Internship Report

on

" A Case Study: Evaluation of the Current Condition and The Challenges of English Language Teaching in Primary School"

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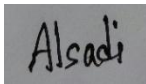
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The report is submitted to the Department of English, Daffodil International University, during the Spring 2024 for the partial fulfillment of Bachelor of Art (Hons) in English.

<u>Declaration</u>

I solemnly affirm that this study paper, entitled **"A Case Study: Evaluation of the Current Condition and The Challenges of English Language Teaching in Primary School"**, is my original creation. As far as I am aware and convinced, this paper does not contain any previously published or written material. I accept full responsibility for this project report. Ms. Mahinur Akther, my esteemed supervisor, was extraordinarily supportive as I labored on the project paper.

Alsadi

Agmain Al Sadi

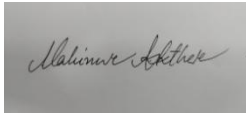202-10-677

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<u>Certification</u>

The project paper by Agmain Al Sadi with the ID number 202-10-677, titled **"A Case Study: Evaluation of the Current Condition and The Challenges of English Language Teaching in Primary School"** has done under my supervision. He has worked hard very well to fulfil this project paper.

I wish him doing best in his life.

Ms. Mahinur Akther

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Acknowledgment

Prior to delving into the specifics of my Project Report, I would want to express my gratitude to the Almighty Allah for ensuring my well-being during the whole process. I would like to extend my gratitude to my esteemed supervisor, Ms. Mahinur Akther, for her insightful mentorship. I am grateful to the students and educators of Rajbari Dakkhin Para Govt. Primary School for their invaluable assistance in completing my Project Paper. I express my gratitude to the students who actively engaged and shown great inquisitiveness throughout the lessons. I would want to express my gratitude to Daffodil International University for providing me with this opportunity.

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Abstract

This project paper provides a comprehensive assessment of the existing condition and widespread difficulties faced in teaching English at the primary school level, specifically focusing on Rajbari Dakkhin Para Govt. Primary School. This study utilizes qualitative research approaches such as observations, interviews, in-field experiences, and text analysis to reveal the complex challenges experienced by educators and learners in the context of English language training. The key results reveal a notable gap in resources, instructional approaches, and opportunities for language exposure outside the classroom. These factors overall restrict the successful learning of the English language among primary school kids. The work also examines the consequences of these difficulties on students' general competence and proposes a series of comprehensive tactics designed to improve the teaching and learning environment. This encompasses the incorporation of modern instructional techniques, professional development initiatives for educators, and the establishment of a more engaging English language atmosphere. This study adds to the wider discussion on English language instruction in primary school, providing valuable perspectives for policymakers, educational professionals, and researchers on the subject of language education.

Keywords: English language teaching (ELT), primary school, Rajbari Dakkhin Para Govt. Primary School, qualitative research, observations, interviews, challenges, Methods, approaches, professional development, instructional techniques, language education policy.

Chapter One

Introduction

English serves as a vital bridge between various peoples around the world, serving as the lingua franca in the field of global connection. Not only does it occupy vital spaces in fields as diverse as education, business, healthcare, and international diplomacy, but its importance goes much beyond simple communication. For people all around the world, English is more than just a language; it's a means for sharing ideas, information, and cultures. Being able to communicate effectively in English opens up many doors in all walks of life, including communication, education, career advancement, and access to a multitude of resources. The pursuit of English fluency among non-native speakers has reached a critical mass in this global setting, necessitating the adoption of an appropriate educational framework and the implementation of sound instructional methods.

Bangladesh is well-known for its extensive library of languages and its long and illustrious cultural heritage. A variety of approaches and strategies have been used globally in order to teach English to satisfy the ever-increasing need for English language abilities. Moreover, the people of Bangladesh do not speak English as their first language. This implies that learning the language necessitates the adoption of new strategies and techniques to accomplish tasks. Methods and approaches that go beyond what is typically done in a classroom setting are required for proper learning and mitigating the challenges because learning a second language is not that easy. A few of these strategies include training methods, events that are interesting to participants, and the use of digital technologies that make it simpler to use the language in everyday situations and to maintain constant involvement with it. These objectives can only be accomplished via the employment of a specialized approach that not only takes into consideration the local language scene but also successfully bridges the gap between the native language and the target language. This will foster an atmosphere in which the acquisition of English skills is not only efficient but also relevant.

 Approaches such as the Direct Method, the Grammar Translation Method (GTM), and Communicative Language Teaching (CLT), Total Physical Response (TPR), Desuggestopedia, have the potential for improving the learning environment. These approaches

are well-known and well-established. Also, This is due to the fact that every approach has its own set of advantages and disadvantages, which demonstrates how language learning is evolving to accommodate the requirements of students who want to successfully integrate into the English-speaking world.

Challenges and obstruction are common phenomena in Bangladesh because of being a third-world country. The widespread problem of poverty in Bangladesh, on the other hand, makes it substantially more difficult for these educational initiatives to be successful in the country. Not only does poverty make it more difficult to get a good education, but it also makes it more challenging to acquire second language like English. The most fundamental resources, such as textbooks, digital equipment, and even a pleasant learning atmosphere at institutions, are sometimes unavailable to major students who come from economically disadvantaged households. It is difficult for them to participate in extracurricular activities or digital learning platforms that may help them improve their language abilities since there are not enough resources available to them. This makes it tough for them to completely engage in the process of improving their language skills. Therefore, poverty is a significant obstacle to the efficient instruction of English as a second language in Bangladesh. As a result, specific interventions are required to alleviate the impacts of poverty and guarantee that everyone has equal access to instructional opportunities.

The problems with learning English in Bangladesh are made worse by the fact that students there are forced to memorize large amounts of text without any effort to understand what they are reading or listening to. Although these approaches have long been used to teach languages, they fail to focus on helping students become competent communicators, critical thinkers, and able to apply language in real-life situations. If students want to study English for everyday life or to take part in global discourse, they won't get the practical skills they need from the Grammar Translation Method, which prioritizes written language over spoken and translation over conversation. Similarly, the Audio-Lingual Method does not foster students' capacity to generate original sentences since it focuses on imitation and repetition rather than encouraging students to use language creatively. Students also struggle to internalize the language when they only rely on memory without comprehension, which limits their capacity to use English in new contexts. Therefore, these methods of instruction are out of step with modern demands for a teaching

strategy that places an emphasis on students' active participation in language learning and on the development of their capacity for meaningful communication.

Regardless, it is important to recognize the positive steps the government took to make things better. There are steps being taken by the government to make learning English easier and more useful because they know how important English is for keeping its people competitive on a global level. A good example of this is the effort to make digital tools and materials easier for more people to reach. By closing the digital gap that has long made education less fair, this smart move aims to make learning more open to everyone. The vision behind these government initiatives points to a bright future in which the obstacles to learning English will be gradually eliminated. It imagines a world where all students, no matter how much money they have, can learn English quickly and well and use those skills to help themselves and their country grow.

Therefore, the importance of English as a global language cannot be overstated. With 350 million native speakers and growing popularity as the go-to language for worldwide commerce, education, and international platforms, English has transcended national boundaries to become essential for navigating today's interconnected world. Its evolution has been influenced by worldwide migration and cultural exchanges, just as language does as it evolves and fits various linguistic contexts. Bangla is the native language of people living in Bangladesh. For them, learning English is a means of expanding their horizons and gaining influence in this era of globalization.

Because of this, it is very important to do in-depth field studies and research to find better ways to teach and learn English. These kinds of studies are very important because they give us real-world information that can help us create, use, and improve teaching methods that work in Bangladesh's specific language, cultural, and socioeconomic situations. So, the significance of learning and teaching English language is pivotal, and are vast field of study to make the learning more comfortable.

Chapter Two

Objectives and Significance of the Study

The main objectives of the internship paper are the following:

- To investigate and review the current state of teaching English in Primary School by Observing Rajbari Dakkhin Para Govt. Primary School, primarily.
- To find out what problems students and teachers face when they are trying to learn English.
- To find out how culture and linguistic difference affects English teaching in Bangladesh.
- To state the Challenges while delivering the lesson, and also to state the lacking of the instructors.
- To provide solutions and suggestions for improving English language teaching, utilizing methods and approaches.
- To add insights about how to better teach English to those who aren't native speakers.

Significance of the Study

The significance of this research lies in its effort to examine the intricate relationship between language instruction and socio-cultural processes in Bangladesh. This study examines the practical obstacles and limitations faced in English language teaching and learning. It provides a perspective to critically evaluate and perhaps redefine the effectiveness of present educational frameworks. Examining these educational techniques in the unique setting of Rajbari Dakkhin Para Govt. Primary School enhances the discussion, offering concrete proof of the localized consequences of wider language policies and initiatives.

Moreover, this research aims to provide a valuable addition to the scholarly and educational discussion on the instruction of English as a second language in nations experiencing fast-paced globalisation. The objective of this analysis is to examine the subtle aspects of cultural and linguistic impacts on language education in order to reveal approaches to improve teaching methods that are more inclusive, successful, and culturally sensitive.

Chapter Three

Methodology

This study uses a mixed-methods technique, combining field study and qualitative approaches to give a full picture of the problems teachers and students face when they try to teach and learn English at Rajbari Dakkhin Para Govt. Primary School. The main goal of the study is to look into many different aspects of language education, such as how well different teaching methods work, how cultural and linguistic differences affect learning English, the problems teachers and students face, and possible solutions to these problems.

The teachers' methods of teaching at Rajbari Dakkhin Para Govt. Primary School are closely examined in the field study, which is a very important step. This study supports scientific ideas with evidence, showing the complicated facts of teaching English in a real classroom. The goal of the study is to find both the good and bad things about the teachers' methods by closely watching how they teach. This in-depth study helps get a better sense of how the teaching mechanism works in the real-life scenario. Importantly, this part of the study shows how important teachers are in figuring out how to teach languages while also looking at how their methods match up with or differ from current best practices in the field of teaching English.

Utilizing teaching experience as a means of investigation in this study is a key way to gain a better understanding of the difficulties, cultural issues, and flaws that come with teaching English in Bangladesh. Through this intensive method, it has become possible not only to observe but also to interact directly with the learning environment, experiencing personally the difficulties that both students and teachers face when learning and teaching a language.

These experience and observation brings up many problems that can't be found in studies or academic discussions. It looks at the complicated connection between learning English and student society that goes beyond language barriers. Therefore, This methodology opens up to look closely and explore more insights.

Chapter Four

Class Observation Report

During my observation period, at the Rajbari Dakkhin Para Govt. Primary School, I got the opportunity to attend ten different classes, where I experienced the institution's teacher's teaching method and overall the classroom environment. I have covered from class one to five, scrutinized the different techniques for each class according to their needs and so on. Therefore, this deep-dive observation helps me to acquire a thorough analysis of the teaching, teaching environment, the methodologies utilized by the teachers, and the intricate teacher-student interactions. Through a close monitoring, my observations unveiled several teaching methods utilized by teachers, their pros and cons.

Day 1: Class Observation

On the first day of class observation at Rajbari Dakkhin Para Govt. Primary School, I thoroughly studied two lessons from class one. The classroom atmosphere was less than perfect, with several physical and architectural difficulties that may possibly hamper the learning process. For starters, the classroom was fairly tiny, leaving little opportunity for mobility and conversation among the 34 learners in attendance. Such confined surroundings not only influence students' physical comfort but also their involvement and attention levels.

Furthermore, the ventilation in the classroom was poor, with little air moving through the area. This lack of fresh air may create a warm and unpleasant learning environment for both students and instructors, which is detrimental to sustained concentration and may have an impact on the general health and well-being of those present. Additionally, the lighting in the room was inadequate. The lack of light makes it difficult to provide a visually exciting atmosphere, which is essential for young learners.

The physical quality of the classroom furnishings worsened these issues. Many of the seats were damaged, which not only creates a safety issue but also sends a negative message to pupils about the value of their learning environment. The chalkboard was also in poor condition, making notes and other teaching materials difficult to see from the far side of the classroom.

Next, the main topic of this study was the teaching methods used by two female teachers in class one. They were carefully watched. When they walked into the classroom, each teacher started by greeting the students in their own language. This helped them get to know each other and set a relaxed mood for the lesson that was about to start. A method of teaching was used that was based on memorization and repetition. At the start of the lesson, teachers pronounced English words out loud and then told the students to repeat the pronunciations. This drill wasn't just hearing; teachers made it easier to learn by using visual tools. They showed what the words meant by holding up texts with pictures that matched with them. For example, they would show a picture of an apple while saying "A for Apple" and a picture of a ball while saying "B for Ball." Through both audio and visible cues, this sense merging was meant to improve word recall and knowledge. If a student wasn't paying attention, the teacher would pick that person out and ask them to repeat the word or phrase that had just been talked about. Students were reprimanded for not following directions or doing them properly, which showed how important it is to pay attention but could also hurt their confidence and desire to join. There were also writing tasks as part of the lesson plan, where students were asked to copy down the words and pictures they saw. The teacher occasionally helped students who were having trouble with exact copying, which made the task more fun. At the end of class, everyone read simple lines out loud in the target language. This may have been done to improve flow and fluency, but it also continued the theme of repeat in a subtle way.

The way the first class was taught at [name of the school] mostly followed the Audio-Lingual Method (ALM) and the Grammar-Translation Method, which are both standard ways to teach languages. As part of the ALM, which focuses on repetition, memory, and using language for conversation, teachers had students repeat words after hearing them and used visual tools to help them remember what they had learned. This method is based on the idea that learning a language is like making new habits. The goal is to make good language patterns by using the language over and over again. As part of ALM's goal to connect form and meaning in a way that helps both oral and visual learners work together, visual cues are used along with verbal repeat. On the other hand, the Grammar-Translation Method was slowly introduced into the lessons, especially when students had to copy words and the pictures that go with them in their writing assignments. Latin and Greek are where this method got its start. It focuses on writing and being able to translate words from

one language to another. Grammar rules, grammar patterns, learning new words, and translating lines are what it's all about. The focus on writing, grammar, and translation, along with practicing speech, suggests a mixed method meant to balance the ability to communicate with ease and the understanding of how the English language works.

So, using both of these methods together in the classroom might have been an attempt to meet the needs and learning styles of all the students by combining traditional and current ways of learning a language.

Day 2: Class Observation

During the next observations of class two, the teaching setting was similar to the first classroom scene, with poor air, inadequate lighting, and low-quality classroom furniture. The way they taught, on the other hand, used most likely similar method, more focusing on the grammer . When the teacher walked into the classroom, they started talking to each other in their native tongues about everyday things. This seemingly unimportant method helped the students slowly get comfortable with the teacher. It was part of a teaching approach based on making the classroom a safe place to learn. The teacher started the lesson by writing the word "I" on the chalkboard. This was then translated into the students' first language, creating an important link between the two languages. This step wasn't just a translation exercise; it was also a planned way to teach the kids how to put together basic English sentences. Starting with "I" as the subject, the teacher carefully added "am" to show how to use verbs, followed by "a" and "student" to show how to use articles and names, respectively. In this way, the teacher broke down the grammar of a simple sentence, showing how the basic parts of speech work in both English and the student's original language.

After that, the teacher gave many examples of simple sentences using frameworks like the first "I am a student" formula to help the students understand better. After this part of showing examples, a small group of students were called to the front of the class and given the chance to interact directly with the material by writing their own lines on the boards. In addition to the hands-on training, they had to translate English words into their own language, which helped them become more fluent in two languages. In addition, students had to figure out the parts of speech that were used in their built sentences. This was meant to help them understand grammar better. In the last

part of the lesson, the attention turned to building words. Methodically, the teacher wrote new words on the board along with what they meant in the students' own language. The goal wasn't just to memorize facts; instead, it was to help students learn by making connections between new words and ideas they already knew. Students were told to write down these words, which would help them learn them better, and their teachers expected them to remember them for the next day's class. The class ended on this note, summing up a session that was carefully planned to combine learning grammar, expanding vocabulary, and using what was learned in real life, showing how language learning is complex.

It was clear from the second day of study at [name of the school] that the teachers were trying to combine the Grammar-Translation Method with a more interactive and conversational method. This mixture was especially clear in the way the teacher started the lesson by breaking down a simple but basic grammatical structure—"I am a student"—carefully to show the underlying grammar parts. By turning these parts into the students' original language, the teacher not only helped them understand English grammar better, but also showed how grammar rules are the same in all languages. In addition, the way the language tasks were added served two purposes. First, it helped the students get better at switching between their first language and English. The teacher also did a good job of improving the students' grammar skills by making them figure out the parts of speech in the built sentences. Focusing on translation and grammar did not come at the cost of being able to communicate well; instead, it was used as a base to build useful language skills. The last section of the lesson, which focuses on vocabulary growth by direct connection between new English terms and their equivalents in the students' original language, exemplifies a cognitively stimulating approach to language learning. The need for pupils to record and evaluate these vocabulary items reinforces the educational significance of active learning and repetition as techniques for retaining linguistic information.

Day 3: Class observation

Upon entering Class three on the third day, it was clear right away that the atmosphere was much more crowded and disorganized than the previous views. The students were crammed in closer together, which added to the chaotic atmosphere in the room at first. In the other places, there was a controlled environment, but this classroom's energy made it seem like a tough session was coming up. But when the teacher walked in, things changed drastically. With a mix of strong presence and smart engagement tactics, they quickly turned the chaotic atmosphere into an organized one that was good for learning.

The teacher continued with his lesson, which was a great example of how to use both the Grammar-Translation Method and direct application. He started by reading out loud from the textbook while translating them at the same time. This gave the students a vivid, real-time example of how to switch between English and their mother language. This introduction to two languages not only made understanding in both languages more important, but it also showed how to use grammar and words in real life. The teacher then asked the students to join in the activity and told them to read the same lines from the textbook on their own. The teacher led the students through different tasks that were built into the textbook section, such as question-and-answer and fill-in-the-blanks. These tasks were carefully planned to help students remember the words and grammar they learned earlier in the lesson. The teacher made sure that the students learned everything by giving them these jobs to do.

The way students were taught on the third day at [name of the school] was an interesting mix of the Audio-Lingual Method (ALM) and the Grammar-Translation Method (GTM). Each of these methods is used to teach language in a different way. ALM is known for putting a lot of stress on speaking and listening skills. The teacher's first plan, which was to read and translate parts out loud, showed this. Not only did this method make listening easier, but it also lets students copy and improve their speech and phrasing by listening to native or skilled speakers. Also, the use of GTM, which was especially clear in the tasks that came after the reading aloud, highlights an old but effective way to teach foreign languages: using direct translation and clear grammar instruction. When this method is used, especially in situations with complicated grammar patterns and a lot of words, it helps people understand the form and function of language better. The teacher carefully switched between these two different teaching methods, which led to a well-rounded

learning experience. It gave the students a chance to not only interact with the language by speaking and listening, but also to really understand the rules of grammar and how they are used in translation. This mix of methods shows a reasonable way to teach a language, taking into account the complex connection between form and use and between understanding and producing in learning a second language.

Day: 4 Classroom Observation

When I met Class Four for the fourth day of my study, the students' views toward learning were very different from those of the other groups I had seen. Right away, what was seen showed a place where chaos didn't just happen sometimes, it was always there. The students weren't paying much attention to their work, and many of them didn't seem very interested in the lesson material. The lack of interest wasn't just shown through passive behaviors; it also showed up as active withdrawal, like talking over the teacher, refusing to take part in lesson activities, and generally not caring about what was being taught. This attitude made it hard to be a good student and keep the classroom under control. There was no doubt that the methods that had worked in previous classes to keep students interested would need to be changed to fit the needs of Class Four.

Class Four's teacher took a much stricter approach because students were becoming less interested in learning. However, his methods didn't work very well. Following traditional ways of discipline, the teacher tried to use physical punishments in the classroom to get everyone back on track and paying attention. These efforts, however, not only failed to have the desired effect, but they also made the students even less willing to learn. The teacher's tone became more serious as he stuck to the same teaching method from the previous sessions: reading and translating texts straight from the textbook. Even though the students were used to this method, it didn't work to keep their attention, so practice tools were given to them as assignments to keep using outside of class.

As soon as the reading action was over, the teacher switched her attention to specific grammar lessons, though they were still mostly academic explanations given in the first language. A standard lecture style was used to introduce and explain ideas like the meanings of words, verbs, and other grammar terms. The teacher's stress on memorizing was clear when he told the students that they had to remember these grammar rules for the next lesson.

In terms of the fourth day's teaching style, the teacher's plan shows a strong commitment to traditional, teacher-centered approaches, as shown by stricter punishments and a continued reliance on direct guidance from textbooks. the approach was almost entirely focused on the Grammar-Translation Method. This included practicing reading and translating course texts word-for-word, as well as paying close attention to language rules and remembering them. Even though this kind of teaching was praised in the past for being organized, it didn't work well with the bored students in Class Four. The move to tougher regulation, which included using physical measures, not only didn't work, but it might have made the kids even less interested in learning. This situation brings up an important point in the field of educational pedagogy: the need to match teaching methods with students' levels of drive and interests. That the teacher didn't change his methods to fit the specific problems that Class Four brought up shows how important flexibility and student-centered learning are in schools, especially when students are clearly not interested in learning.

Day 5: Classroom Observation

On the fifth day of my classroom visits, I got to look at Class Five's learning space. When I walked into the classroom, it was clear right away that it was still crowded and busy with kids, just like I had seen before. As the teacher walked into the room, the large number of people in it didn't seem to bother him. He was ready to give the day's lesson.

Right away, the teacher started giving a long lesson on grammar theories, breaking down in detail difficult words and sentence structures. This academic conversation set the stage for the next part, which was practical. During this part, students worked through the grammar practice file, carefully solving questions that were meant to help them remember what they had learned in class that day. After this lesson on grammar, the teacher switched to a different method that involved learning language by heart and using it in real life through writing. He told the students to write an paragraph "About Myself" by their own, and gave them clear advice on how to do it, stressing the importance of making sure the story made sense and used correct grammar. This was an example of implication grammar. Then he told them to translate what they had wrote. He check some of the student's script but failed to do so since there are so many students filled in the room.

After this writing activity, the teacher went back to the usual Grammar-Translation Method of reading textbook passages out loud and explaining them, helping the students figure out what

words they didn't know meant. The students were told to memorize these new words as part of the activity, which was unknown to them. This helped to reinforce the lesson's language goals. As a result, homework was given out that covered the day's lessons so that students could practice them at home. During this carefully planned lesson, it was clear that the teacher didn't care about how engaged the students were; he was only concerned with delivering the material and not with getting them interested or making sure they understood. This step-by-step development from grammar theory to application, along with the usual reading and translating tasks, showed that the curriculum was being strictly followed, even though the student's educational needs were changing all the time.

Chapter Five

Teaching Experience

Following carefully watching the classes, learning from them, and going over the teaching methods used in classes 1 through 5, I was given the chance to teach these classes myself for five weeks. This hands-on teaching experience was very educational and gave me a lot of information and ideas about how to use different teaching methods and approaches successfully. More importantly, it showed me how hard it really is to deal with and adjust to changes in the educational field. Notably, this time of direct interaction helped me really understand the main challenges and problems that come with being a teacher. Witnessing directly how rigid teaching methods can bore students and how important it is to be able to adapt to the different needs of each class was informative. More student-centered techniques need to be used in the classroom because of this experience. It showed how important it is to change teaching methods to meet the different levels of interest, drive, and learning needs of students. The things I learned during this time have really changed how I think about good teaching and learning. They've shown me how important it is to be flexible, get students involved, and look for ways to teach that put student well-being and learning outcomes first.

First Two Weeks of Experience

During my first two weeks as a teacher, I had the chance to take the classes of class one, two and three. It was scary at first; the first few days were filled with nerves and a fight to get used to the new responsibility. I had a hard time connecting with the kids because they were so young. Their constant energy and scattered attention made it hard for me to get their attention in the way I had planned.

At first, it was hard for me to find the right mix between being strict and making the classroom a friendly place to learn. It tested my flexibility and patience. I started a creative mission to capture the minds of my young students because I was excited and determined to get past the problems that came up at first. Knowing how powerful visual and interactive education can be, I spent time making colorful posters that not only made the classroom look better but also helped teach and

sparked students' interest. When I introduced a set of word games, learning became fun and interesting.

These activities weren't just done in the classroom; when it was time to play, I cleverly added educational elements to games that seemed normal. For example, while the kids were playing with balls, While they were painting and drawing, I urged them to be creative and tell stories, which helped them talk about their ideas, and those Ideas I had made them understand in English. I used visual aids on purpose to get their attention even more, and their natural curiosity turned into a strong drive to learn. The questions started coming in, and with each one, I used the chance to help them learn new words and improve their English. It was very important to encourage them. I always answered with excitement and gently pushed them to say what they were thinking in English. When they did, their faces lit up with the joy of learning. I often played word games with prizes for playing and getting the right answers. This made the learning setting fun and challenging.

Getting used to the different skills and needs of kids was very hard. Because every class had a mix of students with different hobbies, skill levels, and learning speeds, the teacher had to come up with a unique way to teach that would work for all of them. It was hard to make the classroom a place where all students felt welcome, respected, and driven. It was especially hard to deal with the fact that kids understood new things at different speeds. Some students felt like the program moved too fast, leaving them confused and uninterested. On the other hand, students who learned more quickly often got bored and looked for more activities than the normal lesson could offer.

Using technology in the classroom was another challenge. Despite the enormous promise that digital technologies offer to improve education, a lack of resources and technical issues often make it impossible to integrate them effectively. Furthermore, standard ways of teaching were highly ingrained, which made the switch to more modern and engaging methods a difficult process.

Lastly, language obstacles made things even harder, especially for students who didn't speak English as their first language. To close these gaps, I had to communicate slowly and carefully, and I often had to give each student special time, which pushed my teaching skills to their limits. This time made me realize how important it is for teachers to be flexible, creative, and empathetic.

It pushed me to go beyond just delivering information and become an instructor of valuable learning experiences.

The Methodology and Approaches I Used

To deal with the difficulties and chances of teaching English to young students, I used a mix of methods that included ideas from several well-known ways of teaching. Knowing how important it is to have a variety of teaching methods, I used parts of the Engage, Study, Activate (ESA) method, the Grammar-Translation Method (GTM), Community Language Learning (CLL), and Total Physical Response (TPR) to make the classroom lively and engaging.

The ESA framework was the main structure of my lesson plans. It made sure that every class kept students interested, taught them new language ideas in a structured way, and encouraged them to use English by talking to each other. This method helped find a balance between learning a language theoretically and using it in real life. At the same time, I changed some parts of the standard GTM lesson to fit certain parts of the lesson, especially when I was teaching new words and language rules. The stress on reading and translation in this method helped students understand how the English language works grammatically, even though it was used in a limited way to keep students interested. Community Language Learning (CLL) ideas were used to make the classroom feel safer and build trust between students. I helped students take charge of their learning by using a more learner-centered method and creating a helpful community setting for language learning. I did this by leading talks and activities that pushed students to work together and help each other. Lastly, Total Physical Response (TPR) was added to keep the students' minds and bodies active. Because young students are so active and excited, TPR activities were used to teach verbs and action phrases so that students could use their bodies to show what the words meant. This method worked really well for remembering new words and ideas because it connected language learning with physical exercise, which made the process more fun and easy to remember.

My goal in combining these techniques and methods was to meet the different needs and learning styles of my students and make sure that every child felt seen, heard, and driven to learn. This mix of methods not only made lessons more interesting and useful, but it also showed how important it is to be flexible and creative as a teacher.

Second Two Week's Experience

Over the next two weeks, I focused on teaching those in higher grades, especially students in classes four and five. At first, this group of pupils showed a strong opposition to my teaching methods and didn't want to fully connect with the information I was giving them. At first, they didn't want to be around me or learn from me, which made things very hard. Some were still resistant, but with focused efforts and hard work, this resistance slowly vanished. My constant efforts to understand their needs and change my teaching methods to meet those needs started to create a more open and interesting learning environment. Because of these attempts, they started to change their views over time, and kids started to value and like me more. This change showed how important it is to keep trying and be flexible in order to get past initial student reluctance and create a more positive and useful learning environment.

There were some difficulties in dealing with the school environment, especially when it came to making the most of the limited space available. Many pupils were crammed into this small space, which made teaching much harder and made it harder for me to give each student the care they needed. Space limitations and poor conditions in the classrooms made it hard to deliver or implement the approaches. Because of this, the crowded conditions made it exceptionally hard to provide individualized care and good management, which negatively affected the general learning experience.

Because of these problems, I changed how I did things in a planned way to better handle the big group of kids. I added a range of tasks that went beyond the typical school setting because I knew that students needed more involved and interesting ways to learn. I tried to give Dialogues, conversations, and stories from the texts using an active learning process. For example, when I introduced a new section, I would first translate it to make sure everyone understood. After that, I used the drama and conversation in these scenes to turn them into real-life role-plays for the kids. By taking on the roles of the characters and playing out the conversations, students weren't just passively taking in information; they were also actively taking part, which made the learning process more interesting and remembered.

To make this exciting learning even better, I put the students into smaller groups and gave each of them a different role to play from the text. This not only made it easier to run the class, but it also encouraged students to work together and learn from each other. The tasks in each group were designed to get individuals to work together, and each person contributed to how their group understood and presented the work of art in front of me. While presenting themselves I tried to correct their pronunciation, grammar and other mistakes. I also used pictures and real-life examples to help explain grammar ideas. This made these vague concepts clearer and easier to understand. For example, to help students understand the idea of past tense verbs, we used visual charts and played out specific events from their own lives that happened in the past. These tricks helped them to understand about grammatical perceptions as well as these processes not only accommodated them the different ways of learning, but they also brought new life to standard grammar lessons, making them more interesting and easier for all students to understand.

Developing reading, writing, speaking, and listening abilities in school is crucial yet difficult. I paid a lot of attention since writing is essential to language competency. The students' limited language abilities and the large number of students made teaching writing skills tough. This situation required thorough, inclusive, and flexible writing instruction to fit the classroom's different learning styles. In order to get past these problems, I adopted many different methods to help students improve their writing skills. One way this was done was by having peer review events where students could share and give feedback on each other's work in a helpful way. These kinds of exchanges not only helped students understand writing better, but they also made them feel responsible for their own learning.

Furthermore, writing assignments were made to directly relate to the texts and topics talked about in reading and speaking activities. This made sure that the learning experience flowed smoothly. However, the majority of the students failed to grab the core essence and did not know how to form a sentence. For this reason, I tried to choose a topic which was simple and relatable for them, wrote in black board and at the same time tried to make them understand how grammar works. The direct application of grammar helped them to understand better but they need more sessions to understand and adopt. Thus, they would one day, be able to write by their own.

The Methodology and Approaches I Used

During the next two weeks of my teaching job, I used a mix of new and old methods to help my students improve their language skills. The Grammar Translation Method, Communicative Language Teaching, Total Physical Response, Desuggestopedia, and Task-Based Language Teaching were all part of this varied method. Each method was picked because of its unique ability to create a fun, useful, and welcoming learning space. By using these different methods together, I hoped to meet the needs and learning styles of all of my students and make their education more interesting and complete. The students were much more interested and understood what they were being taught after using a variety of methods together. This shows that using a variety of methods to teach a language is effective.

By giving an organized base, the Grammar Translation Method (GTM) was very important, especially in the beginning. This method worked really well for teaching words and grammar rules because it let students understand how complicated language is by translating directly. I helped my kids understand books better and improved their reading and writing skills by using GTM. It's often criticized for not putting enough stress on speech and listening skills, but it gave students a good foundation for understanding how the target language is put together.

Communicative Language Teaching (CLT), which focuses on being able to talk to people in real life, was used to get around the problems with GTM. I used CLT by having role plays, group talks, and real-life exercises that were engaging and got students to use the language in creative and natural ways. This way would help them a lot to improve their speaking and listening skills, which made it easier for them to talk to each other in the target language.

Total Physical Response (TPR) was added to make learning more dynamic, which is especially helpful to those who learn best through movement. Movement and instructions were part of TPR, which made it a fun and engaging way to learn new words and phrases. It worked especially well for younger students and those who didn't know much about the language to begin with because it let them take an active role in learning without feeling like they had to produce the language. Therefore, I also, tired to engaged them through a lot of activities. Their group activities, peer

assessment, presentations and a lot of playful task, in long run, would make progressive change. To make them more comfortable, I tried Desuggestopedia. Desuggestopedia, an unconventional but effective method, was used to make the classroom a calm and positive space that dropped students' emotional barriers and made them more open to learning. Desuggestopedia helped language learners feel less stressed and anxious by including music, art, and acting in their lessons. This made learning a language more fun and less scary.

Then, I tried another mention worthy and the most important thing that is task-based language teaching (TBLT), mainly to encourage kids to use language as a way to communicate and complete specific chores. With this method, students could focus on using the target language to do useful things like planning an event or fixing a problem. TBLT encouraged students to use their language skills in real life by pushing them to speak clearly and with purpose. So, I tried to utilize these methods and approaches to improve their learning atmosphere.

By combining these different teaching methods, I hoped to make a flexible and all-encompassing teaching system that would meet the needs and learning styles of all of my students and also help them develop a wide range of language skills. The variety of approaches made sure that the teaching methods could be changed at any time based on the students' levels of interest and understanding. This made the lessons more effective and created a good learning environment. However, the introduction to these innovative approaches, or mixing these methods, needs to be prolonged with better environment to get the better result.

Chapter Six

Overall Findings

Classroom Condition

During the time of observing and direct teaching in the classroom, several major environmental problems were found that had a direct effect on the teaching and learning process. The first problem was that the classes were not in very good shape. A lot of the seats and desks that were given to the students were broken or unsteady, which made it hard for them to concentrate on their work or write for long amounts of time. Also, it became clear that these rooms didn't have enough airflow, which made them uncomfortable to learn in, especially during the warmer months.

The blackboards, which are an important teaching tool in this setting, were often in bad shape because they were worn out or hadn't been maintained, which made it harder to use written and visual aids effectively. The teachers couldn't show lesson materials clearly and effectively because these blackboards weren't good enough. Additionally, the classes did not have enough room, which not only made it hard to fit all the students but also made it harder to use active teaching methods that need students to move around or work together. This lack of space made it impossible to use a variety of dynamic teaching methods, which directly affected the level of education as a whole.

Another problem that made it hard to learn was bad lighting. Many rooms didn't have enough natural light and had to use dim artificial lighting instead. This not only made the kids uncomfortable, but it also made it hard to read or see a visual guide.

Student Overcrowding

Overcrowding in classrooms has emerged as a key obstacle to successful teaching and learning. When too many students are jammed into a single classroom, it not only worsens the issues created by a lack of physical space, but also restricts the instructor's particular attention to each student. The high student-to-teacher ratio makes it difficult to adopt interactive or personalized teaching

techniques, limiting pupils' capacity to learn successfully. Overcrowded classes prevent meaningful engagement and interaction, which are critical for language learning, lowering the overall quality of instruction delivered.

Lack of Resources and Materials

A fundamental barrier to the educational process was a severe lack of necessary teaching and learning materials. Schools were found to be severely short in textbooks and supplemental learning aids, which are crucial for supporting complete knowledge and providing an enriched learning environment. Because these things were hard to come by, students had to share texts, which often made learning less effective and made it harder for individuals to study on their own.

Furthermore, the scarcity of current technology instruments, such as laptops or tablets, or projectors hampered the incorporation of digital literacy into the curriculum, which is critical in this digitally focused day. This shortcoming not only reduces student involvement and motivation but also limits instructors' capacity to provide various and adaptable teaching techniques. As a result, a shortage of resources and materials significantly reduces educational quality, leaving pupils unprepared for the demands of today's world.

Teacher Incompetency

One big problem that became clear from my observation that the teachers were not up to the mark. Many teachers seemed to be seriously lacking in their ability to teach, as shown by the fact that they had trouble keeping the classroom under control, especially when working with younger students. This lack of competence was made even clearer by the fact that they didn't seem to have any good lesson plans or schemes, which made the classes aimless and boring for the students.

One worrying thing that I have seen was how much the students relied on punishments as a way to enforce rules and motivate them to learn. Such methods not only make the classroom unpleasant, but they also discourage students from participating, and they can have long-lasting negative effects on their mental health and attitude towards school.

This was on top of the fact that the teachers seemed very bored and repetitive when they taught. There wasn't much excitement and the teachers used the same old boring methods. This made the classroom boring and not good for getting students interested in learning or loving it. Lack of interest and participation on the part of teachers really messes up the learning process and doesn't help students reach their full potential. The total learning experience at the school is very disappointing.

Teaching Methods and Effectiveness

As the observing study went on, it became clear that the teachers' main way of teaching came from the standard Grammar Translation Method (GTM). There is some evidence that this method can help students learn the grammar and words of a language, but it doesn't work very well when they need to use and communicate in the language in real life. The GTM's focus on written language, strict grammar rules, and translation tasks doesn't do much to prepare students for the subtleties of real-life spoken conversation or for using the language in a lively way in everyday life.

With a mixed-method approach to language teaching that combines interactive language teaching methods with GTM features, kids could have a much better time learning and do better in school. Teachers can make the classroom more interesting and fun for students by using more dynamic, student-centered methods like role-playing, group talks, and problem-solving activities. This change in the way things are done would not only help students get better at language skills, but it would also give them the critical thought and social skills they need to deal with the real problems of today.

Chapter Seven

Recommendation

Given that I observed five straight days and took lessons for one month, I feel there is still an opportunity for improvement. I have a few recommendations for them:

Programs for Improved Teacher Training

One crucial suggestion is to create and fund extensive programs for teacher preparation that are intended to improve teachers' educational abilities and methods of instruction. These programs need to be created to address the shortcomings that exist now, such as the use of varied teaching methods of instruction, efficient classroom management, and student engagement techniques. Furthermore, it is essential to provide chances for ongoing professional development to teachers in order to keep them updated on the latest innovations and techniques in education. This will improve the quality of teaching that children get.

Giving Students Appropriate Learning Materials

Schools must provide a wide range of tools and learning materials because they are essential for creating an interesting and well-rounded learning setting. This means not only getting enough texts and other materials to stop students from sharing, but also using a variety of visual, audio, and engaging tools to help students learn. Having access to these tools will allow for a variety of learning experiences that will fit the different learning styles and tastes of students, which will lead to higher rates of understanding and recall.

Adding Digital Literacy Tools to the Curriculum

Digital knowledge needs to be a part of education because technology is such an important part of modern life. This plan should include digital gadgets, like computers or apps, and teaching tools and sites that help with learning. Not only will these kinds of tools keep students interested, but they will also teach them important digital skills that will prepare them for the technology needs of today. Teachers should also be taught how to use these digital tools successfully in the classroom so that students get the most out of them.

Using a Mixed-Method Approach to Language Teaching

A mixed-method approach should be used to overcome the drawbacks of conventional language teaching techniques. This method would combine the advantages of conventional approaches, such as the Grammar Translation Method, with communicative language education strategies. In addition to increasing language competence, this approach would foster the development of critical thinking and interpersonal skills, both of which are essential for practical use.

Using Language Skills in Real Life

To boost students' confidence and language skills, it's important to get them to use language in real-life situations. Schools should help students use language in real life by giving them chances to do things that are related to the society. This kind of hands-on learning will help you use your language skills more effectively and with more confidence.

Evaluation of Teaching Methods on a Regular Basis

Finally, it is very important to regularly and thoroughly check the teaching methods used and see how well they help reach educational goals. This should include getting comments from students, teachers, and guardians to see how the teaching methods affect how well students learn. Such reviews should help teachers keep changing and improving their methods so that they meet the needs of their students and stay in line with their educational goals.

By following these suggestions, the school can greatly improve the standard of education it gives, which will lead to better academic results and better preparation for the needs of the global community. I hope that my observations and suggestions give the school something useful to think about as it continues to strive for greatness in education.

Chapter Eight:

Limitations

Even though this report has a lot of useful information, it does have some problems that need to be pointed out. First, the fact that Rajbari Dakkhin Para Govt. Primary School was used as a single case study in the study means that the results may not be true for all primary schools. Location, income, and culture can make a big difference in the learning setting, and this study doesn't cover all of those things in detail.

Also, because the job was short, there may not have been enough time to do a lot of study. This means that long-term trends and changes in teaching methods and student success may not have been seen. Observational data is always subjective because it is affected by the observer's views and preferences. This could make the results less objective.

Another big limitation is that students can't give as much input, which is important for judging how well a teacher is doing. Because of limited time and practical issues, it wasn't possible to get full feedback from all of the students, which limited the amount of learning about their needs and experiences.

Even though the study suggests using both digital tools and mixed-method methods together, it doesn't go into detail about what resources would be needed, how teachers would need to be trained, or what changes would need to be made to the institutions in order to make this happen. The suggested answers need a lot of money and changes to the whole system, which were not covered in this study.

These limits must be acknowledged in order to put the results in context and open up new study areas that will help us get a fuller picture of the problems and possible answers in primary school English language training.

Chapter Nine:

Conclusion

In conclusion, this internship report looked closely at how English is taught in primary schools presently, focusing on Rajbari Dakkhin Para Govt. Primary School throughout the study. Through a lot of classroom observation, actual teaching, and close examination of the teaching methods used, this study has shed light on the various issues and problems that make it hard to teach languages effectively in this setting.

The findings make it clear that English language teaching in primary schools needs major changes and improvements right away. Getting rid of problems like bad classroom conditions, too many students, not enough tools, and inadequate instructors is important for making a place where people want to learn. Traditional teaching methods like the Grammar-Translation Method have also not been enough to prepare students for using and communicating in a language in real life, even though they are good for learning grammar and words.

This report suggests a number of different ways to deal with these problems. These include programs to train teachers, giving students the right learning materials, using digital tools for reading, and teaching languages using a mix of different methods and approaches. By mixing the best parts of different approaches, like Communicative Language Teaching and Task-Based Language Teaching, with parts of more standard approaches, students can learn a wide range of language skills while also improving their ability to think critically and get along with others.

Ultimately, this internship report is a useful tool for teachers, lawmakers, and other individuals who want to make English language learning better in elementary schools. By tackling the problems that have been pointed out and putting the suggested solutions into action, we can make language learning more open, fun, and useful for all students, giving them the tools they need to become independent and skilled global citizens

Chapter Ten:
<u>Reference</u>

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Chapter Eleven

Appendix

Photograph

Classroom

Students

Problem solving

Certificate of Internship

RAJBARI DAKKHIN PARA GOVT. PRIMARY SCHOOL

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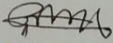Khasrajbari, Kazipur, Sirajganj, Mobile. 01719-18971

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Assertion Certificate

This is to certify that Agmain Al Sadi, ID: 202-10-677, has successfully completed his internship as a part of his academic course, ENG; 431- Project Paper with Internship during Spring 2024 from Rajbari Dakkhin Para Govt. Primary School, Khasrajbari, Kazipur, Sirajganj, He is a courageous, consistent, and coherent person. He has contributed to enrich the knowledge of our students. His politeness and well speaking has pleased us. He has also managed to gain positive feedback from the students.

He would go a long way with such courage, skills, and ambitions. I wish him all the best.

Mst. Rahana Khatun
Headmaster
Rajbari Dakkhin Para Govt. Primary School
Khasrajbari, Kazipur, Sirajganj,
Mobile. 01719-18971

Chapter Twelve

Plagiarism report

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