



An Internship Report
On
“English Language Teaching: An Internship Perspective on SLT
and CLT in Primary Education”

Course Title: Project Paper with Internship

Course Code: ENG-431

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This Internship report is submitted to the Department of English, for the partial fulfilment of the requirements for the Bachelor of Arts (B.A.) Degree in English.

Declaration

I hereby declare that I have completed my internship report titled “English Language Teaching: An Internship Perspective on SLT and CLT in Primary Education” for submission to the Department of English at Daffodil International University as part of partial fulfillment of the requirements for the degree of Bachelor of Arts in English. This report has been prepared and completed under the academic guidance and supervision of Ms. Afroza Akter, Lecturer, Department of English, Daffodil International University.

I hereby affirm that this is the final and official version of my internship report, approved by my academic supervisor and deemed eligible for submission to the university library. I also confirm that this document has not been submitted, published, or presented to any other academic institution or organization for any academic or professional purpose.



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Certificate of the Supervisor

It is my pleasure to certify that Md Hasbi Raihan, ID: 191-10-1955 is a student of Department of English, Daffodil International University has successfully completed his project paper entitled “English Language Teaching: An Internship Perspective on SLT and CLT in Primary Education”. He has completed his project paper under my supervision and prepared it according to my direction and guidance. His dedication towards the internship is worth appreciating. All the information provided here and completely authentic. I wish his every success in life.



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Acknowledgement

I am deeply thankful to Almighty God for the blessings, strength, and guidance in completing my internship report. I sincerely thank my family for their continuous support, encouragement, and prayers throughout my journey. My gratitude goes to the Department of English, Daffodil International University, for providing the opportunity to gain practical teaching experience through this internship program. I am especially grateful to my beloved supervisor, Ms. Afroza Akter, Lecturer, Department of English, for her valuable guidance, feedback, and support throughout this project. I also express my appreciation to the Head Teacher, Teachers, and Staff of 108 No. Changaon Government Primary School for their warm cooperation during my internship.

I dedicate this report to my parents and siblings, whose sacrifices and love have been the foundation of my academic success.

Abstract

This internship report presents a summary of my teaching experience at Changaon Government Primary School, where I applied both SLT and CLT methods in real classroom settings. The goal of this report is to document how theoretical approaches can be effectively implemented at the primary level to enhance students' English language learning. During the internship, I conducted lessons from English for Today, Class 5, covering 5 different topics. Through SLT, I focused on grammar rules, sentence structure, pronunciation patterns, and repetition drills. On the other side, I used CLT in lessons like Where's the Library? And Dialogue Practice to promote pair work, student interaction, and real-life communication. The story The Hare and the Tortoise was used for both reading comprehension and student discussion, which reflects the essence of CLT.

This report also includes reflections on classroom observations, teaching challenges, student engagement, and lesson effectiveness. It highlights how the combination of SLT and CLT can create a balanced classroom environment where students build both grammatical accuracy and communicative competence. The report ends with personal insights, recommendations, and supporting documents such as lesson plans and teaching materials.

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Chapter 1

Introduction

1.1 Introduction

The present research is rooted on internship of teaching English at primary level which was carried out as a student placement under the academic requirement of the bachelor's degree course of B. A. English at Daffodil International University. The report captures my first hand experience in English Language Teaching as I attended to my internship in Changaon Government primary School which is a government-owned primary school situated in a rural environment. The experience not only contributed toward attaining the credit needed under ENG-431 (Project Paper with Internship) but also provided a reality check in how to conduct the classroom in harmony with the students. The rationale of selecting this school was to have a close observation of how English is being taught in the under-resourced rural school institution of Bangladesh as that may witness the weaknesses of the entire primary school education system of our country.

The Key objectives of this internship were:

- To fulfill the academic requirements for the undergraduate degree at Daffodil International University through the completion of a practical project paper.
- To gain firsthand teaching experience in the field of English language education.
- To explore the practical use, effectiveness, and limitations of the SLT and CLT methods in real classroom
- To identify the challenges faced by both learners and instructors in the institution and to suggest potential improvements.

Throughout the internship, I taught some of the lessons in the national textbook, English for Today, Class 5, topics such as, “Be Healthy- Stressed Syllables 2, Where is the Library. The Hare and the Tortoise, Vocabulary development and Dialogue Writing: a Story.” The lessons offer an ample variety of possibilities to apply both SLT (instructed grammar and repetition oriented learning) and CLT (oriented to communication, and learner-centered activities).

The report in itself contains detailed description of classroom observation, lesson planning, methodology of teaching, student feedback, personal reflection and challenges encounters. It also underlines the possibility of integrating two approaches during primary English studies to enhance the understanding, engagement and communication uninformedness of the learners. This experience made me know that being an English teacher is challenging and also rewarding. The report is meant to benefit other students and would-be educators as well as researchers who would be interested in the area of English language teaching, particularly in a rural context. As a reflective and practical account, it attempts to sensitize us to the possible ways through which academic theories of ELT can be effectively implemented in the classroom.

Chapter 2

Objectives

The internship experience was done as part of the course ENG-431: Internship with Project Report, at the Department of English at Daffodil International University. The main aim of this internship program was to watch, learn, and be involved in the teaching-learning process as a part in the environment of a Bangladeshi Primary School. It was aiming to assist to fill the gap between scholarly learning and experience to teach English.

Below are the significant objectives of the internship:

- To gain hands-on teaching experience by conducting English classes, planning lessons, managing classrooms, and interacting directly with young learners.
- Exploring the challenges faced by students in acquiring English proficiency, particularly in areas such as pronunciation, vocabulary, and speaking practice.
- Delivering lessons with mannered communication in engaging with students, teachers and also with the staffs.
- To identify the methodologies employed in English instruction at the primary level and analyze how SLT and CLT are applied or adapted in Primary Schools.
- To build a positive teacher-student relationship, enhancing classroom interaction and creating a learner-friendly environment.
- To acquire knowledge about the schools' pedagogical practices, available teaching resources, classroom arrangements, and administrative support for English education.
- To strengthen translation and interpretation skills, especially when explaining English content in a bilingual (English-Bangla) context to enhance student comprehension.
- To integrate real-life examples and situation into English lessons, making learning more relevant, engaging, and communicative in line with CLT principles.

The internship achieved these objectives and therefore came up as more than an academic requirement but also a valuable professional benefit whereby the intern got a practical understanding of how to teach English in a primary school setting.

Chapter 3

Methodology

3.1 Methodology

Selection of the type of Internship Institution

Since an early day of my childhood, I had dreamed of becoming a teacher since my parents are also teachers. I am ever interested in teaching as it is a prestigious discipline that builds the future of young minds. Therefore, when chance came up to have an internship as part of the project paper. In an instant, I just knew that I would like to do it in a learning institution. I aimed to get a closer look at the field of teaching, particularly when it comes to primary education in the case of Bangladesh. I made my final decision to undertake the internship in one of the primary level institutions after talking about my willingness to do so with my respected internship supervisor which is Ms. Afroza Akter, Lecturer in the Department of English. I was able to choose the No. 108 Changaon Government Primary School in the suburb of my university, Savar, at Ashulia under recommendation and support of her. When I went to the school and had conversations with the Head Teacher, Mr. Mohorom Sir, I was given the permission and the school gave me support which enabled me to get there and proceed with my internship as a student-teacher of the English language.

Class Observation

Before I had gone ahead with conducting any classes, I had a few observation sessions with experienced teachers so that I can understand better the dynamics of the primary classroom. I watched two higher teachers handling different subjects including the English one. Altogether, I visited 4 classes, and I was attentive to the following aspects:

- Teacher greetings and communication with the students How students are welcomed and addressed by teacher
- Methods of capturing and retaining the interest of the students
- Strategies of classroom management and engagement The guidelines below provide some of the strategies that can be used in the classroom to manage and engage students. Planning The planning guidelines involve now when planning sessions.
- The general classroom similarity and the relation between students and teachers.

These observations proved to be quite informative on how proper teaching behavior should be, how a lesson should be developed and utilized in real-life teaching methodologies. By providing me with the models, they could make me get mentally and practically prepared to conduct my own classroom.

Class Conduction

During my internship, I conducted five English classes in Class 5, using the English for Today textbook prescribed by NCTB. The topics I taught were:

1. Be Healthy, Stressed Syllables 2
2. Where's the Library?
3. The Hare and the Tortoise
4. Vocabulary Practice
5. Dialogue Practice

Each class followed a structured flow:

Warm-Up/Ice-Breaking: A brief interaction or fun question to ease students into the class.

Introduction: Presenting the topic clearly with visual or real-life examples.

Main Discussion: Detailed explanation through board work, reading aloud, and activities.

Practice: Individual, pair, or group work to apply what they learned.

Feedback and Homework: Reflecting on what students learned and assigning relevant tasks.

I used gifts and small rewards to encourage participation and boost student motivation. I maintained a friendly, supportive tone during my classes so that students felt comfortable asking questions and expressing themselves in English.

Process of Data Collection

To document my internship experience and support my report writing, I used a personal diary throughout the session. I consistently took notes on:

- Classroom experiences
- Lesson delivery techniques
- Challenges faced and how they were addressed

This diary served as my primary data collection tool. It allowed me to reflect daily on my activities, ensuring that I could present an accurate and detailed report later. By recording observations, lesson outcomes, and student feedback, I was able to evaluate both my teaching methods and student responses effectively.

Chapter 4

Institutional Details

4.1 Institutional Details

The name of the school is 108 No Changaon Primary School, it is located in Ashulia, Savar Upzilla, of Dhaka District. The Institution was established on 1991. The Institute is full Government School. There are Seven teachers and Head Teacher.

Institution details

4.2 The list is given below:

Institution Name	108 No Changaon Government Primary School
EMIS Code	310179022
Date of Establishment	1991
Number of Students	140
Number of Teachers	8
Number of staff	2
Class Time	9:00 AM to 4:00 PM
Library	Not Available
Digital Classroom	Not Available
Canteen	Not Available
Location	Ashulia, Savar, Dhaka
Coeducation	Combined
Shift	Day
CCTV Security	Available

Chapter 5

Internship Activities

5.1 Introduction

As my academic supervisor was Ms. Afroza Akter, I worked as an Intern Teacher in the course of my 3 months internship experience in 108 No. Changaon Government Primary School, which is near my University. To provide external supervision in the school, I was strongly accompanied by the Head Teacher; Mr. Mohorom, who guided me through the schools routines and helped me in solving any problem that occurred. Furthermore, junior teacher at one of the schools assisted me in getting acquainted with the daily scenarios, classroom routine, and overall requirements in becoming a primary school teacher. I attended the school every day and reporting at 9:40 a.m. as the classes were operational between 10:00 a.m and 4:00 p.m. During my internship first month, my attention was dedicated to class observation. This gave me an opportunity to know the learning styles, attitudes and degrees of engagement of the students as well as the mode of teaching strategy used by the normal teachers.

The second month and on I started English classes for Class 5 with the English for Today textbook. I would organize teaching materials, look through the lesson plan before every lesson and adapt some activities according to the examples of the first month of teaching opportunities.

Besides teaching I also had a teaching journal in which I wrote the learning difficulties of students related to classroom participation and points which students required improvement. I have been able to share the key issues after being identified with the Head Teacher who further scheduled a meeting with other teachers to tackle these issues as a group.

5.2 Class Observation 1

Teacher's Name: Mrs. Rina Akter

Class: Five

Topic: Days of the Week (English for Today – Lesson)

Method: Grammar Translation Method (GTM)

On my second day of work as an intern, on receiving the consent of the Head Teacher of No. 108 Changaon government primary school, Mr Mohorom Sir, I got a chance to attend English 1st paper in Class 5 taught by Mrs. Rina Akter. The lesson lasted 45 minutes and I walked into the room at 10.15 am, as I greeted the teacher and the students.

On my visit, Mrs. Rina Akter received me very well and introduced me to the students as an intern English teacher of the Daffodil International University. The children were almost curious and excited to be having a new teacher in their class. Some even smiled coyly and exchanged a few words congratulating each other feeling an excitement as well as feeling shy. The moment when they addressed me as a new Ma'am in the class was one of the best in my life, as I finally felt more like part of this team and like I had a role to play. The lesson would start with a quick roll call and then the homework would be handed in by the class captain. Mrs. Rina briefly discussed the homework and gave some positive comments to the students having successfully completed their task and reminded those who had not completed the homework to do it. She then captured the attention of the students by invoking their prior knowledge through pre-lesson activating questions before beginning of the lesson. As an example, she would ask, "How many days are in a week?", "What day comes after Wednesday?", and "What is your most favorite day and why?". A few students jumped up their arms quickly to give answers and there were some who appeared to have reservations but somewhere got confidence. In order to make the class more interesting, she involved the real-life experiences like market days in the village, school sports day, and even religious gatherings and associated these examples with the respective days of the week. This not only made understanding better, but also enabled the students to appreciate how they can apply the vocabulary in their personal lives. Lastly, her students were assigned to exercise writing the names of the days of the week three times in their notebooks as well, paying attention to correct spelling and in the right order.

At the expiry of the time of the class, the student stands up and honors her. After that she walked out of the classroom.

5.3 Class Observation 2

Teacher's Name: Mr Arifur Rahman

Class: Five

Topic: Occupation

Method: Situational Language Teaching (SLT)

The lesson started with the teacher presenting all kinds of occupations that are familiar to the everyday surrounding of the students, i.e., teacher, doctor, farmer, and shopkeeper. She employed visual aids which was a set of colorful flash cards used to elicit the names of such professions conjured up in English. Each word was then introduced by the teacher in a clear pronunciation and he urged students to repeat in chorus, and this increased the accuracy in pronunciation. She then put vocabulary into context by constructing brief, situational sentences such as: A doctor is somebody who helps sick people and A farmer is somebody who grows crops. Pictures and corresponding sentences were provided, students were able to match then and simultaneously comprehend/remember. The lesson ended with a role-play exercise in which pairs of students had to repeat very simple dialogues like What is your job? I am a farmer. According to SLT, repetition elements as well as the use of real-life skills, visual stimuli all contributed to making the lesson relevant contextually to vocabulary learning. The role-play part also provided students an opportunity to use the target language in the controlled yet communicative context.

The lesson went well and served the students, who were conversant with the issue.

5.4 Class Observation 3

Teacher's Name: Juthi Akter

Class: Five

Topic: Telling the Time

Method: Communicative Language Teaching (CLT)

This lesson commenced by using a warm-up when the instructor demonstrated a wall clock and posed such simple questions to the students as to “What time is it now?”. Afterwards she introduced significant expressions like it is half past three, it is quarter to nine, it is 5 o'clock and so on, and as a visual aid used the hands of the clock to show each of the examples. The teacher took students out to the front and had them move the clock hands themselves announcing the time. During the doing section, the students engaged in small teams and asked and answered time-related questions as such, What time do you awake? “I awake at seven o'clock.”

In general, the lesson was interactive and interesting, where the explanations were clear and practical activities were offered to students so that they could feel confident to tell time after the lesson.

5.5 Class Observation 4

Teacher's Name: Ameena Begum

Class: Five

Topic: Sport

Method: Situational Language Teaching (SLT)

The teacher started the lesson by presenting the images of various kinds of sports, such as football, cricket, badminton, and swimming. She extracted names of students and in situations where the pronunciation was required gave the right representation. The vocabulary was presented with the use of example sentences like, I always play football on Friday or she swims in the pool. To strengthen the understanding, the teacher employed a drill in substitutions: I play football “I play cricket.” This was followed by a matching game where students are asked to identify the names of sports used with the statistical pictures or brief descriptions.

Application of SLT principles was evident in the well-organized introduction of vocabulary, example sentences in context and the managed practice. Although the lesson was mainly on the teacher-led side, the activities enabled students to integrate the vocabulary into converting the known surroundings, which is one of the essential characteristics of SLT.

The lesson offered an effective ratio of explanation to practice, and students had an opportunity to have a sense of target vocabulary in well-known situations.

5. 6 Class Observation 5

Teachers Name: Mr. Mohorom (Head Teacher)

Class: Five

Topic Parenting (Extra Curricular Discussion)

In the course of the observation conducted in the classroom at this instance, I was able to observe the Head Teachers classroom. Based on routines class time is 45 minutes. I did not introduce me since everybody knows me. And sitting at the back of the student. During this session, the head teacher instituted a circular presentation on the theme, Parenting, which revolved on the role and responsibility as perceived by students with regard to their parents. There are simple open-ended questions that he started with such as: What do your parents do to you on daily basis? How do you help your parents at home? This fostered the reflection of personal experiences among students and facilitated the meaningful communication on the part of students. The teacher presented contextualized related vocabularies like care, guidance, discipline and support. Students were then divided into groups and asked to come up with short dialogues/ role-plays depicting parent-child interactions, which they would act in front of the class.

The personal questions applied by the teachers prompted the students to give out personal experiences and this helped in boosting their confidence as well as basing their knowledge of the subject matter. Collaboration was facilitated through group work, whereas students had an opportunity to use new lesson in the realistic situation with the help of a role-play activity.

5.7 Class Conduction 1

Class: Five

Topic: Be Healthy (Content 7)

Class Duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of Students: 24

Conducted by: Md Hasbi Raihan

Class Materials: Textbook, whiteboard, marker, duster, pictures of healthy/unhealthy foods, flashcards.

In the introduction to the class, I greeted students and took attendance that contributed to a friendly atmosphere. As a warm up activity, I presented them two groups of pictures: one set of healthy habits (eating fruits, exercising, sleeping well) and one set of unhealthy habits (eating junk food, not sleeping enough, skipping breakfast). I would request the students to have a guess about the habits, which keep us healthy and the reason. This instantly appealed to them and enlivened their background knowledge. Next I did the reading through the textbook. I read paragraph 1 vowel sounds and intonation, and then invited a few students to read in small parts. As soon as I realized they had trouble with the pronunciation I would correct them softly, and ask the rest of the people to repeat the correct way in a chorus. I put tough ones like balanced diet, exercise and hygiene on the board with their Bangla descriptions too. To improve upon it I did a quick Healthy Habit Sorting Game A game that involves students going to the board one by one and sorting out flashcards either to the side that spells out healthy or unhealthy. This introduced a movement and learning aspect and retained the lesson dynamic.

After a short break, I divided the students into three groups and gave them discussion questions:

1. Name three healthy foods you eat every week.
2. What is one unhealthy habit you want to change?
3. How can exercise help you?

Individual groups gave out their answers and I gave encouragement to groups of the shy students querying them further. At last, I mentioned the main points and assigned them an easy task to draw their own plan of the healthy day and bring it on the next lesson. Finally, I concluded the topic and spoke about major highlights.

5.8 Class Conduction 2

Class: Five

Topic: Stressed Syllables 2 – “Where is the library?” (Content 11)

Class Duration: 1 hour

Time: 10: 00 AM – 11: 00 AM

Number of Students: 25

Conducted by: Md Hasbi Raihan

Class Materials: Textbook, Whiteboard, marker, audio clips for pronunciation, stress- marked word list

I entered the lesson by first establishing attendance after which I started by expounding on what a stressed syllable is using an easily understood example such as Table and computer. I used clapping to demonstrate where the emphasis should fall and had the students follow me clapping -both of which allowed the students a physical connection to the way the words should sound. I had also presented a short audio recording of the textbook when I played the dialogue of the Where is the library? to the students and asked them to pay attention to patterns of stress. We listened twice- one was to get the general knowledge and the other one was to identify which syllable was stressed. Then I noted important words in the text on the board and underlined stressing syllables. Thereafter, I noted major words in the text on the board and noted which syllables were stressed and used them as an example of how to pronounce the words correctly.

Practice languages were practiced whereby students were paired, and they were to read out the conversation, exaggerating the stressed syllables. I moved between students in the class correcting where needed. We also had a little game to make the session interactive in more ways: it was called Stress Detective: I read the list of words and students had to scream Stop! when they heard two syllable word with the first syllable stressed.

As a final activity, we role played the conversation in the library just in time so that student can apply both speaking and pronunciation skills. I commended their work and gave hints on how to change the meaning of stress in the English language.

5.9 Class Conduction 3

Class: Five

Topic: Story – “The Hare and the Tortoise” (Content 14)

Class Duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of Students: 26

Conducted by: Md Hasbi Raihan

Class Materials: Textbook, whiteboard, story flashcards, marker, duster, moral-value chart

My introduction to the class was a question, i.e. “Who would win in a race between a hare and a tortoise?”. This instantly raised the interest and enthusiasm of the students. I started up with a brief presentation of what is meant by a moral story prior to the reading. I was reading the story to the children with lots of expression and stopping at important moments to give some prediction questions like: What do you think will happen next? This involved the students. Thereafter, some students read short passages of the story. We have considered such challenging vocabulary as overconfident and determined. To enhance a better understanding, I employed a sequencing task, I provided applicants with small groups with picture cards with various events of the story and requested them to create order out of them. This visual benefit enabled the weak learners to track the storyline, as well.

The discussion stage involved our discussion of the moral of the story, what Slow and steady wins the race means in school life. The case was more realistic as students provided their examples. I summed up by giving them another homework to write another short moral story.

5.10 Class Conduction 4

Class: Five

Topic: Vocabulary

Class Duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of Students: 24

Conducted by: Md Hasbi Raihan

Class Materials: Textbook, whiteboard, marker, flashcards with words and meanings

I began with a warm-up game Guess the Word, in which I would explain word/action and students had to guess (e.g., “It is what you drink in the morning” — tea). This prompted them to become mentally English thinkers.

I presented 10 target words that could be found in the textbook writing down meanings and example sentences on the board. Repetition of chorus was done on pronunciation.

To strengthen the memory, I used Word Match - the students paired vocabulary flashcards with meaning. Then there was a simple practice phase with Use It in a Sentence in which each student was asked to prepare one sentence which includes a new word.

At the end of the lesson, I reviewed the entire vocabulary and made it an assignment to write five sentences with various target words as homework.

5.11 Class Conduction 5

Class: Five

Topic: Dialogue Writing

Class Duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of Students: 24

Conducted by: Md Hasbi Raihan

Class Materials: Whiteboard, marker, sample dialogue sheets, textbook

I had greeted the students and introduced the logic of a dialogue, opening, exchange, closing. I showed one of the shorter examples on the board:

A: Where you headed?

B: I am going to market.

The learners were put in pairs to construct dialogues on situations in everyday life- e.g., in market, in school, a visit to a friend. They were obliged to have a minimum of one of each greeting, question and answer.

I was watching the pairs correcting them and giving them vocabulary ideas. The talks with the volunteers were done in front of the classroom which enhanced speaking confidence.

In an attempt to make the work interesting, I provided a Role-Swap Activity--pairs exchanged dialogues and performed them as they imagined them to be done by their own creators. This challenged their understanding and fluidity.

At the end of the class, there was a brief retelling of the typical phrases that are applied during the dialogues and a suggestion to practice it at home, among friends or family.

Chapter 6

Overall Findings

6.1 Class Observation Findings

During the internship, I observed multiple English classes conducted by the school's teachers. From these observations, I noted the following key points:

Lesson Planning

Every teacher had a definite lesson plan, which indicated what they will teach and how they will do it. The lesson plans assisted in time management and achievement of lessons objectives. All the teachers followed the necessitated instruction of the Head Teacher on the lesson planning.

Teaching System

Instructors would break things down in an easy to understand form that is student friendly. Lessons were aimed at the central theme, and the explanation was evidence-based towards the understanding of students. All the classroom activities involving the teaching, correction and response to the homework questions were done during the class hours. Instructors adopted a cordial relationship, and they promoted involvement and alleviated fear among the learners.

Classroom Management

There were sufficient benches in the classrooms, a teacher desk, black board, whiteboard and proper ventilation. The physical conditions enabled the environment to be conducive to learning and there were minimal noise disturbances. Nevertheless, there were fewer seats and a worse design structure of some classrooms in another academic building.

Teaching Methods

The Grammar Translation Method (GTM) prevailed in particular grammar-oriented lessons. An emphasis was laid on reading, memorizing, and translating Bangla to understand. Though an excellent solution in some cases, this method hindered the spontaneous communication and improvement of listening skills.

Language Use

When they taught, there was a tendency among teachers to instill extremely simple English in their teaching methodologies. Most of the time, itinerary was carried out largely in Bangla to produce clarifications amongst students.

6.2 Findings from My Teaching

Conducting classes as an apprentice teacher was both challenging and rewarding. Through practice and adaptation, I identified the following key points from my own teaching experience:

Lesson Preparation

Lesson planning was another necessity as it represented a clear map of the instructions carried out in the classroom. I made a mental map of time so that I could set some minutes to each phase- introduction, explanation, activities, and feedback. Class delivery was done smoothly in the available time as a result of pre-preparation.

Teaching System

I delivered lessons by using both textbook examples and real life. Integrated short breaks, interactive games, and group activities in an attempt to hold the attention of the students. Provided some incentives in the form of small rewards to become active. Tried simple English as far as possible to accumulate language exposure with Bangla where necessary.

The Methods in Use

Used the Dogme Method applied to textbook-based lesson where conversation and interaction of the text was encouraged. Employed the Grammar Translation Method grammar-oriented instruction, whereby the accuracy of reading and writing was prioritized. Such a combination allowed me to balance between communicative activities and form-based instruction.

Language Use

Took special efforts to use English in the class which was not difficult to comprehend. Was selectively used Bangla when addressing a complex idea, or when explaining confusion.

Chapter 7

Recommendation

7.1 Recommendations

As an apprentice teacher, it was a challenging and a good experience to conduct classes. As I practiced and adapted, the main points that I received in my case as a teacher were the following ideas:

In the course of my internship at the school, I have witnessed an array of strengths in the teaching staff, discipline among the students and the school environment in general. Nevertheless, there are also some aspects that, once worked on, can contribute to the better quality of teaching the English language and the general learning process:

Classroom Infrastructure

Itinerant classrooms lack storage space and seats which therefore causes discomfort as well as distraction among the students. Also, lack of proper ventilation in some rooms poses a problem in terms of concentration and health of students. To ensure that the school authorities improve the environment to allow better learning, it is suggesting that they should increase the capacity of its classrooms and enhance ventilation to make learning more hospitable.

Technological Resources

There are no projectors or other multimedia facilities; this restricts the chances of using online-based or interactive digital actions. Such technologies would make the teaching methods diverse and more involving to students. The school will have to acquire basic audio-visual equipment as well as giving teachers training on using the equipment with confidence.

Teaching Methods

The major application of the Grammar Translation Method (GTM) tends to limit chances of communication and speaking activities practice. It is recommended that educators should use more learner-centered, more communicative methodologies like Communicative Language Teaching (CLT) or a combination of these principle approaches of balancing between accuracy and fluency. The teachers could be assisted to adopt these methodologies through the professional development workshops.

The Classroom Usage of Language

Because of making the maximum possible number of students to hear the English, teachers must make efforts to teach in a maximized amount of English; the use of Bangla must be minimized with the only exception being required clarifications. By promoting the use of English during the classroom interactions on a daily basis, the desired effect should be the confidence with which students speak, as well as understanding of what is said.

The introduction of these suggestions would probably make the English learning process more efficient and dynamic, in which students will become better equipped to deal with the current academic and communicative demands.

Chapter 8

Conclusion

8.1 Conclusion

This internship adventure in the Changaon Government Primary School (No. 108) can be discussed as an incredible experience full of surprises and new knowledge. In the beginning, I did not know how I could cope with tutoring and interacting with young learners, but the reaction of the students who showed openness and an interest to interact was pleasant and surprising. This inspired me to develop as an individual and a professional during the field school.

The experience has reinforced my knowledge on instruction, classroom management, and consideration to accommodate the needs of the students. More than academic learning, I will never forget the value of the time as students saw their faces bright in realisation and confidence. The experience is something that will always motivate me into the future of learning as I pursue my education career.

Moving forward, I would also like to believe that the acquired skills and learned knowledge will also make me a good and caring teacher. I hope that Changaon Government Primary School, the teachers and students get more success in their studies too. This internship was more than a part of my life but a stepping stone that I will use to start my future teaching career.

Chapter 9

Reference

9.1 References

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<https://www.pearson.com/store/p/teaching-by-principles-an-interactive-approach-to-language-pedagogy/P100000203454>

Internship Certificate:



১০৮ নং চানগাঁও সরকারি প্রাথমিক বিদ্যালয়
108 No CHANGAON GOVT. PRIMARY SCHOOL
আশুলিয়া, সাভার, ঢাকা।
স্থাপিতঃ ১৯৯১ খ্রিঃ

সূত্রঃ

তারিখঃ.....



To Whom It May Concern

This is to certify that Md Hasbi Raihan (ID No: 191-10-1955) student of the department of English at Daffodil International University has successfully complete her internship under taking method in 108 No Changaon Government Primary School. We observed that her teaching method and the way of speaking is excellent.

I wish her every success in her life.

প্রাথমিক শিক্ষা
মোঃ মাকসুম আতী
প্রধান শিক্ষক
১০৮ নং সরকারি প্রাথমিক বিদ্যালয়
আশুলিয়া, সাভার, ঢাকা।

Some Photos:







