



Daffodil International University

Internship Report On

Fostering Language Learning among Young Learners: My Internship Experience at Binodini Adarsha Biddyaniketon

Submitted To

Dr. Ehatasham Ul Hoque Eiten
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Submitted By

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Date of Submission

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This Internship Report is submitted to the Department of English, Daffodil International University for the fulfilment of Partial Requirement for the Degree of Bachelor of English.

Student Declaration

I am Chaiti Sarker Setu, Student ID: 221-10-1101, hereby declare that the internship report titled “Fostering Language Learning among Young Learners: My Internship Experience at Binodini Adarsha Biddyaniketon” is the result of my own effort, observation and reflection. The experience described in this report come directly from my internship at Binodini Adarsha Biddyaniketon, where I worked with students of classes 1-5.

This report has been prepared and submitted to the Department of English, Daffodil International University for partial fulfillment of the course requirements of Project Paper with Internship (ENG 431) leading to the B.A. Hons in English. I have conducted my internship under the supervision of Dr. Ehatasham Ul Hoque Eiten, whose guidance supported the completion of this study.

I proclaim that no part of this report has been presented elsewhere for academic or professional purpose. All materials, whether ideas, quotations or pictures are collected from my own experience and other ideas that originate from other authors or sources have been properly acknowledged according to academic standards.

I confirm that the originality of the content contained in this report are entirely my responsibility.



Signature

Chaiti Sarker Setu
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Forwarding Letter

Date: 02/12/2025

To,
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor and Head
Department of English
Daffodil International University

Subject: Submission of Internship Report on “Fostering Language Learning among Young Learners: My Internship Experience at Binodini Adarsha Biddyaniketon”.

Dear Sir,
With due respect, I am truly grateful and honored to submit my internship report entitled “Fostering Language Learning among Young Learners: My Internship Experience at Binodini Adarsha Biddyaniketon”, prepared as the requirement of completing my Bachelor’s Degree.

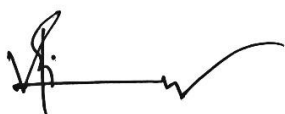
Throughout the preparation of this report, your guidance and advice have been helped so much. I respectfully submit this report for your kind review and hope it goes through the academic standard and expectations of the Department.

Sincerely Yours,
Chaiti Sarker Setu
ID: 221-10-1101
Department of English
Daffodil International University

Letter of Approval

This is to clarify that **Chaiti Sarker Setu**, Student ID: **221-10-1101** from Department of English, Daffodil International University, has successfully completed her internship as an English teacher for three months at Binodini Adarsha Biddyaniketon. She has submitted her internship project paper “**Fostering Language Learning among Young Learners: My Internship Experience at Binodini Adarsha Biddyaniketon**” for the course code ENG 431 under my supervision. During her internship period, she maintained regular contact with me and followed my instructions properly. Whenever she needed help, I gave her support and suggestions. I can confirm that it is her effort and she showed dedication in completing this project paper.

The content of this report reflects her hard work and commitment. I confirm that her internship report is ready for submission. I wish her continued success and all the best for her future and hope she achieves great success in life.



Signature of the Supervisor
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

Acknowledgement

At the very beginning of my journey, I would like to express my utmost gratitude to Almighty God for giving me strength to complete my internship properly. Without the grace of God, this project “Fostering Language Learning among Young Learners: My Internship Experience at Binodini Adarsha Biddyaniketon” would not have completed successfully. I would like to express my heartfelt thank to the Department of English, Daffodil International University for giving me this opportunity to gather experience through these three months internship. This scope has enlarged a new area of understanding and personal growth of mine.

I am also sincerely thankful to my supervisor Dr. Ehatasham Ul Hoque Eiten Sir for his guidance and support throughout this project. He always helped me in my journey from a student to a teacher. His guidance, feedback and unwavering support helped me to overcome the challenges. I am very thankful to Sir because he was always by my side while preparing this report and reviewed it thoroughly and gave necessary feedback.

I am also grateful to the Head Teacher of Binodini Adarsha Biddyaniketon and to the all-respected teachers. They ensured me a friendly and supportive environment for teaching students. That’s why I never demotivated to learn more from my new experience as an English Teacher. Besides, I want to express my heartfelt thanks to my students who also cooperated with me throughout my journey. Their efforts, curiosity and honesty gave me inspiration and I realized that without their participation, this experience of mine would remain incomplete.

Most importantly, I would like to thank my parents for their lifetime support for me. Their guidance, emotional support, advice and their efforts regarding me gave me so much strength and motivation to successfully go through this new journey of mine.

Abstract

This internship report represents the aspects of my attempt of fostering language learning among young learners and also presents my experience as an English Teacher from Class One to Class Five at Binodini Adarsha Biddyaniketon. At the very beginning, I was assigned to observe come classed to understand the psychological or inner state of mind of the students. Through these observations, I had a great scope to understand how the little learners interact with teachers in a real classroom setting. Engaging with these students, I was able to explore there are many approaches of teaching, learning. Moreover, I came to know that the most important fact of teaching or learning is the relationship between teacher and student that actually shape the whole learning process.

Throughout these three months internship, I tried to apply the theories that I have learned in my academic courses like ‘Introduction to ELT’ and ‘Employability 360’ and evaluated how the skills work in practical. I tried to apply the simplest and easy techniques that are suitable for young learners so that they can learn with fun. For that I planned and prepared interesting lesson plans like fun games, word games, storytelling and showed some visual aids. Through this experience and activities I tried to overcome the challenges that students were facing while they are learning a foreign language like English. These experiences helped me to understand which teaching strategies are more effective and student-friendly. This internship report also examines the dynamics of my personal growth as a teacher. I focused on the areas where I had confidence and tried to improve the areas that needed improvement. By observing classes and conducting classes, I gradually adapted the teaching style of mine to meet the needs of the students.

Moreover, this internship report highlights the routines followed by Binodini Adarsha Biddyaniketon regarding their curriculum, exam management, class management, teacher collaboration etc. Based on my observations, I shared with the teachers how to improve the environment to more student friendly so that the students can learn more effectively and got rewards. Overall, this internship report summarizes how my understanding of English teaching expands my experience and it’s contribution to my further professional development.

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Chapter – 1

Introduction

As part of my academic purpose of completing B.A. (Hons) in English at Daffodil International University, I decided to complete my internship at Binodini Adarsha Biddyaniketon, a renowned primary school which goal is to give real education to the young learners. This opportunity worked as a bridge between my theoretical knowledge and practical classroom experience; which also allows me to feel and understand the real challenges of teaching profession.

Before joining the school, I had to go through several formal stages. For instance, first I need to talk with the school authority and went through a formal interview. Later, they call me for joining their school as an English teacher for three months. After an introductory meeting with the head teacher of the institution I presented him the internship placement letter that is provided by Department of English, Daffodil International University. After completing all necessary steps, I was allowed to observe classes first and then to conduct class physically. From the first day, I came to realize that to teach in primary school, a teacher needs creativity, strong understandings about children's emotions, learning styles and most importantly teacher's patience.

I have conducted physical classes from class 1 to class 5, which gave me a huge range of teaching experience. Each class students have different state of learning language ability. Understanding these different stages lead me to plan lessons in a creative way. I observed senior teacher's classes and gather some strategies from that observation. Then, I was assigned in daily school activities like, conducting classes, checking student's exam scripts, preparing their grade sheet. The school runs in a structured routine and to go through this structure helped me become more punctual and engaging with the learners everyday helped me become more confident and more aware about academic behavior.

The school has almost 350 students and a warmth environment. The classrooms were structured, decorated with children's drawing. I tried to make the learning environment more enjoyable by trying some interactive games, storytelling, group works, hand writing exercise etc. In this internship I developed some essential skills that are needed for teaching language like, lesson plan, student assessment and communication. Basically, my observations highlighted the need for student friendly environment for learning and it improved my language teaching practices.

This internship at Binodini Adarsha Biddyaniketon is an important part of my academic journey. It enhances my confidence, and made me believe to my own potential and strength. This experience has greatly encouraged me to continue growing.

Chapter -2

Objectives of the Internship

The main purpose of this internship is to make a clear understanding about how globally recognized language English is taught in primary schools in Bangladesh. That's why I decided to complete my internship at Binodini Adarsha Bidyaniketon to know how children here learn English from class 1 to class 5. The main objectives of this internship are:

- To explore how the young learner's response with different learning styles.
- To understand how student friendly environment helps them to learn more effectively.
- To explore the ways that a teacher applies to make the lessons simple and interesting.
- To study and understand the difficulties that young learners face during learning English and how the teachers try to solve that.
- To understand how the relationship between teacher and student affect the learning process.
- To apply practical ways to make the learning period more fun and enjoyable.
- To make students prepare for active participation in any kind of activities while learning English.

Chapter -3

Path to Teach

3.1 Choosing the Level of Education

I already had a great interest in the teaching profession. So, I decided to complete my internship at a primary school because the learning curiosity and adaptability of the young learners always inspired me. Also, I have studied about that the young learners can learn more effectively and fast rather than the old ones and adult ones. I had some basic experience of teaching in the previous years but I had lacking about children's behavior and their thinking in a formal classroom setting. The very first reason of selecting primary level school for my internship is- the students of primary level are more expressive and open minded and the follow the guidance of teachers as they say. This actually made my gaining real teaching experience easier. Another reason is many primary schools open the door of opportunity to the fresh graduates or undergraduate students and as I understood, the institution welcomed me warmly. Besides, teaching children from class 1 to class 5 helped me to explore how English learning begins at early stage.

3.2 Choosing the Institution

After a short time of analyses, I choose Binodini Adarsha Biddyaniketon for it's student friendly environment and their student's active participation in several academic and extra-curricular activities. I had known this school earlier and I was aware about it's working system which gave me confidence that here I'm going to have proper guidance. When I talked to the authority and head teacher of this school, they behaved so politely with me and granted permission for the internship. All the teachers and faculty members are very supportive. Their support made the institution a perfect place for successfully completing my internship.

3.3 Choosing the Classes

Throughout my internship, I had the scope to conduct physical class of the students from class 1 to class 5. Every class has different environment and different learning abilities which indicates how teaching methods vary from age to age and grade to grade. That's why I wanted permission to observe each class first and got permission to seat in the multiple English classes. Through this observation, I got a clear idea of how teaching system changes according to students' growth. This experience had enriched my understanding of English language teaching in a primary level school.

3.4 Internship Process

To complete my internship successfully, I always tried to follow a structured way throughout the internship. I observed many English classes to understand by applying which method a student can get best benefit while learning English because it's an international language and

from the very beginning of learning, this language should be learned in a proper way. Besides this observation, I have taken multiple classes in the school which helped me to experiment in the class with the methods and techniques that I have learned in my academic life. Through taking classes, interacting with students daily, I have gained so much practical knowledge about teaching with lesson planning, class management and other necessary things for teaching effectively. These experiences had opened a new door of opportunity for me to work well in primary English teaching and also marks out the areas where I need to focus for further improvement of my teaching strategy.

Chapter – 4

Institutional Details

Binodini Adarsha Biddyaniketon is a well-known primary educational institution located in Dhamrai, Dhaka. It was established in 2007. From the establishment, the school has earned a positive reputation for providing quality education to young learners. It's a primary level school, so, it has students from Class 1 to Class 5 and it ensures a warm, child-friendly environment for students that not only helps students academically but also helps them in their physical and mental growth as well as academic growth.

The school has 22 teachers and almost 350 students. There is a big playground, a library and the school are totally under CCTV monitoring. The school works in two shifts. The first shift starts 8:30 AM and ends 11:30 AM. The second shift starts at 11:30 AM and ends at 3:30 PM. There are 18 classrooms that are well decorated and structurally arranged for the student's purpose. The students also contributed to decorate their classrooms with some charts, posters, and instructional materials suitable for early-grade learners. The teachers of this school provide a detail-oriented education. Their supportive behavior plays an important role in maintaining discipline and ensuring smooth academic activities in the school. throughout the year. Besides, the school has a managing committee which always worked for the welfare of the students and their education.

The school is a private institution, it does not get any fund from Government. It manages it's costs from the admission fees and other fees from the student body. Being a private educational institution. it continues to expand its facilities for the students gradually through tuition fees and contributions from guardians. The school places a sport activity in a year and arrange an annual picnic every year in different destination. Also, the school celebrates national days like International Mother Language Day, Victory Day, Independence Day. The overall academic environment of Binodini Adarsha Biddyaniketon is encouraging and supportive.

Chapter – 5

Class Observation Report

5.1 Class Observation -1

Class Observed	Class One
Teacher of the Class	Md. Mosharof Hossain
Subject	English
Duration of Class	40 minutes
Lesson Focus	Simple Word Recognition and Sentence Formation.

Classroom Setting

The classroom of class one students is decorated in a structured way. The room provides enough spaces for the teacher to walk between the column of the benches. In the classroom there are two column of benches and in these two columns, 6 pairs of high and low benches are arranged. The sitting arrangement is prepared in a way so that the teacher can reach to every student whenever they face problems in learning. In the classroom, there are two large windows through which daylight enters the classroom and enlightened the whole room. There are two lights and two fans. The classroom can contain 20 students. The walls of the classroom have charts of alphabets, words with pictures and number charts for small learner's betterment. The classroom also contains A medium-sized whiteboard which is placed in front, and the other equipment like markers, a duster, and a small shelf containing textbooks.

Experience of the Class

The class began at the time of 8:30 AM and I had the opportunity to observe the class which was conducted by Md. Mosharrof Hossain. The students were seeming to be very curious to introduce with me as they all are about 5-6 years old. I gave my introduction to the students and shared my thoughts and objectives that I am going to be a part of their learning process. According to the lesson plan, that day's topic was 'word recognition and sentence formation'. The teacher uses the textbook and first wrote down some words in the board and asked the students to identify those objects from the picture and pronounce those louder and form a short sentence with that word (like, the picture is about an animal, cat, and they prepare sentences like, I have a cat, I love my cat etc.).

Next, the teacher included new words in the board from the textbook and he broke each word into sounds and assisting students to pronounce the words properly and also their meaning. The students pronounced those words repeatedly and the meaning also. Then the teacher individually asked the students to pronounce and create a short sentence and the students did so. That actually helped the shy students to grow more confidence. To make the lesson more

enjoyable for kids, the teacher incorporated a funny way to teach them, he selected a few real classroom objects and asked students to identify them with right words. The students were very curious and fast learner. They responded with excitement, and all students have participated happily. The strength of the classroom is the teacher's using of pictures and real objects which enhanced the curiosity of the kids for learning new things. Also, the teacher made a friendly environment and encouraged all the students to actively participate.

Remarks

- The strength of classroom is interactive teaching and use of real materials.
- A number of few students were struggling at the time of pronunciation which dropped their attention for a few minutes.
- Including pair activities would help more the students struggling with pronunciation.

5.2 Class Observation – 2

Class Observed	Class Two
Teacher of the Class	Ms. Bithi Akter
Subject	English
Duration of Class	40 minutes
Lesson Focus	Reading Short Passage from Textbook and Learn New Vocabulary

Classroom Setting

The classroom of class two students at Binodini Adarsha Biddyaniketon has similar setting like class one's. It provides a calm learning environment and the room is organized in a structured way. The classroom is larger than the classroom of kids like class one or playgroup. The wooden bench is structurally organized in two columns. The room is well decorated containing two ceiling fan and two light; to provide enough ventilation for the students, one whiteboard placed in front part. The walls of the room display short poems, grammar charts, and handwriting creative contents by the students. The whiteboard placed in the front part is wide enough for writing multiple examples, and the teacher's table is placed in a corner so the teacher can move freely during the lesson.

Class Observation Example

The class began at sharp 8:30 AM and runs for 40 minutes. The teacher started the class by checking and reviewing the previous day's homework that she provided the previous day. After reviewing the homework, the teacher then straight drives into that day's lesson plan. All the students were prepared for the new lesson as it's about a new story reading session. The teacher started to read the passage loud with a clear and steady voice. Students were listening carefully. While reading the passage, the teacher frequently asked questions, showed some pictures and put some realistic examples to the students so that they can hold attention to the lesson and also for making the learning process more engaging and interactive. Also, the teacher helped the students to understand the new word's meaning by using the word's meaning in Bengali. After completing the story, the teacher encouraged students to express their basic thoughts about the story that they just heard. She encouraged the students to participate in this activity and most of the students joined and discuss with one another to this. Then the teacher wrote some new words in the board and asked the students to write them and prepare a short sentence by using those words. The students followed the instructions and the teacher reviewed all one by one. Then the teacher provided homework for them regarding that story.

Remarks

- Reading the story loudly helps students to correct their pronunciation
- Questioning makes the class more interactive that is so much helpful for students.
- A writing activity can give the students more strength about this lesson.

5.3 Class Observation – 3

Class Observed	Class Four
Teacher of the Class	Almas Hossain
Subject	English
Duration of Class	40 minutes
Lesson Focus	Understanding a Story and Find Synonyms and Antonyms of Words.

Classroom setting

The classroom of the students of class four is more structurally organized than the other lower grade classes. The wooden benches are organized in three columns and the whole class can contain almost 35 students. The white board is placed in the middle front of the classroom so that it can be easily visible to all the students of the classroom. There are 3 ceiling fans to keep the room cool and three lights. There are also two big windows through which fresh air and light can enter the room. Like other classrooms, this classroom is also decorated with student's works. They have created so many posters which are about their studies and extra curriculum activities. For instance, class routine, grammar rules chart, rhymes etc. The teacher's table is located near the board so that the teacher can use all the materials easily. Overall, the classroom shares a positive environment which is suitable for students learning.

Class Observation Experience

The class started at 11:30 AM because Class three, four and five's classes are held in the 2nd shift. First of all, the teacher reviewed the grammar tasks that he provided in the previous class and gave feedback to the all students. Some students made mistake in their task, the teacher corrected all of those and explain to the students about the write one. Then he moved to the lesson plan which was understanding a story and find out the synonyms and antonyms of the words. The teacher started to read the story aloud and instructed to the students to write down some words from the story. After completing the story reading, the teacher explained the meaning of the words and shared the synonyms and antonyms of those words. Then the teacher told the students to make pair with each other and gave them a task to find out more similar words and prepared sentence with those words. The students actively participated in this and they found joy in this activity. For making this learning easier, the teacher told the students to express what sentences they have made, they first discussed with their pairs and then expressed in front of everyone. This process actually helped the shy students to enhance their confidence. At the end of the class, the teacher showed a picture of the school and gave them homework to write a paragraph about the school Binodini Adarsha Biddyaniketon. Students noted in their notebook and the teacher ended the classroom. Throughout the class, the students showed so much curiosity and interest in learning.

Remarks

- Pair reading and discussion improves their fluency.
- The method used to conduct the class is very interactive.
- Some students needed more attention and focus on the writing part.

5.4 Overall Class Observation Report

Throughout the observation period, I have observed from class one to class 4. In the classes, the teachers followed a structured routine. Almost in all classes the teacher starts classes by checking and reviewing the homework of the previous classes. The teachers introduce the lesson plan in a different way like by adapting storytelling ideas. The classes are full of resources, learning activities and most importantly, the classes are interactive which is important for learning English.

While conducting classes, the teachers of Binodini Adarsha Biddyaniketon used different strategies and methods to ensure student-friendly environment for the students. The school follows a structured routine, it starts at exact time and ends in time. After every academic examination, the school arranges parents-teacher meeting where they discuss about the student's current state of study and how this level can be improved gradually. In the classroom the teachers used the textbooks and they also taught students English Grammar so that the students can build strong Foundation in English. Besides, the teachers used visual materials so that the students can learn from their practical life. In the school, Bangla is the primary medium of instruction but in almost all English classes the teacher conducted the classes in English if possible and they also encourage the students to use English language fully in this class. Moreover, the teacher used easy and basic words to communicate with the students so that the students can understand and interact easily. Teacher's use of daily English words while communicating with students encouraged the students to present their thoughts in English Language. Many students were shy about presenting themselves in English but they had learned a lot and improves their confidence with their efforts and the learning process.

Throughout the observation period, I realized how observing classes showed how a positive classroom environment affects the whole learning process and most importantly, the relationship between teacher and students are one of the important things in the young learner's learning journey.

Chapter – 6

Teaching Experience

6.1 Teaching Experience – 1

Class	Three
Number of Students Presented	28
Class Duration	40 Minutes
Lesson Topic	Reading and Understanding the Paragraph “Our Classroom”
Resources	Textbook: English for Today for Class Three
Language Proficiency Level	Beginner
Classroom Environment	Calm, Good Ventilation, Student-Friendly

Experience of the Class

As an intern English Teacher, I got the opportunity to first conduct a class physically of the students of class three. For conducting the class, my observation experience helped me a lot to understand the young learner’s psychological state. The topic for that class was the paragraph “Our Classroom.” I wanted to make the students understand about how they can apply their own classroom environment in this paragraph. I was suggesting them not to memorize the paragraph; rather, they can apply their own knowledge about their own classroom in the paragraph. Before the class, I prepared a lesson plan for the students and also for my betterment as it was my first professional class taking in an educational sector. First, I showed them a picture of a simple classroom and told them to review it attentively and after seeing this picture I told them to write down the things that came to their mind after seeing the picture. They wrote down their own thoughts and then I planned an activity which was interesting and engaging. I asked them to find out the similarities between the things that they wrote from the picture and their own classroom. I planned so that the students can identify the real objects around them and put those ideas into that paragraph. Many of the students found out that there are maximum things and ideas matched with their real classroom. Throughout the activity, the students were able to directly connect to their surroundings; their own classroom. The main purpose of this activity was to make the lesson meaningful and easily understandable to the students. The students also had much curiosity then.

After that, I asked the students some short questions and instructed them to discuss that with their friends. Like, I asked them “Do you have a white board in your class?” and instantly they

gave positive responses and then I insisted them to focus on all the things that are around them in the classroom and put those ideas in the paragraph. This activity and interactive question answer session helped the classroom interest in reading the paragraph. After that I wrote the title of the paragraph “Our Classroom” on the board and started to read the paragraph aloud and insisted the students read with me. Some students were having difficulties with some pronunciation. I explained new and difficult words for the students and especially for those who were facing difficulties. Also, while reading the paragraph, I was explaining them and also, I related the lesson with their own classroom so that they can easily understand. After completing reading, I gave the task to students to read the paragraph and wherever they face problems please let me know. The students were enjoying reading the paragraph while comparing their own classroom and its elements like the windows, table, benches, wall decorations etc.

At the end of the class, I encouraged students to answer some questions in their own words and most of the students participated with confidence. I gave them a task to write down two sentences from the paragraph in their own words and they did so. Their writing showed that they understood the main concept of the topic. By reviewing all the writings and providing them homework, I ended up the classroom.

Critical Analysis of Class Experience

Student Participation

In the class, student’s engagement was very appreciative because the topic was not unknown to them; rather, it was a familiar one; it was easy for them to connect with their own classroom environment. Throughout the whole class, students followed the instructions carefully; they read, responded, and observed actively. They also engaged in interactive discussions which helped them to better understand the topic. Even the shy learners also participated in activities which also helped them to overcome their weakness in English.

Teaching Method

The teaching techniques that I applied in the classroom were suitable for young learners, especially for students of class three. Using real examples like, classroom objects and simple explanations made the lesson more engaging and easily understandable to them.

Task Completion

The tasks that I gave to the students were completed by almost all the students. Some students were having problems but with guidance they also completed that task properly. Their active participation showed that they are learning the language with full of curiosity, interest and they are giving effort to learn the English Language.

6.2 Teaching Experience – 2

Class	Five
Number of Students Presented	36
Class Duration	40 Minutes
Lesson Topic	Understanding Parts of Speech and It's Categories
Resources	Textbook: English Grammar for Class Five
Language Proficiency Level	Beginner Intermediate
Classroom Environment	Calm, Good Ventilation, Student-Friendly

Experience of the Class

During my internship period, I got the scope to conduct English Grammar class for the students of class five. As an intern teacher, it was a great opportunity for me to teach a core lesson of grammar to the class five students which is 'Parts of Speech'. I wanted to make students understand how words work in a sentence; for that understanding Parts of speech and it's categories are very important. I tried to make the lesson very simple and interactive so that the students can get into it easily.

Before starting the class, I have planned to carry some word cards for each Parts of Speech category. Entering into the classroom I had shared some basic ideas about Parts of Speech and it's eight categories. After that I wrote a sentence on the board which is 'The cat eats milk' and asked the students to look at the sentence and find out how the words function in the sentence. The students tried to find out the parts of speech used in the sentence. Then I gently explained to the students about how noun, pronoun, and verbs function in this sentence and provided other examples. And explained all the categories of Parts of Speech with simple explanations like, Nouns are the names of people or things, pronouns are used instead of nouns, verbs are action words in a sentence, adjectives are the words that describe nouns and it's situation, adverbs are words that describe verbs etc.

The students repeatedly read all the examples and definitions and I insisted them to read one by one so that everyone can pronounce properly. Then I showed the word cards in front of the class and asked the students to identify the parts of speech and they showed utmost interest and curiosity. They tried to identify the words and also suggested other examples from their own experience like school, board, happily etc. Next, I provided them a task to write down 3 sentences and identify at least e parts of speech from the sentences and underline that. The students successfully completed the task and shared them with confidence. Even the students who quietly participated in the class, they also participated confidently.

Overall, the environment of the classroom was fully positive and encouraging. The students were eager to learn new things and they showed intense curiosity and that amazed me. Their active participation in interactive task was the most enthusiastic part ever.

Critical Analysis of Class Experience

Student Participation

In the class, the student' participation was the center attraction. They became excited to participate in the word card game which actually gave me utmost happiness. One thing was clear that they have boosted so much confidence inside them and they were curious about the lesson, it's like they were always thinking what would be next and they can learn new things. Even many students who were going through less confidence, they also prepared themselves to actively participate in the task and attempted to identify word's categories with the help of other examples.

Teaching Method

As an intern teacher, I tried to follow the teaching methods that I have learned from my academic courses. I wanted to make students understand that what they see in surroundings all can be used as references while learning English. Besides, I explained almost all the concepts in easy words so that they can easily understand. Also, I adapted group activities in my teaching approach which was suitable for class five students. Overall, the peer discussion among each other helped them to boost their confidence and influenced them to participate in class tasks.

Task Completion

Most of the students completed their task in time. A few were facing problems regarding the task of identifying words and their categories. With help of mine and their classmates, they also completed the task and enjoyed the word card game most. At the end of the lesson, they were able to identify most of the parts of speech categories- noun, pronoun, verb, adjective, adverb. With more guidance, they were able to improve their knowledge about the lesson. They showed efforts and through their efforts they achieved the objectives of that day's lesson effectively.

Chapter – 7

Findings

During my internship period at Binodini Adarsha Biddyaniketon, I found several important findings about their teaching process, student's behavior, and their learning process regarding English Language. Those are presented briefly:

- Teaching methods used by teachers were not only teacher-centered, the teachers always thought about the students first and how they can improve their students' proficiency in English.
- There were lacking about using Practical references in the classroom. They only explained things like English to Bengali or Bengali to English. They especially relied on Bangla which does not allow the students to expand their English-speaking practice.
- Some students only focused on memorizing, not understanding the original concept. Sometimes the teachers could not reach all students to make them understand what kept them apart from other students.
- Teachers only used textbooks in the class and followed the traditional method while teaching. Instead of this method, using real life examples, visual aids and group activities can be implemented in their teaching method which can help the students to improve their language proficiency level.
- Some teachers implemented group activities in their classes but this practice is not practiced regularly which detains the attention of the students in the classroom.
- The environment of classrooms was calm, warm and overall student-friendly. The rooms were structurally organized and comfortable for the students.
- The relationship between teacher and students was respectful, they maintained a healthy communication, which helped the students to grow from their own place.
- The students were benefited by the creative tasks and for using real life examples in the class. This teaching method helped the shy students to come forward and participate with confidence.
- There was no usage of any technology in the class like, multimedia setting or visual tools. Classes would be more interactive and engaging with the technical support.

Chapter – 8

Recommendations

According to my observation and class conduction experience at Binodini Adarsha Biddyaniketon, I have noticed some areas that may help to improve the teaching and learning process in the school. The following points may help the teachers and the students to improve their English learning and teaching strategies.

- Teachers should implement group activities more in the classes and they should encourage the students to participate in those creative activities.
- The teachers and students jointly should arrange a creative session in a week where students can present what they have learned throughout the week by preparing a short poster or other creative things.
- Teachers should conduct the classes fully in English and use such easy words so that the students can feel comfortable in the class and they can understand the language.
- By using the word card games, story telling session, visual aids can make the classes more interactive for the students. These extra activities can provide extra support to the young learners.
- At the end of the classes, reviewing the scripts of the students and giving them feedback through some interactive games or activities can help the students to learn and remember new vocabularies.
- Supporting the shy students and low learners need more help to understand the lesson. Teachers should move throughout the whole class and give extra focus to them for their further improvement.

Chapter – 9

Conclusion

Throughout my internship period, I got the opportunity to gain hands-on experience in teaching and learning practices followed in the school Binodini Adarsha Biddyaniketon. I also gained a clear idea of how to observe classes and conduct classes properly. Those experiences show both my strengths and areas of improvement while teaching a foreign language like English. The teachers of the institution are very open minded and kind hearted. They ensured a positive learning experience and tried their best to teach the students properly. Besides, they also accepted me very easily and helped me throughout my internship journey as a teacher.

Besides, my experience says that the school heavily relies on traditional teaching methods while teaching the English language. The students also showed much concern and interest throughout the classes. The classrooms also have limited facilities and materials. But while I used interactive games and sessions in the classroom, the students learned better and showed curiosity and interest in learning. Many of the students were struggling while learning new things but with proper guidance and communication with the teachers, the young learners were capable of overcoming the difficulties. This shows that there is more need of practice-based learning.

Moreover, as an intern English teacher, this internship period is a valuable learning experience for me. It helped me to shape my understanding about how the young learners think and learn. Also, adding several teaching methods had made the learning process more enjoyable and effective. These experiences have made my journey as an English teacher very interesting and valuable. It has encouraged me to build my future in the learning and development sector.

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