave clear examples. I wrote the definition on the whiteboard along with its features and examples.

Next, I divided the students into small groups and gave each group a specific topic, such as animals, food, professions, etc. The students discussed their topics within the groups and made a list of nouns. I gave them a set time for preparation.

After the discussion, one student from each group came forward to present their list of nouns to the class. Most groups managed to write a large number of nouns. I counted the nouns and announced the group with the highest number as the winner. Finally, I concluded the class by appreciating all the students and encouraging them.

3.2.3 Third Class Conduction

I conducted my third class on 7 September 2025 at Karpasdanga Kinder Garten School. The class was from 12:00 PM to 12:30 PM, and 18 students were present.

The topic of the class was basic dialogue practice. At the start, I explained what a dialogue is and gave some simple examples. Then, I asked the students to get ready for a live dialogue practice session.

I divided the students into small groups and assigned each group a different dialogue with instructions. I first demonstrated how to act and speak during the dialogue. After that, the groups practiced their dialogues among themselves.

When they were ready, each group came to the front one by one and performed their dialogues after my signal. All groups completed their dialogues, and the students tried their best to perform correctly. During the feedback session, I praised everyone for their efforts. The students were happy, enjoyed the class, and confirmed that they understood the activity. Finally, when the bell rang, I ended the class with a round of applause.

3.3 Observation Checklist for Classrooms

- **Checklist no-3**

Name of Institution : Karpasdanga Kinder Garten School

Name of Teacher : Ashan Habib

Class : Five

Number of Students : 20

Class Duration : 30 minutes

Date : 17 August 2025

Time : 10:00 AM – 10:30 AM

Class Observer : Sadia Afrin Sanda

Topic : English For Today – Class Five

Unite 14, Lesson 1 – The Hare and the Tortoise

- **Objectives of the Class:**

1. To read and understand the story clearly.
2. To learn the moral lesson from the story.
3. To realize how the main idea of the story can inspire us.
4. To understand the importance of being steady and patient in life.

The teacher was able to achieve most of these objectives successfully.

S/L	REVIEW SECTION	IN WHAT WAYS (Clarification and Example)
1	Subject matter/content: The story tells about a race between a Hare and a Tortoise. The main lesson of the story is that the slow but steady Tortoise finally won the race, while the fast Hare lost.	The teacher explained the summary of the story twice, which made the students listen carefully. They became curious and attentive after hearing it.
2	Organization: The teacher arranged the lesson step by step, keeping balance with class time and student reactions. He was able to make the students understand the central idea of the story.	He divided the story into three parts to match the class timing. After reading, he highlighted the key points and gave a short explanation.
3	Rapport: The teacher created a positive and friendly connection with his students, which helped to build a good classroom environment.	Before starting the main story, the teacher shared some advice. The students listened to him with respect and responded politely.
4	Teaching methods: The teacher mainly followed the grammar-translation method while teaching and explaining the lesson.	At first, he discussed the story in English, then translated it into Bangla so the students could understand better.
5	Presentation: The way the teacher presented the lesson helped the students stay focused and interested during the class.	The teacher had a strong vocabulary and spoke fluently. His way of teaching and handling the class was good enough to keep the students engaged.

Arrangement

Here is the teacher's time management for classroom activities:

Checking Homework	5 minutes
Introducing the Lesson	5 minutes
Topic Discussion/Analysis	10 minutes
Book and Material Explanation	5 minutes
Question and Answer Session	2 minutes
Lesson Review/Summary	3 minutes

Interesting Parts

- **An interesting part of the session**

One interesting moment in the class was when some students mispronounced the word "Tortoise." Sir corrected them and taught the proper pronunciation, which the students enjoyed.

- **Strengths Observed**

The teacher successfully kept the students focused on the lesson and the class. His storytelling technique made the lesson simple and enjoyable, even if the story seemed difficult at first.

- **Suggestions for Improvement**

While reading the English text, a slight Bangla accent was noticed. This is not a major issue and is quite common. Other than this, his overall classroom performance was excellent.

- **Overall Impression on Teaching Effectiveness**

The teacher managed to create and maintain a positive learning atmosphere. His teaching style, proper guidance, and effort helped the students stay attentive and motivated throughout the class.

- **Checklist no-2**

Name of Institution : Karpasdanga Kinder Garten School
Name of Teacher : Ashan Habib
Class : Five
Number of Students : 19
Class Duration : 30 minutes
Date : 20 August 2025
Time : 11:00 AM – 11:30 AM
Class Observer : Sadia Afrin Sanda
Topic : English For Today – Class Five Unit 18, Lesson 1
“City Streets and Country Roads” – Poem by Eleanor Farjeon

- **Objectives of the Class:**

1. To understand the main ideas of city streets and country roads.
2. To learn the differences between city life and rural life.
3. To know about the disadvantages of city streets.
4. To realize the value and beauty of country roads.

The teacher was able to achieve most of the lesson objectives effectively.

S/N	REVIEW SECTION	IN WHAT WAYS (Clarification and example):
1	Subject matter/content: The poem talks about the differences between city streets and village roads. Its main idea is to compare these two places.	The teacher read the poem twice. The students listened with full attention and showed curiosity during the recitation.
2	Organization: The teacher managed the class time well and explained the poem clearly to the learners.	He divided the poem into two parts. The first part described city streets, and the second part focused on country roads. After finishing the reading, she highlighted the main points and gave a short explanation.
3	Rapport: The teacher created a friendly connection with the students and made the classroom more comfortable for learning.	Before starting the recitation, he gave some advice. The students listened carefully and responded to his politely and respectfully.
4	Teaching methods: The teacher mainly used the traditional grammar-translation method to teach the lesson.	First, he read the poem in English, and then he translated it into Bangla so that students could easily understand the meaning.
5	Presentation: The way the teacher recited the poem helped to capture the students' full attention in class.	He had a strong vocabulary and spoke fluently. Her activities and teaching style were effective enough to keep the students focused.

Arrangement

The teacher's time schedule for conducting the class was as follows:

Checking Homework	5 minutes
Lesson Introduction	5 minutes
Topic Explanation	10 minutes
Book and Material Discussion	5 minutes
Question and Answer Session	2 minutes
Lesson Summary	3 minutes

- **Interesting Parts:**

An interesting part of the session was that some students had difficulty pronouncing words while reciting the poem. The teacher guided them and taught the correct pronunciation so they could read it properly.

- **Strengths Observed:**

The teacher was able to keep the students focused on the lesson with proper effort. Her way of reciting the poem made even a difficult poem easier to understand.

- **Suggestions for Improvement:**

While reading the poem in English, a few Bangla accents were noticeable. This is natural and not a major problem. Apart from this, all her class activities were excellent.

- **Overall Impression on Teaching Effectiveness:**

The teacher successfully organized and maintained a good learning environment for the students with proper guidance and effort.

- **Checklist no-3**

Name of Institution : Karpasdanga Kinder Garten School
Name of Teacher : Ashan Habib
Class : Five
Number of Students : 20
Class Duration : 30 minutes
Date : 24 August 2025
Time : 12:00 to 12:30 PM
Class Observer : Sadia Afrin Sanda
Topics : English For Today Class Five, Unit 19, Lesson 1 – The Liberation War Museum

Objectives of the class:

1. Learn about the background and history of the Liberation War.
2. Understand and visualize the events of the Liberation War.
3. Learn how the Liberation War Museum preserves our history.
4. Understand the importance of the Liberation War Museum.

The teacher was able to achieve most of the objectives effectively.

S/L	REVIEW SECTION	IN WHAT WAYS (Clarification and example)
1	Subject matter/content: The lesson was about The Liberation War Museum. The main focus of the lesson was to highlight the importance of the museum.	The teacher explained the summary of the lesson two times. The students listened carefully and showed interest in learning about The Liberation War Museum.
2	Organization: The teacher divided the lesson into sections according to the class time. She was able to explain the main points clearly to the students.	The lesson was separated into two parts: the history of the Liberation War and the significance of the museum. After reading, the teacher highlighted the key points and gave a short explanation
3	Rapport: The teacher kept a friendly and respectful relationship with the students to create a good learning environment.	Before starting the lesson, the teacher gave some advice. The students listened carefully and responded politely.
4	Teaching methods: The teacher conducted the class using the traditional grammar-translation method.	She first explained the lesson in English and then translated it into Bengali to make it easier for the students to understand.
5	Presentation: The teacher's method of reading and explaining the text helped maintain students' attention throughout the class.	He had good vocabulary and spoke fluently. All his activities were effective in keeping the students focused and engaged.

Arrangement

The teacher followed this time schedule for conducting the class:

Checking Homework	5 minutes
Lesson Introduction	5 minutes
Topic Explanation	10 minutes
Book and Material Discussion	5 minutes
Question and Answer Session	2 minutes
Lesson Summary	3 minutes

Interesting Parts:

- **An interesting part of the session**

Some students mispronounced a few important words. The teacher noticed this and guided them to practice the correct pronunciation several times.

- **Strengths Observed:**

The teacher was able to keep the students focused on the lesson with proper effort. His storytelling style made even complicated topics easier to understand.

- **Suggestions for Improvement:**

While reading the text in English, a few Bangla accents appeared. This was natural and not a big problem. Other than that, all class activities were well conducted and praiseworthy.

- **Overall Impression on Teaching Effectiveness:**

The teacher was able to organize and maintain a good learning environment for the students with proper guidance and effort.

3.4 List of Lesson Plan and Class Conduction

Lecture No – 1

Name of Institution : Karpasdanga Kinder Garten School
Class : Five
Number of Students : 20
Class Duration : 30 minutes
Date : 17 August 2025
Time : 10:30 AM – 11:00 AM
Topic : How to introduce myself in English
Conducted by : Sadia Afrin Sanda

Here is the step-by-step plan followed for the class activities:

STAGE	TIMING	AIM	PROCEDURE
Stage 1	10 minutes	Ice-breaking session	-Students shared their names one by one. -I introduced the topic of the class. -Students started to think about what they could say to introduce themselves.
Stage 2	5 minutes	Ice-breaking session	-I explained the topic in detail and gave examples by introducing myself first. -I provided some useful ideas to guide them. -Students noted down important points to use in their practice.
Stage 3	10 minutes	Ice-breaking session	-Each student got at least one minute to introduce themselves. -They came forward one by one and presented in English.
Stage 4	5 minutes	Ice-breaking session	-Based on their performance, I gave feedback and suggestions. -I also discussed tips for improvement if needed.

- **Achievement:**

At the end of the lesson, students were able to introduce themselves in English. They also gained confidence to speak in front of others.

Lecture No – 2

Name of Institution : Karpasdanga Kinder Garten School

Class : Five

Number of Students :19

Class Duration : 30 minutes

Date : 20 August 2025

Time : 12:00 PM – 12:30 PM

Topic : Identification of Nouns

Conducted by : Sadia Afrin Sanda

Here is the step-by-step plan for the class activities:

STAGE	TIMING	AIM	PROCEDURE
Stage 1	10 minutes	Ice-breaking session	-Students greeted each other and introduced themselves. I introduced the topic of the day. Students started to think about nouns carefully and noted some points.
Stage 2	5 minutes	Ice-breaking session	I explained the basic idea of nouns with simple examples. I gave some extra information to make the concept clear. Students were divided into groups. Each group prepared a list of nouns from a specific category.
Stage 3	10 minutes	Ice-breaking session	Each group got a chance to present their noun list in front of the class. Every group had around 5 minutes to share what they wrote.
Stage 4	5 minutes	Ice-breaking session	Based on their group work, I gave comments and advice. I also discussed additional suggestions for improvement if necessary.

Achievement:

By the end of the lesson, students understood what nouns are and how they are used in sentences.

Lecture No – 3

Name of Institution : Karpasdanga Kinder Garten School

Class : Five

Number of Students :19

Class Duration : 30 minutes

Date : 24 August 2025

Time : 12:00 PM – 12:30 PM

Topic : Dialogue Practice through Acting

Conducted by : Sadia Afrin Sanda

Here is the planned process for the class conduction activities:

STAGE	TIMING	AIM	PROCEDURE
Stage 1	10 minutes	Ice-breaking session	-Students greeted each other warmly and introduced themselves. -I introduced the topic of dialogue practice. -Students selected short dialogues related to their textbook.
Stage 1	5 minutes	Ice-breaking session	I explained the basic idea of a dialogue with clear examples. I discussed how they should perform their dialogues and guided them about the process. Students were divided into groups. Each group prepared a short dialogue to act out. Around 5 minutes were given to each group for their preparation and acting.
Stage 1	10 minutes	Ice-breaking session	One by one, each group came forward and acted out their chosen dialogues in front of the class.
Stage 1	5 minutes	Ice-breaking session	After their performances, I gave remarks and shared suggestions for improvement. I also encouraged them to keep practicing dialogues to improve fluency.

- **Achievement:**

By the end of the lesson, students understood how to create and act out dialogues. They also realized the importance of practicing dialogues to improve their speaking and confidence.

Chapter 4

My Learnings from the Internship

4.1 My Learnings from the Internship

At first, I thought conducting classes would be a little difficult for me. But luckily, I was able to adjust with everyone during the first class itself. I learned how to face challenges and overcome limitations, which gave me a valuable experience for life.

Some important points from my teaching experience are mentioned below:

4.1.1 Lesson Preparation: Preparing a lesson plan was very helpful for me. It acted like a roadmap for each class. I could think about the lesson from different angles and make extra arrangements according to the plan.

4.1.2 Lesson Delivery: I always tried to explain the topics with clear examples. Since the Dogme method was new for the students, I gave enough information for each topic. I tried my best to make the class and the topics easy to understand.

4.1.3 Teaching Method: I followed the Dogme method while teaching. This method uses very little textbook. Most of the time, teachers do not use any materials. I also avoided the textbook and conducted classes through group work, presentations, and discussions.

4.1.4 Use of Language: To make the class easier to understand, I used both Bangla and English while teaching.

4.1.5 Time Management: I was careful about using time properly. It was challenging, but I tried my best to use the time effectively.

4.1.6 Student Feedback: At the end of each class, I arranged a short feedback session of five minutes. I helped the students' correct mistakes related to the topics and gave them advice for improvement.

Chapter 5

Observation & Findings

5.1 Overall Findings

During my internship, I noticed some important points from the class observations, which are mentioned below:

5.1.1 Lesson Plan: While observing classes at “Karpasdanga Kinder Garten School,” I saw that the teachers usually prepared lesson plans for every class and subject. The lesson plan helped them to conduct their classes in an organized and smooth way.

5.1.2 Lesson Delivery: The teachers explained their lessons in a simple and easy manner. They focused mainly on the topic and used simple language so that students could understand easily. In this way, they achieved their teaching goals effectively.

5.1.3 Classroom Management: I observed that the classrooms were well-arranged for better learning. Each classroom had enough benches, a teacher’s desk, a blackboard, and a whiteboard. There was also proper airflow, so teachers did not face any sound or echo problems.

5.1.4 Teaching Method: I found that teachers usually started their lesson with a short discussion. Then they taught the class using the traditional grammar-translation method. First, they read the passage in English and then translated it into Bangla to make it easier for students to understand. After that, they gave students some tasks related to the passage.

5.1.5 Use of Language: I noticed that most of the class discussions were conducted in Bangla. English was used mainly when reading from the textbook. Students also used English while reading and writing.

5.1.6 Use of Technology: There were very few technological tools available in the classroom. Only some microphones were used, and multimedia facilities were limited.

Chapter 6

Recommendations

6.1. Recommendations

During my internship at “Karpasdanga Kinder Garten School,” I observed that everyone in the school, including teachers, staff, and students, strictly followed the discipline, rules, and regulations of the institution. These rules have contributed to making this school one of the well-known primary schools in the city.

However, I would like to suggest a few recommendations for improving the school further:

- In most classes, there were a large number of students. Dividing these classes into smaller sections could create a better learning environment.
- The classrooms had very limited multimedia facilities. It would be helpful to provide more multimedia tools for teaching.
- Teachers could improve their teaching methods instead of relying mostly on the traditional grammar-translation method.

Chapter 7

Conclusion

7.1. Conclusion

For me, teaching is more than just a job. My internship was a valuable opportunity to explore my chosen profession. It gave me a chance to gain real teaching experience, and I feel very fortunate to complete my internship at Karpasdanga Kinder Garten School, Damurhuda, Chuadanga.

Although I worked as an intern teacher, I also considered myself a learner. I learned how to manage a class and guide the students. This experience completely changed my understanding of what it means to be a teacher. Initially, I thought handling a large number of students would be difficult, but I was surprised to see that the students were attentive and followed my instructions. This made it easier for me to manage the class and successfully conduct my lessons.

This internship taught me to be responsible, patient, and conscious of time management, rules, and regulations. These lessons have shaped me as a teacher and as a person. Now, I feel more confident about my abilities and my work. I am deeply grateful to all the students and teachers of Karpasdanga Kinder Garten School for welcoming me and allowing me to be a part of their school

Chapter 8

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8.1 Reference

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Appendices





Location: karpashdanga Kinder Garten School classroom



Location: karpashdanga Kinder Garten School classroom



Plagiarism Report

