



Daffodil
International
University

Internship Report on

The impact of memorizing English on students in Little Jewels Kids School

Course Title: Project Paper

Course Code: ENG431

Submitted by:

Jarin Tasnim Mim

ID: 191-10-1966

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This report is submitted to the Department of English, Daffodil International University, in the partial accomplishment of the degree of BA (Hon's) in English.

Submitted to:

Farjana Yesmin Tithy

Lecturer

Department of English

Faculty of Humanities and Social science

Daffodil International University

Date of Submission: December 2022

LETTER OF SUBMITTAL

I take the pleasure to submit my report titled " The impact of memorizing English on students in Little Jewels Kids School" which I completed under the supervision of Farjana Yesmin Tithy , Lecturer of Daffodil International for the course "Project Paper" (Course Code: ENG431) of Department of English BA. The internship gave me the opportunity to experience the taste of noble teaching profession.

In this report, I aimed to summarize what I have experienced during my internship as a Teaching Assistant in Little Jewels Kids School. I have been assigned to work as a teaching assistant as well as teacher for few times. Overall it was a pleasure for me to work there and gain my very first practical experience of a teacher. I have experienced quite a lot of interaction with the students, teachers and parents as well. I have helped them, advised them, provided feedback to them which was a great feeling for me. The teachers were very cooperative and open minded which is very good especially for the students. This report is the prospect of various aspects of the noble teaching profession from my experience.

I am very happy to participate in this internship program. Thank you very much for giving me the opportunity to complete this internship.

Jarin Tasnim Mim

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BA (Hon's) in English

ID: 191-10-1966

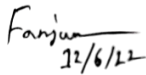
Batch: 46th

Department of English,

Daffodil International University.

Certificate of Approval

I am glad to certify that Jarin Tasnim Mim ID: 191-10-1966, student of English Department, Daffodil International University has done his Project paper (course code: ENG431) on “The impact of memorizing English on students in Little Jewels Kids School” in an authentic way under my supervision. This internship report is now recommended for submission to the Department of English, Daffodil International University.



Farjana
22/6/22

Farjana Yesmin Tithy

Lecturer

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Acknowledgment

It's been quite a journey from attending class to writing a project paper and submitting it. It takes courage, determination, passion, and dedication to complete the whole process. On this journey, I had to admit that I was supported by many. First of all, I would like to express my gratitude to the Almighty for giving me the health to complete the whole process safely and soundly. Secondly, I would like to thank the English Department of Daffodil International University for helping me in every way to complete my internship report. I would also like to thank my supervisor Farzana Yesmin Tithy ma'am for her guidance, support and valuable time with us. I would like to thank the teachers of Little Jewels School for helping me, directing classes and giving me the opportunity to observe everything. In particular, I would like to mention the name of the teacher Ms. Sanjida Islam and the principal of the Little Jewels School Ms. Supriya Kundu ma'am who helped me a lot with teaching. Last but not least, I would like to thank the students of the schools for their support and active participation in the course. Her answers and polite demeanor helped boost my confidence during class.

Abstract

In today's world, knowledge of English is necessary to access new scientific knowledge in various fields. This report aims at students' perspectives on the utility and disutility of memorization as an English learning strategy. This study aims to investigate the impact of perception on word memory in English learners. This report exclusively explored students' use of memorization strategies, what motivates them to memorize, what problems they encounter, and what techniques they rely on to overcome any problem. A questionnaire (appendix 1) of 74 students has been shown in this report to reveal what students' attitudes toward learning English, whether they are interested or not. This report also enlightens the fact that memorization is a low-level cognitive strategy itself that can be used alongside other high-level intelligible strategies in the course of learning English.

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Chapter One: Introduction

As a part of the Global Village, the need to learn English is increasing day by day. As a result, improving English teaching and learning for business benefit has become a top priority. Therefore, it is necessary to acquire English skills from an early age. In this regard, the education system and secondary school teachers can play an important role. There is a huge misunderstanding in our education system where teachers as well as students are constantly striving to get an A+, regardless of whether they can master the language. Although many steps have been taken in recent years to standardize English Language Teaching (ELT) in the country, many teachers still prefer the age-old traditional methods in the classroom. Students study grammar rules or memorize grammar rules, and vocabulary and regurgitate them in the exam hall. This system also discourages students from learning the language they use on a daily basis. This internship has been done in a Bangladeshi primary school about the impact of memorization on English language learning students. Some teachers are still new to language teaching. As a result, students find it difficult to learn English. This project paper is about how memorization has an impact on teaching and learning English.

I did my internship at Little Jewel's kids' School where I conducted three classes and observed a few classes. Through observational courses, I tried to find an approach to evaluate how many students use memorization as a strategy for learning English.

The mission of Little Jewel School is to produce talented and conscientious students who choose to pursue productive careers or pursue advanced studies in their chosen fields. They try to involve students in various factors and activities along with studies from a very early age so that the students get confident enough in any situation. But they still have some lacking.

Chapter Two: Objectives

The objectives of this internship are given below:

1. To determine student attitudes toward using memorization strategies in the English learning process.
2. To know the effects of memorization on students' attitudes.
3. To know how students feel about memorization.
4. To know how the teachers are accepting this strategy of the students of Little Jewels Kids' School.

Chapter Three: Methodology

I completed the internship according to the following framework:

1. An appointment was taken with the internship supervisor ma'am and the idea was discussed.
2. Contacted a few different institutions and finally, Little Jewel's Kids' School agreed to give permission to do the internship according to the policy of the department and the instructions of the supervisor.
3. A few classes have been observed and taken to know the process of learning and teaching English.
4. A general survey model was used to determine participants' attitudes toward memorization strategies.
5. The group in the survey consisted of 74 students, 41 (55%) male, and 33 (45%) female, selected by appropriate sampling method and volunteerism.
6. The data from the students and the teachers were analyzed.
7. The results obtained are interpreted according to the analysis performed.

Chapter Four: Institution Details

Name	Little Jewels kids School
Principle Name	Ms. Supriya Kundu
Location	15, Avoy Das Lane, Tikatuli, Dhaka.
Building	1 building.
Students	180
Dress Code	Boys: White and Navy-blue Shirt and Navy Blue-Pant Girls: Blue and navy-blue shirt, Navy-blue skirt.
Number of Teachers	14
Teachers Qualification	Honors and masters in relevant field.
Economic Issues	Private School.
Playground	Yes
Library	No.
CCTV Monitoring	Yes.
Student's Common Room	Yes.
Stuff Room	Yes.
Computer Lab	No.
Auditorium	No.
Canteen	No.

College building structure:

Official class, activities and everything is carry in one medium size building which have 4 floors.

CURRICULAM

1. Courses

The school educates from preschool to standard V. There are various subjects regarding English, Bangla, Science, Social Studies, Geography, Religion, drawing. They have others classes as well like dance classes, yoga classes etc.

Class Duration

Each standard requires 1 year.

Period Duration

From KG each subject has 40 minutes of class and has a tiffin period as well. The students gets 4 periods a day.

1. ACTIVITIES

To give the students the best possible understanding, I needed to plan and prepare my topic. I always tried to prepare for the subject before going to class. Understanding the student's thoughts and preparing from their point of view is an important task. Since I was assigned to both classes to build good relationship and communication and to teach English in a very easy and practical way.

Work-Related

During observation one of the responsibility was to assist the teacher in the classes by guiding the students and solving their problems related to the course materials. The respective Teacher used to teach the students the theoretical aspects in the lectures allotted for theoretical discussions. Afterwards the students had to implement the acquired knowledge in the theory classes. Most of the teachers applied the GTM method in classes.

I tried to teach English by using the communicating approach and by actions as well as GTM method.

Organization-wide

Little Jewels has some prescribed rules and regulations for teaching and evaluating students. The students have to give presentations in front of the class, they have to participate in various kinds of projects, and they have to summarize their lessons again at the end of the class and in the next class as well.

Chapter Five: Class Observation

The first English class was observed on October 1, 2022. Class 1 class teacher Ms. Sanjida Islam teaches English at Little Jewel's Kids' School. She greeted everyone in the classroom in English. The topic chosen was vocabulary development. She teaches the vocabulary section. The teacher brought handouts to the classroom. She started this section by writing some nouns and verbs on the whiteboard. She then went to the book and asked the students to practice what they had learned. It took about 10 minutes to complete. Then Ms. Sanjida instructed the students to read the answers aloud. She demonstrated a simple approach to learning and instructed the students to consult a dictionary. She began presenting many examples and, after addressing some criteria, allowed students to form words that differed from their everyday lives. At this point in the dialogue, I found each student acting very fearfully and most of the students only learned what the teacher taught in the classroom but couldn't form any new sentences on their own. Students failed to create new sentences using the vocabulary they learned. At the end of the class there was an open discussion on how to improve your speaking skills.

2nd class was observed on October 9, 2021. MS. Sheila Begum was the English teacher of the 2nd Standard. Ms. Shaila started the class with the topic "Forming Positive and Negative Sentences". Then she scribbled "He's a farmer" on her chalkboard. Students were asked to judge whether it was positive or negative. The students gave the correct answer. She had previously discussed some sentence structures. The teacher reviewed some rules before moving on to some examples and exercises. But most of the students only could write down the sentences that were learned in the previous class. The teacher used an academic approach to teaching grammar in this section of the lesson. For example, "is" and "are" are important words. She raised her voice to increase her concentration. She was very communicative but in the language Bangla.

The third class was observed was from Mrs. Nabila Rahman. I observed this class on October 10, 2021. She started with her greeting. She liked connecting with students.

In particular, the study room was restless and free. The day before her lesson was in simple past tense. At the beginning of class, the teacher recalled her previous class topics. She asked the

students some questions to see if they had studied the subject at home. She spoke in a very simple way so that the students could easily understand. And she continually gave feedback to students and corrected them when they made mistakes. However, sometimes the students could not understand their mistakes. But the teacher encouraged them to be fear free and try to form new sentences by using the structure and vocabularies. The teacher even inspired the students to talk in English even though they don't feel confident yet. All students learned quickly. She is the only teacher among the three classes who has taken the English class in a proper way.

Chapter Six: My Teaching Experience

Three of the classes were taken to know about the condition of the students of Little Jewels Kids' School in learning the English language. Making sentences was the chosen topic in the first class where the students were asked to make sentences in a very simple way. Most of the students could not do that. When they were questioned why they cannot do it they answered that they have forgotten how to make sentences. They have been inquired about what they have been taught in the previous class. The students answered very frequently the sentences that their teacher taught them in previous class but when they are asked to make new ones they were miserably failing. Most of the students were silent whenever they were asked to speak English in class.

In the 2nd class of my teaching, the students could not even understand my words when I am speaking English to them. The topic that was chosen in the class was "Reading Comprehension". Few students were good at it but when it comes to answering the questions related to comprehension they could not answer them properly but they did answer the questions from the previous class and have done their homework as well.

The same thing happened in the 3rd class as well. The students were not comfortable speaking English in class. They will remain silent rather than speak English in class. They were given a task where they had to write five sentences about anything they want to in English. Almost 70% of students could not do it but when they were asked to do the same in Bangla, the students become very excited and completed the task easily and happily.

The students of three classes were requested to answer a few questions for my survey data and most of them happily cooperated.

Chapter Seven: Overall Findings

Overall findings of Little Jewels Kids' School after conducting and observing classes and evaluating some questions are as follows:

1. The language teaching method is only the GTM method in which the teacher has full authority. The teacher translates the text into or out of the native language and gives instructions and grammar explanations in the native language.

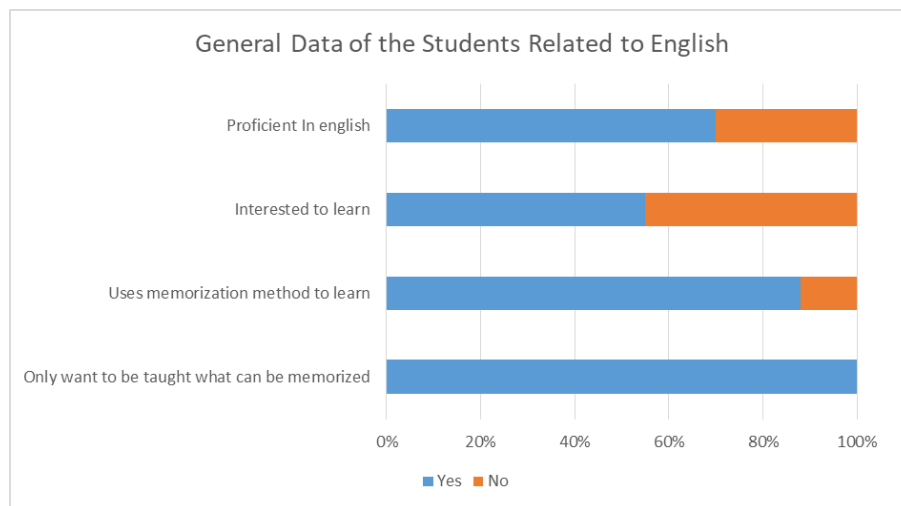


Chart 1

2. There is less interest in learning and speaking English among students.
3. When it comes to memorizing, it seemed very easy to learn for the students. But the students turned out to be against the idea - "Information only memorized is easily forgotten"
4. The students neither can form new sentences nor speak fluently in English other than memorized sentences when asked to. They cannot make inferences, comments, or summarize what they memorized.

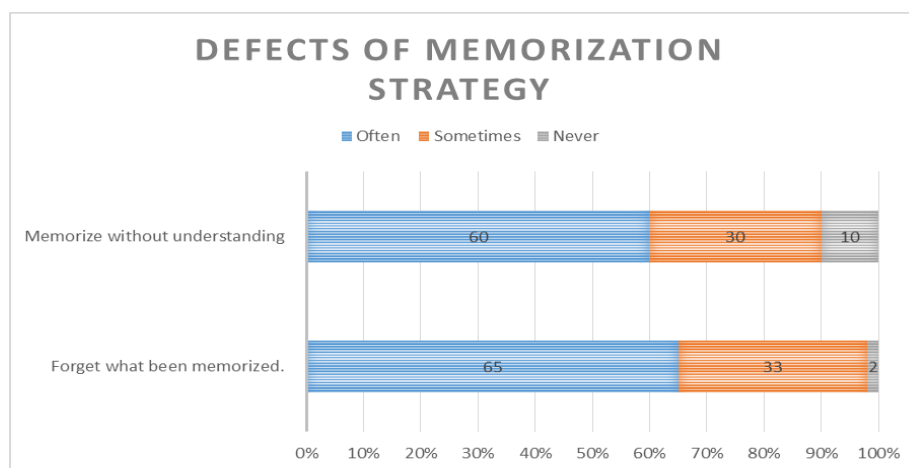


Chart 2

5. The students were forgetful of their learnings as they cannot remember everything they only memorized. They favored the memorization strategy because it helps them improve their performance only exam results.
6. Whether they understood their reading materials or not they get good marks when they can write exactly what they have memorized so they do not try to add something creative on their own in their exam script.

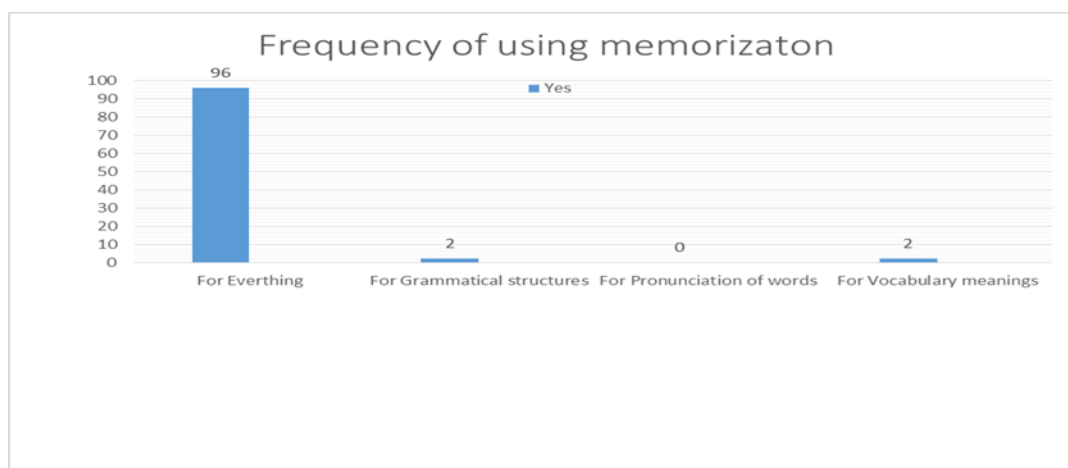
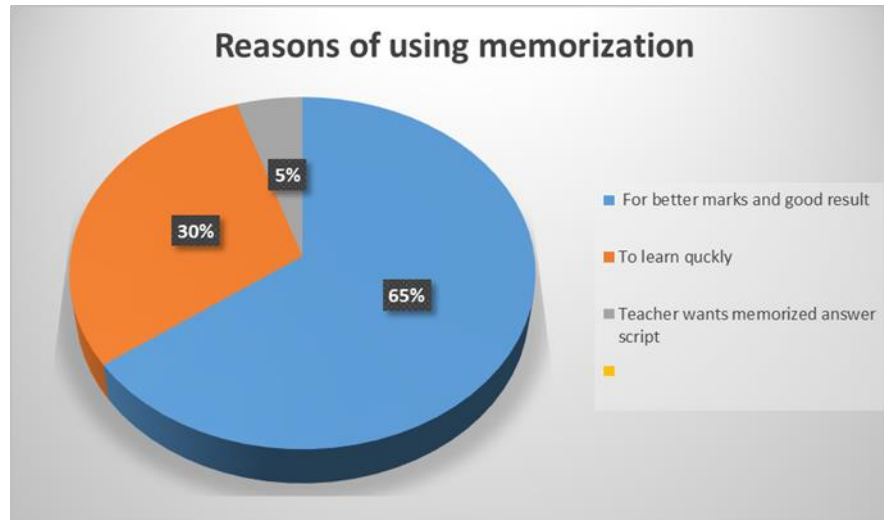


Chart 3

7. Most Little Jewels Kids' School teachers focus on memorizing grammar rules and vocabulary without paying attention to pronunciation and creativity. Only a few of the teachers teach English in a proper way and encourage students towards English speaking.
8. While participating in classes, few of the teachers and most of the students speak in Bangla most of the time. Overusing the Bangla language while learning English is one of the reasons to have less interest in speaking English properly.

*Chart 4*

9. The thing that drew attention was that students disagreed with the idea that memorization strategies were not effective in the learning process. Students were indecisive about negative thinking about memorization strategies.
10. Countless students of that school pay more attention to memorizing and good results rather than learning properly and knowing the proper use of English.

Chapter Eight: Recommendations

In the light of the study findings, these recommendations may help to improve further:

1. It would be better if all the teachers of Little Jewels Kids School explain to their students when memorization can be useful and harmful when they should memorize to learn when not to. That will help the students to be careful not to memorize everything in order to learn.
2. The parents along with the teachers should recommend not relying on just one strategy in order to learn English. It should be emphasized here that memorization is one of many strategies that can be employed together to improve and enhance the process of learning English.
3. School boards should take reasonable steps to provide students with opportunities to practice their English skills. They can hold contests and workshops to motivate their students. They can also encourage students to set up a platform where they can practice speaking English on a regular basis.
4. Students should strive to communicate with teachers, especially English teachers, in order to improve their communication and speaking skills. The teachers also should speak in English during class time and at the other time as well.
5. The language teacher should guide the students to build a correct and positive attitude towards memorization and to memorize all given material with a complete understanding. Understanding should take precedence over memorization. That will make the whole process more pleasurable and appealing.
6. The teachers should improvise their methods a little. In addition to GTM, CLT can also be employed in some cases this will help students communicate better with English in real life as they lack practical use and communication skills.
7. Technology makes classes more interesting. The use of technology should be increased. They can show the students various contents related to the English language to make them interested.
8. The students should get positive feedback from their teachers so that even if they fail, they will be more eager to try again.

Chapter Nine: Conclusion

This report is conducted to enlighten the negative impacts of using a memorization strategy that can simplify the process of learning English. The memorization strategy is one of the most used strategies by students to learn the English language in the early stage of language learning. Unfortunately, it is one of the first examples of poor and failed educational processes among all the other strategies. This strategy is not successful in all learning situations. Because the learning process is not one-dimensional. Every strategy, method, and technique used in the learning process has its own set of successes. This may vary depending on the individual ability to learn certain types of information. According to the results of this study, it turns out that understanding should take precedence over memorization. The students need to know where, how and to what extent the memorization strategy should be used based on the student's individual learning needs. Memorization as a strategy cannot be excluded or rejected in education, for this reason, the focus should be on the effective and accurate use of memorization as a strategy in education. Students should get motivated by their mentors so that continuous and genuine positive feedback will definitely give the students great confidence and will give a sense of accomplishment in the process of learning a language even if they are with low intrinsic motivation or even have a negative attitude toward learning English. When they are encouraged, they will happily take on more challenges. And even if they fail, they will be more eager to try again. Learning English would be much easier if we can use the right way to learn English, get rid of our fear, and be able to improvise a little. We can make it fun and fruitful.

If there is any shortcoming in the report that is nothing but the limitation of my knowledge and ability.

Appendix- 1: Questionnaire

The main purpose of this survey is to enlighten one of the most common strategies used by students. The survey also aims to verify whether this strategy has a positive or negative effect on the English learning process. While developing the questionnaire, the investigator made use of her own experience in teaching English, and the discussions she held with professionals. The survey consisted of 14 questions.

Data

1. Are you proficient in English?

- a. Yes' I am good b. No, I am not.

a. 70% b. 30%

2. Do you use memorization strategy for learning English?

- a. sometimes b. always c. never

a. 10% b. 88% c. 2%

3. Do you like English?

- a. Yes b. No

a. 55% b. 45%

4. How long have you been using this method?

- a. since I started learning English b. recently

a. 100% b. 0%

5. Which topic needs the most use of the Memorization strategy?

- a. vocabulary b. pronunciation
b. grammar d. everything

a. 0% b. 0% c. 0% d..100%

6. Do you get better marks when using the memorization strategy?

- a. Yes b. No

a. 100% b. 0%

7. Reason to use the memorization strategy?

- a. For better marks and good result.
- b. To learn English quickly.
- c. My teachers prefer answers depend on memorization.

a. 65% b. 30% c.5%

8. Do you memorize without understanding?

- a. Always b. sometimes c. no

a. 60% b. 30% c. 10%

9. Do you forget what you memorize?

- a. often b. sometime c. Never

a. 65% b. 35% c.0%

10. What do you do when you forget the meaning of a word?

- a. I try to visualize its meaning by relating it to an object that represents it in real life.
- b. I try to remember it.
- c. I ask someone for help

a. 50% b. 30% c.20%

11. What would you do in case of forgetting part of a text you have memorized?

- a. I try to remember it.
- b. I write the material using my own words.
- c. I give up the task.

a. 65% b. 5% c. 30%

12. When orally presenting memorized material, you cannot think about what you are speaking, and do not even realize and understand moreover, you get nervous-

- a. Yes, true b. no.

a. 90% b. 10%

13. Do you think the memorization strategy needs a long time and a lot of effort?

- a. yes b. no

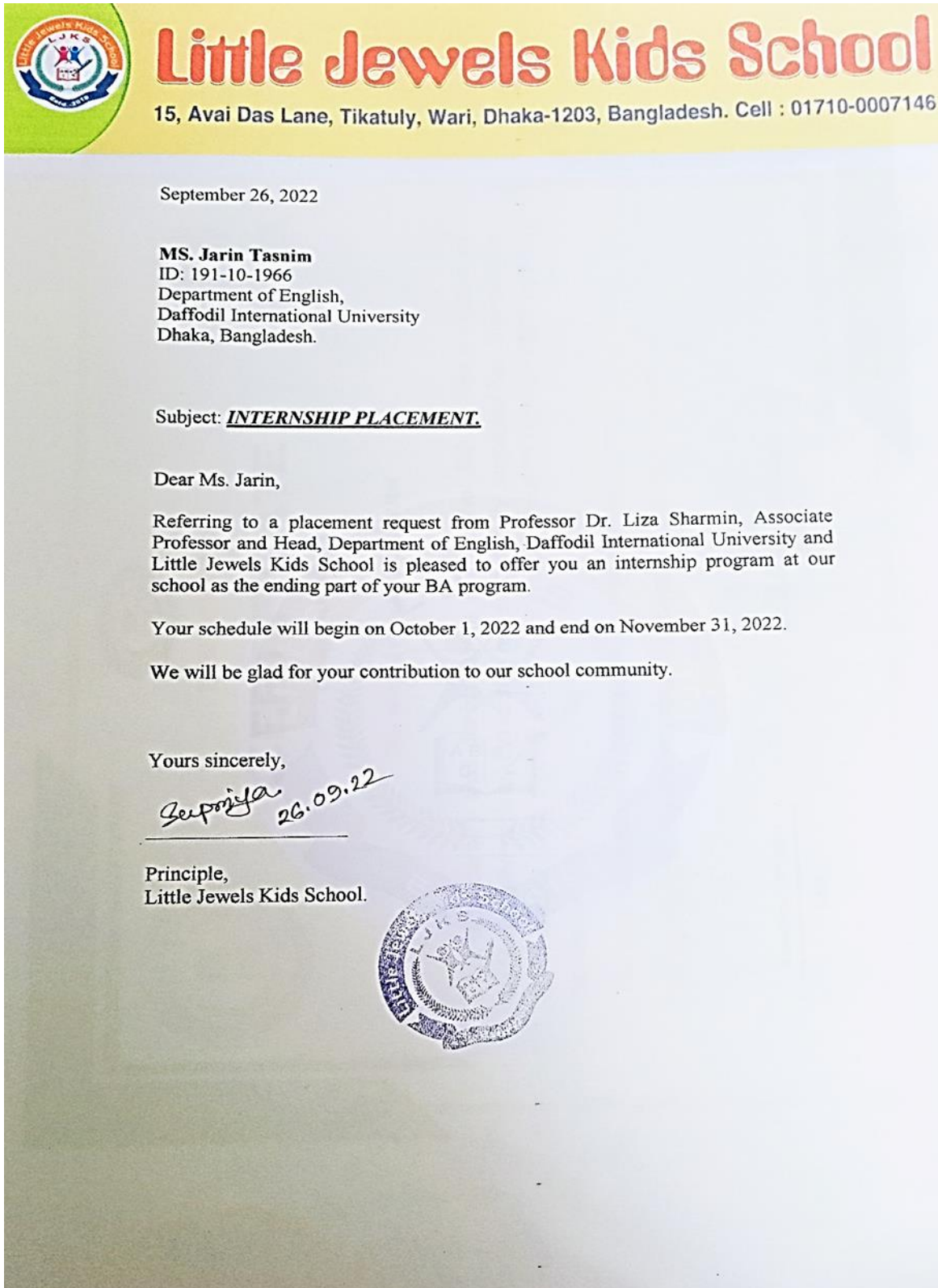
a. 95% b. 5%

14. Do you prefer questions which match the text you have memorized?

- a. Yes b. No

a. 100% b. 0%

Appendix- 2: Joining Letter



Appendix- 3: Certificate of Internship



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