

**Report on**  
**Importance of Materials for Teaching English to Young Learners**

**By**

**Faria Ferdous**

**18103025**

**An internship report submitted to the Department of English and Humanities in partial  
fulfillment of the requirements for the degree of**

**Bachelor of Arts in English**

**Department of English and Humanities**

**BRAC UNIVERSITY**

**October 2022**

**©2022. BRAC UNIVERSITY**

**All rights reserved.**

## **Declaration**

It is hereby declared that

1. This internship report submitted is my/our own original work while completing my degree at BRAC University.
2. The report does not contain materials previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

### **Student's Full Name & Signature:**

---

Faria Ferdous

ID: 18103025

### **Supervisor's Full Name & Signature:**

---

Dr. Sabreena Ahmed

Assistant Professor, Department of English and Humanities

BRAC University

### **Examiner:**

Dr. Bijoy Lal Basu

Associate Professor, Department of English

University of Dhaka

### **Chairperson:**

Firdous Azim, PhD

Professor and Chairperson, Department of English

School of Humanities and Social Sciences

BRAC University

## **Acknowledgment**

At the very beginning, I would like to express my gratitude to the almighty Allah for giving me the strength and the ability to finish the report within the scheduled time. I would like to thank my parents, and then I express my special gratitude to my honorable supervisor Mrs. Sabreena Ahmed for her supervision in preparing the report. Then I would like to thank Mrs. Nasreen Mashkura Rokon the principal of Angels' Garden Pre School and Day Care for allowing me to work in this school. Next, I would like to thank Sneha Marjan (Class teacher of Playgroup) for her support. I am also thankful to all my teachers from the English department from whom I have learned a lot throughout my undergraduate studies.

## **Contents**

Declaration.....	1
Acknowledgment.....	3
Chapter: 01.....	5
Introduction.....	5
Chapter 2.....	8
Literature Review.....	8
2.1 Materials.....	8
2.2 Different forms of materials.....	9
2.3 Importance of Materials.....	12
2.4 Lesson Plan.....	13
2.5 Types of Syllabi.....	16
2.6 Realia.....	17
Chapter 3.....	18
Theories into practice.....	18
3.1: My experience as an Intern Teacher.....	18
3.2: Classroom Observation.....	19
3.3: Techniques applied.....	21
3.4: Challenges faced during the internship.....	31
Chapter 4.....	33
Recommendation.....	33
Chapter 5.....	34
Conclusion.....	34
References.....	35

## **Chapter: 01**

### **Introduction**

The most challenging work for a teacher is designing the materials according to each student's needs. Many studies show that teachers play a key role in shaping effective education (Hattie, 2009).

I got the opportunity to work as an intern teacher in Angels Garden Pre-School and Day Care House 126, Lane 1 (West), DOHS Baridhara, Dhaka Cantonment. Angels' Garden Pre-School and Day Care is a continuation of Adam's Garden International School (AGIS) which was established in 2006. The school started its journey in 2019. Nasreen Mashkura Rokon is the principal of Angels' Garden Pre-School and Day Care. When I started as an intern, I get to know a different way of teaching. The teaching method is the exact opposite of the traditional teaching method. The school follows Montessori and Froebel teaching methods.

The Montessori method was developed by Dr. Maria Montessori during the early 1900s. The Montessori method of education is a unique form of early education for young learners. The main concept of the Montessori method is giving every child the chance to learn at their own pace and uninterrupted time for individualized learning where they can discover their passion and develop their natural curiosity (Bavli, 2022).

Friedrich Froebel was the inventor of the Froebel teaching method. The method started its journey in 1838. This method becomes popular by the end of the 19<sup>th</sup> century. Friedrich suggested, children refrain themselves from memorizing and develop and grow up through their own activities, that can help them to be a free-thinking individual (Ahmetoglu, Ildiz, 2018). Friedrich Froebel opened his school and developed his Froebel teaching method. He also introduced kindergarten. The main concept of this method is play driven learning. Also, the methods said

that children can only learn what they are ready to learn. The role of a teacher is to guide. The teachers should prepare the classroom environment for free play which also includes exposure to different tools and materials according to their level. This teaching method includes different forms of movement activities, especially for young learners.

At first, it seems very simple I thought my only responsibility was to manage the classroom. But the biggest responsibility is selecting materials and effectively using them and connecting each lesson with the other. Mithila ma'am from Angels' Garden Pre-School and Day Care said, "choosing correct materials is very important for young learners because they get distracted easily. So, as a teacher, it's your responsibility to choose the appropriate material which will not be a distraction for the learners."

At the beginning of my internship, I thought materials are important but later on with time and with the help of the teachers I realized that the process of selecting a material is far more important. I started to learn which kind of materials I should choose for young learners. But the most issues I encountered is related to selecting the more connected material for a specific topic. As all of them are young learners it became very tough to get all of their attention and focus at the same time. But for young learners and in ESL classrooms it is very important to ensure discipline while maintaining a friendly atmosphere in the class.

This report is the outcome of my experience as an intern at Angels Garden Pre-School and Day Care. I get to learn a new method of teaching. After two weeks I got permission to take part in their activities. I was not specifically assigned to one class. I took a few activity-based learning and teaching of Pre-playgroup, Playgroup, Nursery, and KG-1. But I was mostly with the playgroup. I aimed to apply the ESL method to the young learner.

I think material selection and managing the classroom were the obstacle I faced the most but with time I got to learn how to select and connect the material with each topic.

## **Chapter 2**

### **Literature Review**

#### **2.1 Materials**

Materials are important resources for teachers to learn a language. Diyanti (2016) said that materials can be anything that is used to increase pupils' knowledge and experience of the target language. According to Kumar (2017) as soon as a teacher enters a classroom, they start using materials that are present in the classroom. Teachers are in charge of noticing existing materials in the classroom and using them accordingly (Kumar, 2017). Teachers can project themselves as materials to show them something physically (Kumar, 2017). Jolly and Bolitho (1998) say, “Materials should also be contextualized to the experiences, realistic and first language of the learners. An important part of this involves awareness on the part of the teacher-designer of the “socio-cultural appropriacy” of things such as the designer's style of presenting material, of arranging groups, and so on.” According to Kumar (2017), some materials can be used to assess the students:

1. Think-Pair-Share: In this process, students will think individually and then make a pair then they can share with the class. This helps them to improve their speaking skill and also this material gives them a platform from which they can think and comprehend better.
2. Three-minute pause: This can help them to connect their prior knowledge with the new and process it.
3. Recapitulation of the topic: In this process, they get the whole concept together. It can be by asking questions or by quizzes or by explaining the topic.



4. Observation: In this process, students will work in groups. Teachers have the main role to play in this process by observing each student. The teacher needs to point out which students need more help.
5. Face-to-Face conversation: The teacher should have face-to-face conversations with the students to know the exact problem.

## **2.2 Different forms of materials**

Materials can have different forms which include textbooks, coursebooks, workbooks, story books, videos, cassettes, pictures, brochures, menus, interactive CDs, or other real-life artifacts (Moon, 2003). According to Unit 7: Teaching Learning Material book, teaching-learning materials can be broadly classified into three categories Audio TLMs, Visual TLMs, and Audio Visual TLMs.

1. Audio TLMs: These types of materials primarily stimulate the hearing sense of a learner. It can be a human voice, telephonic conversation, audio tapes, radio broadcasts, or gramophone records.
2. Visuals TLMs: These types of materials stimulate visual impulses. It can be a textbook, magazine, newspaper case study report, and so on.
3. Audio Visual TLMs: These types of materials include auditory and visual both senses. It can be video discs, motion picture films, television, or multimedia computer (p.62).

There are many different forms of materials that are a part of these three TLM categories:

1. Textbooks: The book which is written by an author to teach and learn a specific concept or course is known as a textbook. In every stage of education from pre-school to senior secondary schools' students are supposed to bring textbooks for each course within the

classroom setting. Teachers use textbooks to help the students learn the concept or course better.

2. **Maps:** Maps are normally the way that helps us to find a specific place. Maps are important to know about social science and to learn geographical, historical, and economical concepts. There are different categories of maps physical maps, political maps, economical maps, social maps, and historical maps. Physical maps represent the climate, forest areas, soil, resources, and rainfall. Political maps represent the division of countries and places. Economic maps show the crop ratio, land use, and transportation networks. Social maps show the demographic distribution in the country which includes the literacy rate, language, and tribes. Historical maps depict the boundaries of the empires, routes taken by travelers, places of wars, treaties, and forth. At the elementary level, teachers keep it simple only recognizing places.
3. **Charts:** Chart is a diagram that shows the system, process, and historical sequence of an event. There are different types of charts which represent different things. The process chart shows the process of each step taken. Organizational charts are the ones that are used in the functioning of different components of the organization. Time charts represent the occurrence of different events according to their sequences. Tabular charts show the data in a tabular form, which helps the process of comparison and understanding. The tree chart represents the growth. The tree chart is from a single source to multiple sources. The stream chart is the opposite of the tree chart. From multiple branches, it becomes a single source. Sequence charts or flip charts show the sequence of many events accordingly.

4. Posters: Posters are symbolic representations meant to provide information regarding an important concept. Posters are normally depicted in bold letters and they are very eye-catching. Posters usually come with images, and symbols that represent the concept, and the text in bold letters convey the important message. The message is known as the caption. To get the attention of the students the teacher needs to make sure to be creative and make it colorful.
5. Models: Models are real recognizable objects of different shapes to simplify the learning process. Stationary or non-working models and working models are the two types of models. The first model is easy to show and does not have any movement. On the other hand, working models are those which have movements and it is also more interesting than the stationary model.
6. Overhead Projector: These are the types of material that are shown on screen. It can be easily moveable from one class to another. The teacher needs to design and develop properly to achieve the teaching-learning goal. There are two forms of Overhead Projector (OHP) transparencies.
7. PowerPoint Slides: Powerpoint slides are very effective when it is combined with the OHP. It includes images, animation, and text as well which make the TMLs effective and worthwhile. Content accuracy is a must which includes spelling accuracy and graphical data accuracy. Also, the text should be relatable and carries an important message regarding the concept.
8. Computer: Computers and with the help of the internet can represent countless concepts with accuracy. In the process of teaching-learning, the use of a computer is called

Computer Assisted Learning (CAL) or Computer-Mediated Learning (CML). The computer is like a guidance or teacher who interacts and communicates with the learners.

9. Other Reading Materials: The other reading materials are articles, documents, reports, newspapers, story books, and so on (p. 63-77).

### **2.3 Importance of Materials**

There are many important reasons behind using materials in a classroom setting. It makes the teaching-learning process more effective and reaches the expected outcome. Some of the benefits of using teaching-learning materials are described below: (“Teaching-Learning Materials”).

1. Motivating learners: Capturing the attention of the learners is very important to make the learning process successful and TLMs help to grab the attention. There is a variety of stimuli in the TLMs which get the attention of the learners and make the learning process effective.
2. Help in longer retention of information: The remembrance will be depending on the number of senses involved. As much as the sensory will be included the longer the retention will be.
3. Facilitate holistic learning: There are six levels of Blooms-Taxonomy which represent different levels of human cognition, thinking, and understanding. The practice of various learning experiences is needed to reach a different level of Blooms-Taxonomy and with the help of TLMs, it is possible.
4. Help in organizing classroom teaching: The teacher needs to be able to represent the use of materials more realistically with the help of TLMs from her experience. It can be any

form of material for instance visual or verbal. A teacher should be able to organize the materials with accuracy to overcome the shortcomings in visual and verbal communication.

5. Facilitate change in attitude: Materials helps to change the thinking or negative attitude of the learners toward the concept. Materials like pictures, models, and video clips help to turn the negative attitude of the learners into a positive attitude. It easily grabs their attention and makes it easier for them to understand the concept.
6. Practical application: TLMs are the way which can show the practical use of different theoretical knowledge. It helps the learner understand the concept more clearly and effectively.
7. Making learning fun: The classroom becomes lively in comparison to traditional schools. It gives the learners to explore it on their own instead to spoon feeding them. They learn many creativities through the materials presented to them as teaching-learning materials. They enjoy the learning process and have a positive attitude towards learning.
8. Concept of formation: Materials make it easier to develop and succeed in the concept among the learners. The materials help them instantly to recognize and understand the concept (p. 60-61).

#### **2.4 Lesson Plan**

According to Trigueros (2018), lesson plans are objectives driven which the students will adopt, learn and perform. A lesson plan can also be an in-lesson reminder of someone's pre-lesson thoughts or ideas (Scrivener, 1994). "Lesson plan should have clear instruction which anyone

can follow in the absence of the teacher (Teacher from School).” The written form of the lesson plan has several functions described below: (Gower, Phillips & Walters, 2005).”

1. Aid to planning: It is about writing important points which will help the teacher to remember how to conduct the lesson plan according to the time they have. In this teacher will also include the goal the students will reach after the lesson and the techniques that will be used to make that possible.
2. A working document: In refers to using of materials or documents which a teacher can use during the class if necessary. But the teacher should be ready to deal with the need of the moment as well.
3. A record: A lesson plan works as a record to note what the students have done in the class or will do in the future. The teacher can also use records to develop future lesson plans with the help of his/her supervisor.

There is much information that should be included in a lesson plan:(Gower, Phillips & Walters, 2005).

1. Aims: In a lesson plan there are a few questions and answers to decide the aim of the lesson. As a teacher what he/she wants to do or what they expect from the students by the end of the lesson or what specific language they should use. The answers to this question are the aim of a lesson plan.
2. Procedure: In this step, the teacher is going to write the details of how the whole lesson plan will work. Each stage of the plan will be done to why and how and how much time for each stage. Then which materials will be used also the instruction part. Lastly, the questions the teacher will ask.

3. Approach(es) and activities: In each stage of the lesson which approach the teacher is going to use and the activities for different aims in the lesson plan.
4. Materials, Aids, and equipment: To achieve the lesson aim which materials, aids, or equipment are needed should be noted in the lesson plan. It should clearly show when to use a material or aid or the board.
5. Information about the students and the classroom circumstances: The size and level of the class, the specific course book the students follow and other information regarding the students and classroom should be included in the lesson plan. The timing and how the lesson plan fit into their course program. Also, what outcome will the students bring to the lesson?
6. Anticipated problems: There should be solutions to expected problems. For instance, few students take more time than others to understand or few are very shy to ask questions or answer. As a teacher what you can do to solve the problem should be written in the lesson plan.

To plan a series of lessons a teacher needs to keep in mind linking the lessons with each other, planning a scheme of work for the students, and looking at students' needs (Gower, Phillips & Walters, 2005). Those who plan for the future are sure about their aim and for that reason, in education, a lesson plan is extremely important (Trigueros, 2018). A lesson plan is a guide that helps both teacher and learner to learn about the material. The lesson plan shows when and how the teacher will show the material to the students. Without the lesson plan, the effective use of the material is not possible.

## 2.5 Types of Syllabi

Syllabus design depends on the decision regarding the units of classroom activity and the sequence in which the learners are going to perform (Robinson, 2009). There are many classifications of syllabi and one of them is below: (Bytyqi, 2017)

1. **A Structural (Formal) Syllabus:** A structural syllabus includes the forms and grammatical structures of the target language, for instance, nouns, verbs, adjectives, statements, questions, and so on.
2. **Notional/Functional Syllabus:** This syllabus is the collection of the function which are informing, agreeing, apologizing, requesting, and so on.
3. **A Situational Syllabus:** Situational syllabus is a real or imaginary situation and language used or occurred. The main reason behind a situational syllabus is to teach the learner how language is used in different situations. For instance, when you went to a doctor or when you went to the library the use of language is going to be different in a different situation.
4. **A Skill-Based Syllabus:** This syllabus is about specific abilities which help the learner use the language. The main purpose behind this syllabus is to learn specific language skills and develop them and other competence in a language.
5. **A Task-Based Syllabus:** A task-based syllabus includes a series of tasks that they perform by using the target language. For instance, getting housing information over the telephone, talking with a social worker, and so on.
6. **A Content-Based Syllabus:** This syllabus is about learning content or information about a different thing by using the target language like science information.



A syllabus is an overview of a course. Materials are instruments that are used to fulfill the syllabus goals. The relationship between syllabus and materials is the way it connects information and the practice and develops it.

## **2.6 Realia**

Realia are real-life objects which helps the students understand other culture and real-life situations better inside the classroom (Argawati, 2009). The objects used as realia can be a part of an instructional kit that comes with a manual (Harmer, 2015). Realia are known as the authentic object which is used to teach students a specific concept in the classroom (Turner, 2020). There can be two forms of realia physical and virtual but it needs to be from the real world. Realia can make the learning process more memorable especially for young learners as they can easily recall information and connect the object and topic discussion. The term or word 'realia' may sound scientific but when someone gets to know the textual meaning, it means using a real item that can be found in the world around us which will help the learners to understand the concept better (Gambari, 2014). Realia can be used on a vast level the only obstacles are the teacher's imagination (Smith, 2015). Realia can easily stimulate the mind of learners and also help them to remember vocabulary better than any picture or sound. Realia make it possible for the students to see, touch, smell, and taste as well. Using realia can save time as the learners can very easily recognize an object immediately (Gambari, 2014). Realia can grab learners' attention and encourage them to speak (Jegede, 2005). Bringing real objects does not cost much which a teacher can use to their advantage (Awolalu, 2010). The teacher needs to decide first which realia is appropriate for the concept she wants to teach (Awolalu, 2010).

## **Chapter 3**

### **Theories into practice**

#### **3.1: My experience as an Intern Teacher**

For my internship, I worked in Angels Garden Pre-School and Day Care where I got the chance to observe and take classes in Playgroup, Nursery, and KG-1 alternatively. The school follows the Montessori teaching technique which was new to me. The students' age level was from 3-6 years old. There were international students as well. Most of the international students understand English instructions they understand Bangla as well. Few of them do not understand English or Bangla they only understand their first language 'Hindi'. But other than that, all of the students understand a few basic instructions in the target language.

All of the activities and works are related to the target language. They also have specific English class which includes phonic sounds, alphabet practice, and writing the alphabet. All of this is done by using materials mostly. There are different types of materials displayed in each classroom and playroom. I observed how they use displayed materials also other tools in the classroom as material to teach the students.

Each day there was circle time when the students will learn rhymes with actions, alphabet, and numbers. Along with that they also learn general knowledge like how many days in a week, each day name, months name also, about the weather. During circle time they also learn colour recognition and greetings in the target language. The whole teaching process is mostly an activity based is conducted with the help of materials. In the science fair, each of the students participated and perform according to their level. For instance, KG-1 presented general awareness about season change and its effect on health. A few of the students showed how they can make their sandwich by themselves, some performed rhyme with action, and so on. At the science fair, they represented what they learned throughout the year. I will describe the

challenges I faced during my internship at the end of this chapter. I will also talk about how I used materials in playgroup, Nursery, and KG-1.

### **3.2: Classroom Observation**

From my observation, I saw each of the activities and other works are repetitive. The school focuses more on activity-based learning that requires retention of knowledge through repetition. Skinner (1938) in his behaviorism theory stated that habit formation is a key element for behaviorism students. In this way, children learn a second language (SL) through imitation, practice, and reinforcement (Skinner, 1938).

The teachers use different techniques like the audio-lingual method and communicative language teaching technique. The students repeat a lot of things after the teachers even though they have no idea what they are saying. As they are young learners the students mostly get to practice their speaking and listening skills more than reading and writing. But KG-1 and KG-2 get to practice the four skills of communicative language teaching. The language that second language learners produce and understand changes as they have more exposure to the language and as they use it in a greater variety of situations (Lightbrown, Spada, 2013, p.72).

Their seating arrangement is quite interesting and colorful. The tables for Pre-Playgroup, Playgroup, and Nursery are circle. Scrivener (2011) said, the seating arrangement is very important for the learners as in a circle or horseshoe they can easily make eye contact with everyone in the group and the interaction becomes more natural. It also gives a sense of equality to each learner whereas weak students hide less. Along with the teacher, there are always two or three sisters who stay to manage the students. According to Gower, Phillips, and Walters (2005) teachers should be able to see students' reactions so they can be in touch with the mood of the

class. A teacher also sits with the students to make sure they can make eye contact with each student and all of the students can see the gestures made by the teacher. Gower, Phillips & Walter stated that, seating from where students can see the teacher's face and gestures helps the students to be more focused.

As all of them are young learners' teachers try to announce in a loud and funny voice to gain their attention. Gower, Phillips & Walters (2005) said, each instruction and the voice should be different to gain the students' attention. Each of the students wants attention from the teacher. Few of them try to grab attention with a negative attitude. There was one student who always wanted attention but his attitude was negative.

In every class, some students can understand and do activities quickly and neatly but few students need more time and guidance to complete an activity or to understand the concept. The number of students is not much that's why teachers can easily help students who need more guidance and time. Scrivener (2011) said, "each student has different levels and after a certain time of continuous practice or classroom time a student's knowledge can upgrade from one level to another (p.87)." The use of materials and activities is a must.

Some students are from India. Two of them can understand and talk in Bangla. They know a few greetings and commands in the target language like, go make a line wash your hand, good morning, how are you. But two students only understand Hindi. Teachers try to communicate with them in English with gestures so they can understand. One of the students used to be very quiet and will only look at the teacher if anything was asked in the target language. After one week she started to talk a little in Hindi. After two or three weeks she also learned a few basic greetings in the target language. According to Scrivener (2011), teachers need to know if the learner has problems with their current or first language to know the learners' needs (p.90). He

also added that the teaching process should help them to learn outside the classroom setting where they are their guide.

The teachers discussed each student's characteristics and write them on their result sheets. A few of the students had some sensitive issues which the parents need to know about and those were spoken to them personally. Each student had a specific word to describe their characteristics for instance, jolly.

### **3.3: Techniques applied**

Teaching methods or techniques can be different in a different school despite having the same age level and class. It was my first exposure to teaching such young learners in an English medium school that follows Montessori and Froebel methods. I was assigned to different classes first I was assigned to playgroup then in Nursery and lastly in KG-1. Each of the teachers helped me to learn how they select materials and how instantly they use anything around us as materials to teach the students. It amazed me every time. I also get to know about the lesson plan, and syllabus and how they are connected with materials.

### **Greetings:**

As soon as students enter, they are greeted good morning by the sister who receives the student and the teachers. Then the teacher asks the students 'how are you' and they reply with 'I am fine. thank you' or 'fine thank you'. Then the teacher asks if they had their breakfast. They answer with yes or no. According to Ahmed (2022), greeting students when they are entering the class can make a positive connection between the teacher and students, it also boosts their involvement or performance level in the class.

## Circle Time



**Figure 1: Circle Time**

At first, all the students do circle time. Circle time is nearly a universally used preschool activity (Bustamante, Hindman, Champagne & Wasik, 2018). According to Zhang, Et & Al (2015), circle time can benefit children's literacy knowledge. There are different activities done after circle time. They are described below:

Assembly and Exercise: Daily teachers do a few minutes of exercise and assembly. After that national anthem.

Rhymes: After the national anthem Pre-Playgroup, Playgroup and Nursery stay back for rhymes.

Each of the rhymes is done with action and more than once especially if it's a new rhyme.

According to my observation, students get the actions before they can fully say the rhymes.

Rubio and Conesa (2015) said, rhymes and songs are hard to forget and when we teach by singing them the learners pick them up more quickly and can memorize them better.

Body parts: after that teacher does a few rhymes with actions that show the body parts. Also, teachers ask randomly each student to show different body parts.

Alphabets: After all the rhymes are done teachers use materials around the classroom to teach alphabets. The first teacher will say it three times from a to z then target those who still do not recognize the alphabet and ask them to recognize them. Mostly they need help after recognizing a few alphabets.

Phonic Sound: After that teacher shows the alphabet and teaches them phonic sounds. It is practiced for the whole year continuously. The younger the learner will be the quicker they can get a hold of the learning process and get a better outcome. A great amount of scholar believes that the second language learning process should start in the country when the child is four years old (Ren & Ma, 2017).

Numbers: Numbers are hanging around the classroom. The teacher shows them and reads out loud three times then asks individually. For pre-playgroup and playgroup number 1-10 is taught. For Nursery 1-20 then gradually till 100.

Colour recognition: To make sure students recognize different colour shades they ask about the colour of their dress. The school also has a colour theme for each month. Teachers also teach the students colour by asking them about the colour of their food.

### **Food recognition**



**Figure 2: Food recognition**

During tiffin time teachers ask them what they brought in tiffin. If they are unable to say the name then teachers help them. Then they ask about the colour and shape of the food. They also pray before eating.



## Shape recognition



**Figure 3: Shape recognition**

In every classroom, there are shapes displayed. To teach the pre-playgroup and playgroup teacher shows them the shape and says it and they repeat. Few of them can recognize one or two shapes. For Nursery, KG-1 and KG-2 teachers ask them to show any materials in the classroom that may be in a circle shape or any other shape.

## Water activity



**Figure 4: Water activity**

There is different water activity planned for students. For Nursery, KG-1, and KG-2 the water activity can be feeling the water if it's hot or cold. Then another can be heavy thing sink in water and light things float in water.

## Cooking activity



**Figure 5: Cooking activity**

Teachers decide to cook something children like and show them the process step by step and also include them in the process. They get to know each ingredient's name. They also participate in the cooking.

### **Guided Play:**

Sometimes teachers tell or suggest to the students what they can play. That is guided play.

During play time when the children fail to figure out what they should play or get into conflict, teachers help them out by suggesting a game. According to Weisberg, Pasek & Golinkoff (2013), guided play has some positive impacts on a child's socio-emotional development, which leads them toward better emotion regulation and less stress, it also helps to decrease problem behaviors.

### **Free Play**



**Figure 6: Free Play**

Free play is when children play according to their preference. Students get playtime sometimes they prefer to play by themselves or with each other without any planning like running around or playing with the blocks lying around and so on. Catalano (2018) mentioned, "Most researchers, early theorists, and practitioners claim that play is at the heart of the child's development. This is the main means by which to develop intrinsic motivation, ability to make decisions, solve problems, follow their own rules, control their emotions, make friends and interact with them, and also experience joy."

### **Storytelling**



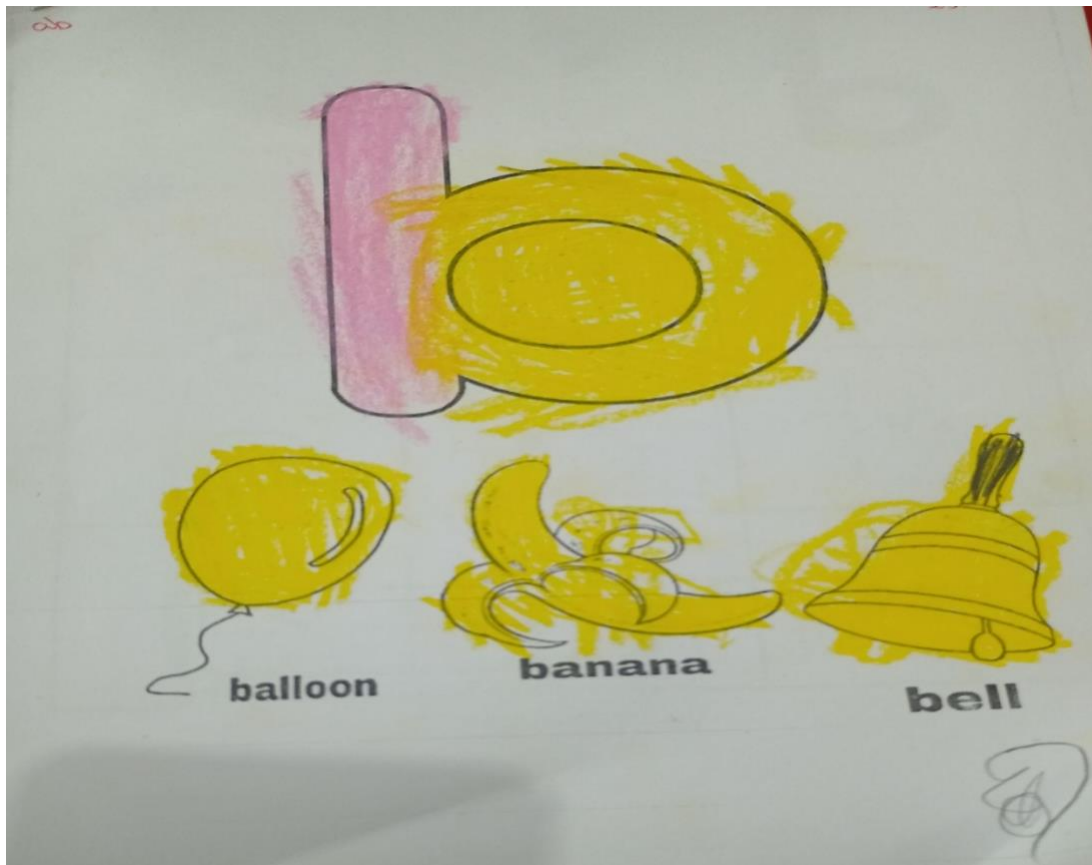
**Figure 7: Storytelling**

The storytelling activity is very interesting for the students. Sometimes the teachers elaborate on the story and sometimes they watch visual storytelling. During storytelling, students show their curiosity by asking a question and pointing out things in the storybook. According to Alnoori, (2021), Storytelling enhances students' imagination, and knowledge and helps them to connect with the story.

### **Five Senses:**

For Nursery, KG-1, and KG-2 there are activities to show them the work of the five senses. They get to experience each sense. They also do a few worksheet activities before practically knowing about the five senses.

### **Writing practice**



**Figure 8: Writing practice**

The students learn writing with the help of different worksheets. They learn one number at a time or one alphabet at a time. At least for a few weeks, they practice the same thing with the help of a worksheet until they can write it on their own.

### **3.4: Challenges faced during the internship**

There were some challenges that I had to go through during my internship. For the first few weeks while I was observing everything seems very easy. But when I started to take class, I was struggling. It seems very natural when the teachers used material during each activity but at first, I was not able to select materials that were around the classroom. I was also struggling to create them for each class. After almost three weeks I started to get how the material selection process works also how to create a theme so the students can easily remember the whole lesson.

Secondly, the students always do not want to sit even after giving short breaks or playtime. So, I tried to choose materials and activities which they can learn while moving around the classroom. Few students in each class want attention all the time. At first, I struggled a lot with them. As they will not respond or try to take part in any activity. They also tried to gain attention by doing something wrong, pushing the chair, screaming, and throughing their pencil. After a few classes when I discussed it with the other teachers, they suggest I give him the lead in the class. From the next class, I constantly called his name to ask questions or opinions. I told him that today he will teach us maybe alphabets or numbers or other things. He was quite responsive and did not create any more negative behavior. But there was another issue created when all the students want to take the lead and pretend to be the teacher and take the class. I try to give each student one of the tasks and I make sure to call the name of the student to make sure he is doing the task.

Thirdly, I also faced some difficulties because of a group of students, their lack of interest in writing practice or activity. They will just hold the pencil and stare at the paper or they will run around the classroom as soon as I give them any writing practice like alphabet or numbers. then I try to give them playtime before the activity but it was difficult to make them sit aging. Next, I tried to ask them what they want to do mostly they will say colouring. Before colouring, I give them the writing works by saying that 'after finish this thy will do colouring'. But few days they will say they do not want to colour and also say not while I give them writing practice. I planned to give them other fun activities after writing practice like water activity, dough activity, and so on.

Finally, I would like to mention the students who only speak Hindi. As they do not understand English or Bangla it is very hard to make them understand. Because the other teachers mostly did not like the idea of using Hindi in the classroom. According to them as the child is speaking in Hindi at home, they should speak in English here. The parents also agree with that. But they will just stare at me with curious eyes while I ask them anything or speak in English. I started to instruct English first then the second time I give it again in Hindi so they can understand.



## **Chapter 4**

### **Recommendation**

During my internship, I pointed out a few ideas that can help the teachers to deal with the challenges while teaching young learners also international students:

Firstly, teachers should try to change the seating arrangement of KG-1 and KG-2 and make the tables u shape. As they are only children each of them wants to sit in the front row. To avoid any conflicts among them it will be the best solution.

Secondly, teachers should use Hindi along with English while communicating with Indian students. As they are clueless while teachers instruct in English. Teachers can always instruct in English and then translate it into Hindi so they can gradually understand the English instructions as well.

Thirdly, there should be separate space for tiffin time. As the tiffin time of Nursery, KG-1, and Kg-2 is different it creates chaos. After eating their tiffin each class has some playtime. When nursery's playtime is over the tiffin time of KG-1 and KG-2 starts. It became quite difficult to conduct the class while other children are playing around them. They also want to join them even after getting playtime after tiffin.

Finally, as there are not many students after each activity, if possible, teachers should permit the students to take the materials home more often. It will help them to remember it more. As they will be excited to show their parents and they will have a conversation about it with them.

Students are allowed to take dough activity material, balloons, and so on. But they should be able to take materials like their drawing and colouring and other crafting works. They become sad when they are unable to take the materials. They always want to show them to their parents.

## **Chapter 5**

### **Conclusion**

In conclusion, I would like to say that the three months of my internship experience were great and enjoyable for me. I was introduced to a new teaching method. I also get the chance to know how respectful the profession is. I saw parents and how much they respect the teachers. I also learned how to interact with young learners and how to deal with them as well. The main purpose of my internship was to know how material helps young learners. A lesson plan and syllabus are very important to use materials effectively. I also get to know how materials are selected and how lesson plans and syllabus work to make the selected material more effective. The challenge I face during the internship and how to deal with them. After closely observing these aspects in the classroom, I tried to evaluate them with relevant theories. I also suggested some recommendations which will help the young learners. Second language learning remains incomplete without materials that follow the Montessori and Frobel teaching methods (year). Teachers need to make sure to use materials effectively to teach a second language to young learners.

## References

- Aegawati, O. N. (2009). *The Effectiveness of Using REALIA in Teaching English*. Sebelas Maret University Press.
- Ahmed, S. (2022, June). Why is the greeting strategy important in maintaining communication between teachers and students in the classroom?
- Alnoori, S. B. (2021, March). Storytelling Techniques.
- Awolalu, T. (2010). *Paper Presented at the orientation Materials For Newly Appointed Study Center Managers*. The National Open University of Nigeria.
- Bolitho, J. D. (1998). A framework for materials writing. In B. Tomlinson (Ed. *Materials development in language teaching*, 90-115.
- Bustamante Andres, A. H. (2018). Circle Time Revisited: How Do Preschool Classrooms Use This Part of the Day? *The Elementary School Journal*.
- Bytyqi, B. (2017, July). The Importance of Materials Development in Teaching English for Specific Purpose.
- Catalano, H. (2018, June). The Importance of Free Play in Early Childhood and Primary School Education: Critical Analysis for Romania.
- Conesa, D. A. (2015, July). The use of rhymes ad songs in the Teaching of English in Primary Education.
- Diyanti, Y. B. (2016, October ). TEACHING ENGLISH TO YOUNG LEARNERS: IEARNING MATERIALS.
- Gambari, A. (2014). *Open and Distance Education for Development, Unity and democratic Transformation of Nigeria*. Open University of Nigeria.
- Harmer, J. (2007). *The Practice of English Teaching*. Pearson Longman.
- Huanhuan Ren, C. M. (2017). The Impact of Phonics Instruction on Pre-school Learners' Development in English Language Course.
- Jegede, J. O. (2005). *Training Manual on Course Material Development in Open and Distance Learning*. The National Open University of Nigeria.
- Kapur, R. (2019, June). Development of Teaching-Learning Materials.
- Kumar, S. (2017). Teaching materials and teaching aids - 1 (teaching material).
- Marasigan, V. N. (November 2018). *Investigating the Teaching Performance of Pre-Service Teachers*.
- Robinson, P. (2009, November). Syllabus Design. In book: *The Handbook of Language Teaching*, pp. 294-310.
- Scrivner, J. (1994). *Learning Teaching*. Macmillan.

Smith, L. (2015, January 23). *What is Realia? And Why should I use it?* Retrieved from <http://www.teflsurvival.com/teaching-aids.html>

Spada, L. P. (2013). *How language are Learnerd*. Oxford University Press.

Trigueros, R. (2018). LESSON PLAN LESSON PLAN. *English Language Teaching*.

Turner, C. (2020, July 27). *10 Fun Ways to Use Realia in Your ESL Classroom*. Retrieved from <https://bridge.edu/tefl/blog/use-realia-esl-classroom>

Walters, G. R. (1983). *Teaching Practice Handbook*. Heinemann.

Weisberg, H.-P. G. (2013, June). Guided Play: Where Curricular Goals Meet a Playful Pedagogy.