

Report on

**Enhancing Student Engagement Through Interactive Teaching Methods in English
Medium Junior Classrooms**

By

Tanzila Parveen

ID: 20203014

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Bachelors of Arts in English

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DECLARATION

It is hereby declared that

1. The internship report submitted is my own original work while completing my degree at Brac University.
2. The report does not contain material 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 which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Tanzila Parveen

20203014

Supervisor's Full Name & Signature:

Lubaba Sanjana

Lecturer

BRAC University

Chairperson

Firdous Azim, PhD

Professor and Chairperson, Department of English

School of Humanities and Social Sciences

Brac University

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If I ever look back on this journey, I want to remember this about myself:

Even on uncertain days, I showed up with patience, passion, and the quiet belief that I was building something that matters.

~ Tanzila Parveen.

TABLE OF CONTENTS

DECLARATION	2
Acknowledgment	3
TABLE OF CONTENTS	4
LIST OF FIGURES	6
Chapter 1	7
Introduction	7
1.1 About the School	8
1.2 Dress Code for Students	10
1.3 My Roles and Responsibilities During Internship	10
CHAPTER 2	11
Literature Review	11
2.1 Part 1: Framing Student Engagement Through Educational Theories	11
Part 2: Practical Use of Learning Theories in Junior Classes to Enhance Interactive Learning	13
2.2.1 How Children Build Knowledge: Applying Piaget’s Constructivist Theory	13
2.2.2 Learning Through Interaction: Applying Vygotsky’s Sociocultural Theory	14
2.2.3 Skinner’s Reinforcement Theory: A Practical Tool for Motivating Learners	16
2.2.4 Jerome Bruner’s Discovery Learning	18
2.2.5 Enhancing Engagement with Krashen’s Affective Filter Hypothesis	20
2.2.6 Self-Determination Theory: Fostering Intrinsic Motivation	22
2.2.7 CLT and TBLT: Interactive and Meaningful Language Learning Methods	24
2.2.8 Synthesis of Learning Theories and Their Collective Role in Student Engagement	26
Part 3: Engaging Young Minds: Interactive Language Strategies	27
2.3.1 Connecting Vocabulary to the World with Pictures and Objects	27
2.3.2 Telling Stories with Pictures: Visual Narratives in Action	28
2.3.3 Worksheets as Independent Discovery Tools	28
2.3.4 Boosting Participation Through Language Games	30
2.3.5 Inspiring Speaking and Writing through Visual Prompts	31
2.3.6 Bringing Language to Life: Making Learning Meaningful for Young Learners	31
Chapter 3:	32
The Beginning of My Teaching Journey: Observing, Adapting, and Leading	32
3.1 The First Step: Understanding Junior Learners Through Observation	32
3.2 Stepping Forward: My First Teaching Encounters	34
3.3 Early Lessons That Shaped Me: Insights I Carried Forward	35
Chapter 4: Shaping Young Minds Through Structured and Creative Teaching	36
4.1 Managing Young Learners with Care and Clarity	36
4.2. Creating a Warm and Supportive Classroom Environment	37
4.3 Arranging the Classroom to Enhance Student Engagement	39
4.3.1 Using Traditional Seating to Support Focus and Participation	39
4.3.2: Classroom Management and Creating a Positive Learning Atmosphere	40

4.3.3 Creating a Welcoming and Engaging Classroom Environment	42
4.4 Learning Through Practice: My path in Teaching Methods	44
4.5 Building Bonds Beyond the Classroom Through tiffin Breaks and School Events	45
4.5.1 Tiffin Sharing Day and Dress Up Day:	46
4.6 Fostering Engagement Through Extracurricular Activities:	47
4.6.1 Art Competition: Nurturing Creativity Through Colors	48
4.6.2 Pitha Utshob: Blending Language, Culture, and Community	49
4.6.3 Quiz Competition: Learning Through Fun and Teamwork	50
4.6.4 A Joyful Learning Experience: The Book Fair	52
4.6.5 Learning Outside the Classroom: Experience of the Annual Sports Day	54
4.7 Designing Engaging Study Materials for Junior Learners to support interactive learning	55
4.7.1 Picture-Based Worksheets for Class 1 and 2	56
4.7.2 Sorting and Grouping Tasks	57
4.7.3 Guided Writing Worksheets for Class 3 and 4	58
4.7.4. Interactive Phonics Practice Through Picture Clues and Word Building	59
4.8 Facing and Managing Challenges During My Teaching Internship	60
4.9 Strategies I Used to Overcome Challenges	61
4.10 Approaches That Helped Me Handle Challenges	62
4.11 Reflection on My Growth as a Teacher	63
Chapter 5	63
5.1 Suggestions and Closing Thoughts	63
Suggestions:	64
5.2 Conclusion:	64
References	65

LIST OF FIGURES

Fig 1:Star chart displaying student achievements.	42
FIG 2: Colorful wall with quotes, and learning posters creating a warm classroom atmosphere.	44
Fig 3: participants showcasing their colorful creations during the Art Competition	49
FIG 4: Students actively involved in setting up and presenting at the Pitha Utshob	50
FIG 5: Participants from Four Competing Quiz Groups	52
FIG 6: Students exploring books at the school book fair.	53
FIG 7: Joyful moments captured during the colorful Annual Sports Day celebration.	54
FIG 8: Celebrating Sports Day in style with creative costumes.	55
FIG 9: Picture worksheet used to enhance vocabulary and classroom engagement in early grades.	57
Fig 10: Worksheet showing sorting task according to the class	58
Fig 11:phonics worksheet with picture-based word building task.	60

Chapter 1

Introduction

The teaching profession has always been at the core of shaping future generations, and internship programs play a crucial role in preparing future educators for real-life classroom environments. An internship is a valuable professional experience that provides students with the opportunity to apply theoretical knowledge in real-world settings related to their field of study. It enables learners to gain hands-on experience, develop practical skills, and cultivate professional competencies that are essential for their future careers. Through internship programs, students can observe and participate in workplace practices, engage with professionals, and improve their problem-solving and communication abilities.

As a student of English Linguistics and ELT (English Language Teaching), I undertook my internship at Academia School, Lalmatia, focusing on the junior section comprising classes 1 to 4. This internship provided me with an excellent platform to translate my academic learnings into practical teaching strategies, especially aimed at enhancing student engagement in English medium junior classrooms. The experience allowed me to interact closely with young learners and understand their diverse needs, learning styles, and motivational factors. In this report, I will not only reflect on my experiences but also provide a theoretical foundation for the teaching methods used. I aim to highlight how even small strategies such as using color-based tasks, interactive quizzes, or peer correction and many more things can greatly increase engagement levels in an interactive way.

I joined Academia School on 3rd November 2024 and continued until 1st February 2025. Before joining, the principal, Ms. Sarwat Zeb, conducted a formal interview to assess my suitability for the internship. Upon passing, I was introduced to the junior section in-charge, Ms. Tahmina Imam, who conducted an informal interview to understand my goals and

expectations. Ms. Imam was very supportive throughout the process and, while strict about punctuality and other rules, I appreciated her guidance and respected her leadership.

Additionally, the senior teacher, Ms. Manawara, was extremely helpful and friendly; she guided me on what to do and what to avoid, and I observed her classes along with others during the first two weeks.

After this observation period, I was required to give a demo class, which was attended by both Ms. Imam and other teachers. I felt confident during the demo, and the feedback was positive. Consequently, from the third week onward, I began taking classes randomly assigned from various sections between classes 1 to 4. This phased approach allowed me to gradually build my teaching skills and classroom management abilities while adapting to the school environment.

The role of a junior classroom teacher requires creativity and adaptability to design interactive teaching methods that can make learning enjoyable and effective. During my 12-week internship, I observed and implemented various participatory activities and teaching aids that encouraged active student involvement and fostered a positive learning environment. This experience not only improved my instructional techniques but also developed my classroom management and time-management skills, which are crucial in educational settings. My journey from being an observer to becoming an active classroom teacher has been transformative, and I believe that this report will be a valuable contribution to the field of teaching English to young learners as an interactive way.

1.1 About the School

Academia School, situated in Lalmatia, Dhaka, is a distinguished English medium institution that offers a comprehensive curriculum from Playgroup to A Levels. Established in 2002, the school has expanded to nine campuses, consistently ranking among Bangladesh's top

educational institutions. The school focuses on providing quality education and encouraging intellectual growth among students.

During the COVID-19 pandemic, like many other schools, Academia faced challenges such as shifting to online classes, dealing with connectivity issues, bridging the digital divide, training teachers, and managing the mental and emotional well-being of students and parents. Despite these obstacles, the school continued to support learning effectively and they're the first who started online classes and activities.

The academic year at Academia runs from July to June. The school offers a variety of clubs and activities, such as debating, sports, and cultural programs, along with competitions like art contests, math Olympiads, and sports events. These activities aim to nurture the diverse talents and interests of students. The school offers remedial classes specifically designed for students who need additional support with their studies. These sessions are highly beneficial for students who struggle to grasp certain topics during regular class hours. Remedial classes provide a focused and supportive environment where teachers can address individual learning gaps, ensuring that all students have the opportunity to succeed academically.

Academia also provides excellent facilities, including computer, physics, and chemistry labs, as well as libraries that support hands-on learning and research. Besides all these curricular activities, teachers guide students in developing their moral and ethical values. Cultural programs, national events, and festivals further enrich the students' school experience, creating a vibrant and engaging environment for learning and personal development.

Therefore, the school's focus on activities, remedial support, and a lively English medium setting shows its link to student engagement and interactive teaching methods in junior classrooms.

1.2 Dress Code for Students

The school dress code is designed to promote discipline and ensure a neat and professional appearance among students. The boys' dress code or uniform consists of a white half-sleeve shirt with the school monogram, black pants, black shoes, and a black belt. For girls from Playgroup to Class Four, the uniform includes a maroon shiny skirt, a white shirt with the school monogram, black shoes, and white socks. From Class Five to A Levels, girls wear a white kameez and white pants, paired with a red shiny belt and a veil. Girls who wear a hijab must wear a maroon-colored hijab. In winter, both boys and girls can wear a maroon cardigan. The sports uniform for all students includes a red-and-white mixed T-shirt and black-and-red mixed pants. Additionally, all students must wear their ID cards around their necks at all times for identification.

1.3 My Roles and Responsibilities During Internship

I began my internship at Academia School on November 3, 2024, with full-time working hours from 8:10 AM to 2:35 PM. My attendance was consistently recorded by both digital and manual systems, including daily logbook entries noting arrival and departure times. Although I left early on some Sundays and Tuesdays, I made sure to complete all my tasks properly before leaving.

My main job was to teach English Language to Class 1 and Class 2 students. I also worked as a substitute teacher when other teachers were absent. During that time, I taught English, Science, and Math to students in Classes 1 to 4. Sometimes, I also helped with Math classes in Junior One. Each class was 40 minutes long, and I always tried to make the lessons fun and easy for the students. So that they can learn and enjoy the class in an interesting way.

In my first week, I observed English classes in Classes 1 to 4. I took notes and later I had to write a report for my supervisor. This helped me understand how teachers manage the classroom and how students learn.

After that, I started working as a co-teacher with the Class 3 class teacher. I had to join the morning assembly at 8:15 AM and helped during dismissal time at 1:40 PM, making sure students left safely. My fellow teachers, like Ms. Manwara and Ms. Papia, guided me and supported me throughout the internship.

After two weeks, I gave a demo class in front of my supervisor and two other teachers. I showed a lesson there with confidence and tried to make it interesting for the students. My supervisor appreciated the way I conducted the session and gave positive feedback on my teaching confidence and classroom management.

Throughout the internship, I stayed active and ready to help whenever needed. These responsibilities helped me become more confident, improved my teaching skills, and gave me a better idea of how to teach young students in an interactive way. These hands-on experiences have greatly contributed to my professional development and deepened my understanding of teaching strategies in junior-level English medium classrooms.

CHAPTER 2

Literature Review

2.1 Part 1: Framing Student Engagement Through Educational Theories

Student engagement is one of the most important parts of successful learning, especially for young children in early and junior-level classrooms. When students are truly engaged, they pay attention in class, show interest in what they are learning, and think deeply about new ideas. Engagement is more than just listening quietly—it also includes feeling connected to

the lesson, enjoying the learning process, and being mentally involved. According to Fredricks, Blumenfeld, and Paris (2004), engagement includes behavior (how students act), emotions (how they feel), and thinking (how deeply they understand).

In English medium schools, young learners are often learning a second language. This can sometimes make them nervous or shy. That's why interactive and student-centered teaching methods are so important. When students are involved in activities, asked to share their thoughts, and feel supported by their teachers, they learn better and enjoy the process more.

Several well-known learning theories help us understand how to keep students engaged. These include Piaget's idea that children build knowledge step by step by exploring things themselves, and Vygotsky's belief that children learn best with help from others through social interaction and guidance. Skinner showed how rewards and feedback can shape behavior, while Bruner believed in learning through discovery and curiosity. Krashen explained how students learn languages better when they are relaxed and confident. Deci and Ryan talked about the importance of motivation and students' own interest in learning. Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) focus on real-life communication and learning through doing, which keep students active. Finally, translanguaging using both Bangla and English in the classroom helps students feel more confident and included.

This literature review will explore how all these theories connect with real classroom practices and how they were used during the internship to make lessons more engaging, meaningful, and enjoyable for the students.

Part 2: Practical Use of Learning Theories in Junior Classes to Enhance Interactive Learning

This section explores how various learning theories were actively applied during the internship to create more engaging, student-centered, and interactive lessons in junior classrooms. Through real examples from English and Math classes, it highlights how theory guides teaching strategies that encourage participation, curiosity, and deeper understanding among young learners.

2.2.1 How Children Build Knowledge: Applying Piaget’s Constructivist Theory

Jean Piaget’s theory of Cognitive Constructivism explains that children are not passive learners. Instead, they actively build their knowledge by interacting with people, objects, and the world around them. Piaget (1952) believed that children go through different stages of thinking as they grow. Most students in junior classes are in the *concrete operational stage*(ages 7–11), where they begin to think logically but only about real, hands-on situations. This is why activities like using visuals, objects, or stories work so well—they help children connect learning to real life.

In his words, “The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done” (Piaget, 1972, p. 160). He believed students should learn through discovery rather than memorizing answers.

During my internship, I saw how this theory worked in practice. For example, when teaching adjectives, I asked students to describe their own school bags. One said, “My bag is blue and heavy.” This personal connection helped the student understand the grammar better. In another class, I used color cards, drawings, and classroom objects to explain new vocabulary.

Students were more engaged because they were touching, seeing, and thinking about real things.

Piaget also explained how children build knowledge through *assimilation* (fitting new ideas into what they already know) and *accommodation* (changing their thinking when something new doesn't fit). I used this idea in storytelling. I would pause the story and ask, "What do you think will happen next?" or "Do you think this character is good?" Their answers showed they were thinking deeply and comparing the story to their own ideas.

Other activities, like forming letters with clay, drawing pictures to match new words, or sorting shapes, also helped students understand through doing. As Piaget said, "To understand is to discover, or reconstruct by rediscovery" (Piaget, 1973, p. 20). This means students learn best when they figure things out for themselves, with the teacher guiding them.

Using Piaget's approach also helped manage short attention spans in junior classrooms.

Lessons became more interesting when students moved around, used their hands, and worked together. These strategies made learning fun, meaningful, and easier to remember. Building on Piaget's theory, interactive learning where students actively explore and discover significantly enhances engagement and improves the effectiveness of lessons in English medium junior classrooms.

2.2.2 Learning Through Interaction: Applying Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory plays a key role in understanding how children learn, especially in interactive classrooms. He believed that learning happens first through interaction with others and then becomes part of a child's own thinking (Vygotsky, 1978). This idea is especially important in early education, where students often need support to understand new concepts.

One of the central ideas in Vygotsky's theory is the Zone of Proximal Development (ZPD). This is the gap between what a child can do by themselves and what they can do with the help of a teacher or a more capable peer. As Vygotsky (1978) said, "What a child can do today with assistance, she will be able to do by herself tomorrow" (p. 87). This means that learning is most effective when students are guided just enough to move forward, and then slowly encouraged to do things on their own.

During my internship, I saw this theory in action many times. For example, while teaching reading, I often introduced new words using pictures, actions, or simple examples. At first, students needed support, but over time they began using those words in their own sentences. This kind of support is known as scaffolding, it is a process where the teacher provides help at the beginning and gradually reduces it as the student becomes more confident. The idea of scaffolding, later explained by Wood, Bruner, and Ross (1976), matches Vygotsky's view of how learning develops through guided interaction.

I also noticed that students learned a lot from each other. In group activities like storytelling or class work, stronger students often helped those who were struggling. This type of peer support helped build understanding in a friendly and natural way. Ewing (2016) also pointed out that children learn effectively when they interact with more capable peers or adults who guide them through the learning process (p. 49).

Another important part of Vygotsky's theory is the idea that language is a key tool for thinking and learning. This is especially true in English medium classrooms where students are still developing their language skills. I found that activities like guided discussions, storytelling, and group sharing helped students express themselves better and made the classroom more interactive. Even during co-curricular events like Pitha Utshob or Victory

Day celebrations, students were talking, sharing, and explaining their work, which supported both their language development and cultural understanding.

As an intern, I also observed that when I encouraged more student-to-student interaction instead of only giving direct instruction, students became more active and interested. They were not afraid to try, and they learned from their mistakes. This kind of interactive and social learning is exactly what Vygotsky's theory encourages. It helps students become more confident, cooperative, and engaged in class.

In English medium junior classrooms, where many students feel shy or unsure about using English, this approach creates a safe and supportive environment. When learning is built around interaction and support, students feel more involved and that leads to better participation and understanding. In this way, Vygotsky's Sociocultural Theory clearly supports the use of interactive teaching methods to improve student engagement in junior classrooms.

2.2.3 Skinner's Reinforcement Theory: A Practical Tool for Motivating Learners

B.F. Skinner's Reinforcement Theory (1953) is one of the core ideas from behaviorist learning theory. According to Skinner, learning takes place through changes in behavior, and these changes are shaped by the consequences that follow an action. He believed that if a behavior is followed by a positive outcome such as praise or a reward, the behavior is more likely to happen again. As Skinner (1953) put it, "*A behavior followed by a reinforcing stimulus results in an increased probability of that behavior occurring in the future*" (p. 74).

This theory was clearly visible in my internship experience in English medium junior classrooms. One of the most effective classroom management strategies I applied was positive reinforcement. Students were praised with phrases like "Well done!", "Excellent effort!", or "That's a great sentence!". Alongside verbal praise, I used visual rewards such as a "Class Star Chart", stickers, and small prizes. These actions encouraged students to

participate more, complete tasks sincerely, and follow classroom rules. Even shy learners became more confident when they saw their efforts being noticed and appreciated.

This reflects what Omomia (2014) observed: *“Reinforcement enhances student motivation and helps manage classroom behavior by increasing desired actions”* (p. 10).

In junior classrooms, where students are still learning about appropriate behavior and developing their learning habits, such reinforcement methods help create a positive learning environment.

I also used negative reinforcement in a way that was suitable for young children. For example, when the whole class finished their work on time and behaved well, I skipped a regular drill and let them play a fun vocabulary game instead. This small reward made the students feel relaxed and happy. It also encouraged them to stay focused and work together during class. In this way, I removed something boring and replaced it with something enjoyable game based study, which helped students learn that good behavior leads to good results. This is exactly what Skinner described as negative reinforcement—removing something less pleasant to increase positive behavior.

The weekly star reward system had a strong impact. At the end of each week, the students with the highest stars were acknowledged with applause or a small gift. This not only made students happy but also motivated others to try harder the next week. I noticed that students even reminded each other to behave well or participate more actively so that their peers could earn more stars. This form of peer encouragement further reinforced the expected behaviors.

Another effective approach was giving immediate feedback. When a student used a new word correctly or tried to speak in English, even with mistakes, I offered encouraging feedback.

This helped them associate English learning with a positive experience. Over time, even the quieter students began to raise their hands and try speaking more often.

Moreover, many modern teachers use different teaching styles today. Skinner's idea of using rewards to shape behavior still works very well, especially for young learners. When I mix this idea with interactive learning methods like group games or team tasks, it becomes even more fun and effective. For example, I organized spelling games where students got points or sometimes small rewards for correct answers. This made the lessons more exciting and helped students concentrate better.

In conclusion, Skinner's Reinforcement Theory offers practical and effective strategies for encouraging positive behavior and engagement in junior classrooms. Through rewards, praise, and structured routines, teachers can create a classroom culture where students are motivated to participate and enjoy the learning process. When reinforcement is paired with interactive teaching, it helps turn everyday lessons into exciting, student-centered experiences that support both academic and behavioral growth.

2.2.4 Jerome Bruner's Discovery Learning

Jerome Bruner's Discovery Learning theory emphasizes that students learn most effectively when they are actively engaged in discovering information on their own. Bruner (1961) explained that children should not just receive knowledge from teachers but should be guided to explore, question, and discover new ideas. He believed that learning becomes more meaningful when students make their own connections through experience and curiosity (Bruner, 1961, p. 22).

During my internship in different classes, I tried to apply this theory through different interactive tasks. For example, in a Class 2 English lesson, I gave clues like "I'm yellow and sour. I grow on trees," and asked students to guess the word "lemon." Instead of giving the

answer directly, I let them think, discuss, and guess. This encouraged them to use their background knowledge and made learning exciting. Bruner believed that this kind of learning helps children develop strong problem-solving skills and keeps them engaged (Bruner, 1966, p. 40).

In a Class 1 spelling task, I used jumbled letters like “g–o–d” and asked students to rearrange them to form a word. With small hints, they figured out the word “dog.” This helped them understand spelling patterns in a playful way. According to Bruner (1961), discovery tasks like this help build children's confidence and make learning deeper and longer-lasting (p. 26).

Bruner also introduced the idea of the *spiral curriculum*. He suggested that we can teach complex ideas to young learners by introducing them in a simple form and revisiting them over time in more advanced ways (Bruner, 1960, p. 13). I applied this while teaching grammar in Class 3. At first, I used real-life objects to explain nouns like “book,” “apple,” and “bag.” Later, I added adjectives such as “red book” and “big bag.” Students practiced using these words in their own sentences. Repeating the topic in different ways helped students understand grammar better.

Bruner also supported learning through action and creativity. He said that learning should involve doing, not just listening (Bruner, 1966, p. 67). In a Class 1 English class, I asked students to draw their favorite animals and describe them. One student wrote, “My dog is brown,” while another wrote, “It can run fast.” These tasks allowed them to use new words and express their own ideas, which made them feel proud and encouraged participation.

In summary, Bruner’s Discovery Learning theory is very helpful for teaching English in junior classrooms. It shows that when students are encouraged to explore and think for themselves, they become more confident, focused, and interested. Bruner believed that learning becomes stronger when children are curious, because curiosity helps them explore,

ask questions, and understand things on their own. By combining discovery learning with curiosity and interactive tasks, teachers can make lessons more enjoyable and meaningful for young learners.

2.2.5 Enhancing Engagement with Krashen's Affective Filter Hypothesis

Stephen Krashen's Affective Filter Hypothesis (1982) highlights how students' feelings such as motivation, self-confidence play a crucial role in their ability to learn a new language effectively. According to Krashen, when learners feel relaxed, confident, and motivated, they can better understand and absorb language input. On the other hand, anxiety, fear, or low self-esteem raise what he called the "affective filter," which blocks language learning by making it harder for students to process new information (Krashen, 1982, p. 31).

During my internship with young learners, I often noticed how Krashen's Affective Filter Hypothesis worked in real classroom settings. For example, activities like storytelling or thematic chants (repeating words based on a specific topic) made learning new vocabulary fun and easy to remember. Because these tasks were enjoyable and not stressful, students felt more relaxed and confident speaking in English. One day, a shy student named Arohi was very quiet during a speaking activity. I gently encouraged her by speaking in a calm voice and giving her time. Slowly, she began to speak and smiled after answering. This small moment showed how important emotional support is in helping children learn a language (Krashen, 1982, p. 31).

During exam times or when teaching harder lessons, some students became quiet or seemed worried, which showed their "affective filter" was high, for that, they felt nervous or stressed and found it harder to learn. To help lower this stress, I used simple, friendly jokes and fun group activities like quizzes or spelling games. For example, once in a Class 4 session, I told a funny short story and then asked a silly question like, "What would happen if your pencil

could talk?” These light moments helped the students smile and feel more relaxed. When students laugh or feel comfortable, they are more willing to try speaking and participating in class. This made the classroom a happier place where learning felt easier and more enjoyable for everyone.

Krashen also emphasized the importance of “Input Hypothesis,” meaning language that is just a little bit harder than what learners already know ($i+1$). To apply this, I used simple sentence frames and supported them with pictures and gestures depending on the question. For instance, when teaching past tense, I used sentences like “Yesterday, I went to the park,” and showed pictures to match. This helped students understand without feeling overwhelmed, making learning smoother and more effective (Krashen, 1982, p. 33).

Krashen also explained that learning happens best when students use language naturally, not just by doing boring drills. During activities like Dress-Up Day or the Pitha Utshob (a cultural festival), students spoke English freely to talk with their peers and teachers about their costumes or food. For example, at the Pitha Utshob, students asked each other and their teachers, “Do you want to try this?” or “This is made of coconut!” These real-life talks made the students a fun and safe place to practice English, which helped students feel more confident and learn better.

Overall, Krashen’s Affective Filter Hypothesis highlights that creating a positive emotional environment is essential for young learners. When students feel comfortable and engaged, they learn language more easily. In junior classrooms, simple changes like fun activities, supportive teacher behavior, and meaningful communication can lower anxiety and improve English learning outcomes in an interactive enhanced way.

2.2.6 Self-Determination Theory: Fostering Intrinsic Motivation

Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan, provides a clear explanation of how intrinsic motivation plays a key role in student engagement.

According to Deci and Ryan (1985), learners are more likely to engage in meaningful learning when three basic psychological needs are met: autonomy (feeling in control of one's own actions), competence (feeling effective and capable), and relatedness (feeling connected to others). When these needs are satisfied, students experience internal motivation and show greater engagement in classroom activities (Deci & Ryan, 1985, p. 61).

Ryan and Deci (2000) later emphasized that intrinsic motivation “flourishes in contexts characterized by a sense of choice, optimal challenges, and social connection” (p. 70). This makes SDT particularly useful in understanding how interactive teaching methods can boost engagement in junior classrooms.

During my internship in Classes 1 to 4, I observed how these three psychological needs were often fulfilled through playful, collaborative, and student-centered lessons.

Autonomy was supported by offering students small but meaningful choices. For instance, in a Class 2 English activity, students choose their own words to use in short rhymes or role-plays. Giving them the freedom to select their own materials or group members increased their motivation and helped them feel ownership of their learning process. Deci and Ryan (2000) stated that “autonomy-supportive environments enhance intrinsic motivation and engagement” (p. 233).

Competence was encouraged by designing tasks that matched each student's ability. In Class 3, I conducted a spelling quiz where easier words were assigned to struggling students and more complex ones to advanced learners. Everyone had a chance to succeed, which built their confidence. According to Deci and Ryan (1985), “students experience more motivation when

they feel capable of mastering a task” (p. 61). Even small gestures like praise, encouragement, and acknowledging improvement played a key role in maintaining that feeling.

Relatedness was particularly visible during collaborative and cultural activities. In the Pitha Utshob (a traditional food festival at school), students interact using simple English phrases like “Do you want to try this?” or “This is made of coconut!” while offering food to peers and teachers. These real-life conversations fostered connection and comfort in using the language. Ryan and Deci (2017) noted that relatedness “gives meaning to learning by creating a sense of belonging and social purpose” (p. 118).

I also noticed that interactive teaching activities like group games, classroom storytelling, drawing, and small role-plays allowed students to take part willingly without fear. For example, in a Class 1 math lesson, I allowed students to draw shapes with colored pencils instead of only writing. These simple interactive changes kept the students interested and joyful. The learning became child-centered, which is a key aspect of SDT-informed practice.

In contrast to behaviorist approaches that focus on external rewards (Skinner, 1957), SDT suggests that students become more deeply engaged when the motivation comes from within. While stickers and praise can work briefly, real learning happens when students feel proud, supported, and free. A student in Class 4 once shared a poem she had written by herself about her school. She looked proud, not because of rewards, but because she was heard and appreciated. This illustrates how intrinsic motivation, nurtured through autonomy, competence, and relatedness, leads to stronger and more lasting learning outcomes.

Overall, applying the principles of SDT in English and even math classes during my internship showed how powerful interactive methods can be in creating classrooms where children are not only learning but also enjoying the process of learning.

2.2.7 CLT and TBLT: Interactive and Meaningful Language Learning Methods

Communicative Language Teaching (CLT) is one of the most influential approaches to language teaching. It focuses on helping students use language to communicate real messages, rather than only practicing grammar rules or memorizing vocabulary. As Richards and Rodgers (2001) explain, the main goal of CLT is to develop “communicative competence rather than just mastery of structures” (p. 66). In other words, learners should be able to understand and express ideas in real situations, not just perform well on written tests.

During my internship in junior classes, I found CLT to be very effective in increasing student participation. For example, in a Class 2 English daily routines lesson, I used simple pair work where students asked each other, “What do you do after school?” and “Do you watch Tv or read books?” The students became excited because they were using English to speak with their friends. This kind of interaction built their confidence and encouraged them to speak more. According to Littlewood (1981), CLT allows learners to practice language in realistic settings and helps them become more fluent over time (p. 1).

Another strong feature of CLT is its focus on Student Talk Time (STT) over Teacher Talk Time (TTT). In traditional methods, the teacher speaks more, but CLT encourages students to talk and work in pairs or groups. I used this method during vocabulary guessing games in Class 3. Students discussed clues with each other, used English words, and even used body language to help their partners guess the answer. This created a lively and interactive learning environment.

Task-Based Language Teaching (TBLT) is closely related to CLT but goes one step further by focusing on the completion of meaningful tasks using language. Ellis (2003) defines a task as any classroom activity where “learners use language with a communicative purpose to achieve an outcome” (p. 3). TBLT helps learners focus on meaning and communication

instead of just grammar or sentence structures. For instance, during a Class 4 English class, I asked students to make a poster about “Save the Environment”. They had to draw, label, and write 3–4 sentences using descriptive words they had learned. Then, they presented the posters to their classmates. This single task helped them use speaking, writing, listening, and even creativity all at once.

According to Willis and Willis (2007), tasks that involve real-life topics and allow personal expression create more student motivation and lead to better language development (p. 4). TBLT is especially useful in junior classrooms because children enjoy hands-on activities. During a “design your dream house” activity in Class 1, students drew pictures and used phrases like “This is my bedroom” and some wrote “There is a big window.” Even students who were shy in regular lessons took part because the task was fun and personal. Nunan (2004) explains that tasks that connect to learners’ interests help them stay focused and give them a clear reason to use language (p. 6).

Another important part of TBLT is its connection to real-life situations. For example, before the school’s “Pitha Utshob,” I asked Class 3 students to prepare invitation cards in English. They worked in pairs to write short messages like “Please come to our pitha festival!” or “You are invited.” Then they give those cards to the in-charge teacher and subject teachers. This task had a clear purpose, which made it more meaningful than just writing practice. According to Samuda and Bygate (2008), tasks that are authentic and goal-oriented improve learners’ motivation and communication skills (p. 45).

In summary, CLT and TBLT are powerful approaches that make English learning more interactive, personal, and purposeful. Both methods helped me build student engagement during my internship by creating real communication opportunities inside the classroom.

2.2.8 Synthesis of Learning Theories and Their Collective Role in Student Engagement

This section synthesizes the major insights from the diverse educational theories discussed earlier, demonstrating how they work together to support and improve student engagement in junior classrooms. Each theory offers a unique but complementary perspective on how children learn and stay motivated, contributing to a comprehensive understanding of effective teaching practices.

Piaget's constructivist view emphasizes that children actively build knowledge through hands-on experiences, which is crucial for engaging young learners who thrive on interaction with real objects and ideas. Vygotsky's sociocultural theory complements this by highlighting the importance of social interaction and guidance from teachers and peers, ensuring that learning is supported through collaboration and scaffolding. Bruner's discovery learning further encourages curiosity and exploration, fostering a sense of excitement and ownership in the learning process.

From a behavioral perspective, Skinner's reinforcement theory shows how positive feedback and rewards can shape student behavior and participation, which helps maintain focus and motivation in the classroom. At the same time, Krashen's affective filter hypothesis reminds educators that emotional factors such as anxiety and confidence strongly affect language learning, making it important to create a supportive, low-stress environment.

Deci and Ryan's self-determination theory brings attention to intrinsic motivation by stressing students' need for autonomy, competence, and relatedness. This encourages teachers to design lessons that allow students to feel capable and connected, which naturally increases engagement. Meanwhile, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) put theory into practice by promoting real-life communication and active participation, helping students apply language skills meaningfully.

These theories work together to support the thinking, social skills, feelings, and culture of young learners.. When applied thoughtfully, they guide teachers to create interactive, engaging, and student-centered learning environments where children feel motivated, confident, and connected to their lessons. The integration of these theories during my internship was essential in designing activities that not only made learning enjoyable but also enhanced students' understanding and participation.

Part 3: Engaging Young Minds: Interactive Language Strategies

Teaching English in the early years requires more than textbooks and tests and it demands creativity, empathy, and active learning. My internship in Classes 1 to 4 at an English medium school revealed that students learn best when lessons are visual, interactive, and connected to their world. This section reflects on the methods I applied and how they support early language development, framed by relevant theoretical perspectives.

2.3.1 Connecting Vocabulary to the World with Pictures and Objects

Young learners benefit from direct, sensory-based input. Wright (2010) explains that images, gestures, and realia allow children to associate language with real-world referents, aiding both comprehension and memory (p. 5). In a Class 2 lesson on verbs, I used flashcards of actions (e.g., running, sleeping) alongside movement activities. Students mimicked the actions and practiced speaking: "She is running." Furthermore, in Class 1, I introduced spatial prepositions using a ball. Placing it under, behind, and on a chair allowed students to visualize and describe: "It is under the chair."

These activities follow Piaget's view that children in the concrete operational stage (ages 7–11) learn best through hands-on experiences (Piaget, 1952, p. 76). By making the abstract concrete, visual tools support language input and encourage active participation.

2.3.2 Telling Stories with Pictures: Visual Narratives in Action

Young learners understand better when lessons are supported by pictures, especially during storytelling. Cameron (2001) explains that children need chances to notice, imagine, and think deeply about what they see and hear (p. 72). In a Class 3 lesson, I showed students a park scene from their English book before reading it aloud. I asked them, “What is the girl doing?” and “What do you think will happen next?” This helped the students observe closely and share their thoughts. Some said, “The girl is sitting on a bench and reading a storybook,” while another added, “Maybe she will meet her friend in the park.” These simple questions and their answers helped them feel curious and ready to follow the story.

In another class 1, I used four colorful pictures to tell a story about a boy preparing for his birthday party. Each picture showed a different step: blowing balloons, making a cake, decorating the room, and finally celebrating with friends. I made 3-4 groups then gave the pictures to groups and asked them to arrange the story in the right order. Then, they used the pictures to describe what happened: “First, the boy blew up balloons,” “Then he made a cake,” and “Finally, his friends came.” This activity helped students practice sequencing, speaking in full sentences, and working together. It also supported learning through peer interaction and guidance, as described by Vygotsky (1978, p. 86).

Storytelling with pictures made the lessons more enjoyable and helped students improve their vocabulary, imagination, and speaking skills in an interactive way which engages the students more.

2.3.3 Worksheets as Independent Discovery Tools

Although often considered traditional, worksheets are powerful when used for practice and consolidation. Ghosn (2013) suggests that well-designed worksheets foster repetitive engagement, giving students time to apply language patterns independently (p. 44). In Class

4, I provided students with a worksheet based on a reading passage. They had to match short summaries to specific paragraphs, underline adjectives, and rewrite two sentences using their own vocabulary. This activity helped students improve their reading comprehension and sentence-building skills while working at their own pace.

In Class 1, I created a worksheet based on classroom routines. It included matching pictures (e.g., brushing, packing bag, eating tiffin) with time expressions like “in the morning,” “at lunch,” and “before going home.” In the worksheet I also gave some more instructions where the students enjoyed drawing clocks and coloring the routine boxes. This made the activity fun while reinforcing time-related vocabulary and real-life language use.

After a spelling class in Class 2, students completed a short worksheet where they described different animals using two adjectives each. For example, “The tiger is big and strong” or “The rabbit is small and quiet.” This independent follow-up allowed students to slow down, reflect, and apply language in writing and help both visual and intrapersonal learners thrive. These quiet tasks also created a calm moment in class where students practiced without pressure. I found that some learners who were shy during speaking activities showed more confidence during worksheet tasks.

In addition, I often checked the worksheets with the class, asking students to come to the board and correct answers together. This made the feedback process interactive and gave students ownership of their learning. Worksheets, when used meaningfully, can balance energy in the classroom, reinforce earlier tasks, and give students space to think and learn on their own.

2.3.4 Boosting Participation Through Language Games

Game-based learning plays an important role in engaging young learners in English classrooms. According to Brewster, Ellis, and Girard (2002), students become more focused and motivated when they are emotionally involved and physically active during a task (p. 92). Throughout my internship, I used language games frequently either in the middle or at the end of the lesson to review key content and re-energize the class.

In many classes, I divided students into two teams, one from the right side of the room and one from the left. I asked simple spelling-related questions aloud and told each team to take turns running to the board and writing the word at a time. write the correct spelling. If the answer was correct, the team celebrated by cheering for their friend. However, if the student made a mistake, the opposing team was given a chance to answer and earn the point. This friendly competition kept all students attentive, involved, and eager to participate. The team structure, friendly competition, and movement made even the quieter students excited to participate. These games helped reinforce listening, spelling, and vocabulary in a high-energy but low-pressure environment.

Krashen's Affective Filter Hypothesis supports this type of approach, stating that learners absorb language better when they are relaxed and emotionally engaged (Krashen, 1982, p. 31). One activity that worked especially well in Class 1 was the "Guess the Animal" game. I gave clues like, "It has four legs and says moo!" Students shouted their answers and then spelled the animal name aloud together. This integrated listening, speaking, and phonics into one joyful moment of learning.

These playful activities were more than just fun, they helped build students' confidence, team spirit, and attention. Game-based learning gave all students a chance to shine, whether or not they were the top performers in regular lessons.

2.3.5 Inspiring Speaking and Writing through Visual Prompts

Visual prompts are great tools for encouraging both speaking and writing in young learners. In one of my Class 4 lessons, I showed students a collage of creative houses like a treehouse, a candy cottage, and a boat house and asked them to describe their dream house. Students excitedly shared sentences like *"My dream house floats on water"* or *"It has a garden on the roof."* First, we had a speaking round where each student described their house aloud, and then they wrote about it in their notebooks. This activity served as a form of brainstorming, allowing students to organize their ideas through speech before turning them into written sentences."

Bruner (1961) believed that students learn better when they discover and connect ideas on their own, especially when materials are clear and emotionally interesting (p. 23). In another class, I used picture cards of daily activities like brushing teeth or playing. Students used these images to form simple spoken sentences such as *"I brush my teeth at 7 o'clock"* or *"I play with my sister in the evening."* Later, they wrote those sentences in their notebooks. This method helped them practice speaking first, which made writing easier and more natural.

By using pictures, students could see and say what they wanted to express in English. It made both speaking and writing more enjoyable and helped build their confidence with the language.

2.3.6 Bringing Language to Life: Making Learning Meaningful for Young Learners

Interactive techniques such as games, visual cards, storytelling, and worksheets make language learning more engaging and relatable for junior students. These strategies help bridge the gap between understanding and using language. With visuals, students learn to connect words to the world around them. Through games, they develop vocabulary in a fun

and stress-free way. Through stories and writing, they begin to express emotions, ideas, and imagination in English.

These methods are based on well-known teaching theories and have worked well in real classrooms, making language learning both effective and enjoyable for young learners." Such methods helped students become more confident, engaged and motivated. These activities gave them a chance to use English in a fun and interactive way which enhanced the engagement of junior classrooms.

Chapter 3:

The Beginning of My Teaching Journey: Observing, Adapting, and Leading

Internship is the stage where theories meet practice, and teaching begins to move from idea to action. As part of my internship at Academia School, Lalmatia, I was placed in the junior section, working with students from Classes 1 to 4. With a focus on English language teaching and student engagement, I entered this journey with both curiosity and a strong sense of responsibility. My goal was not only to deliver lessons, but to enhance student involvement using interactive methods from simple games to visuals and movement-based learning.

This chapter reflects the earliest part of my internship journey—from observation to my first independent teaching sessions. These initial experiences laid the foundation for all that followed, including classroom management, emotional bonding with students, and developing personalized teaching techniques.

3.1 The First Step: Understanding Junior Learners Through Observation

My internship began with a full week of classroom observation, which played a crucial role in shaping my understanding of how junior classrooms operate on a daily basis. I observed

classes from Class 1 to Class 4, closely noting how teachers introduced lessons, managed daily routines, used visual aids, and responded to various student behaviors. I was especially focused on how young learners stayed engaged, what excited them, what distracted them, and how teachers managed those transitions smoothly.

In Class 1, I noticed that many students needed emotional engagement. Some were still adjusting to the school environment and often appeared restless or upset. Teachers used gentle storytelling, rhythmic activities, and interactive visuals to bring comfort and focus back into the learning space. In contrast, students in higher classes, like Class 2, 3 and 4, responded well to reading activities and open-ended questions, but they showed even more interest when lessons were game-based, hands-on, or connected to real-life situations.

At the end of the week, I submitted a formal Observation Report to the section in-charge. This reflection-based assignment encouraged me to look beyond surface-level routines and pay attention to the subtle dynamics of classroom life—such as how tone of voice could calm a noisy class, how learners reacted when their names were gently called, or how energy levels shifted during group activities. Writing this report sharpened my ability to notice the small but powerful elements of classroom learning such as eye contact, tone, waiting time, gesture, and student grouping. These classroom behaviors became the foundation for how I planned my own lessons later.

During this time, students also began to notice me. Some smiled when I entered the room, while others waved at me during breaks. A few even asked, “Will you teach us today?” These small interactions helped me build an early bond with them which is a connection that later made teaching smoother and more enjoyable when I began leading lessons.

3.2 Stepping Forward: My First Teaching Encounters

After completing my observation week, I was given the opportunity to begin assisting with lessons. My first full teaching moment came in Class 2, where I led a spelling activity using words from their Oxford Reading Circle (ORC) book. I divided the class into two teams.

When I announced the game, the students' faces lit up. One by one, they came to the board, writing the letters of the given word. If a student spelled the word correctly, their team would cheer loudly. If they made a mistake, the other team got a turn.

This activity was more than just a spelling review. It was a lesson in confidence, teamwork, and excitement. Even those who were usually quiet raised their hands to participate. I realized how powerful interactive methods can be when it comes to drawing out students who otherwise remain silent.

In my Class 1 session, I conducted an engaging warm-up activity focused on action-based vocabulary learning. I introduced simple verbs such as *jump*, *sit*, *run*, and *clap* by saying each word aloud while simultaneously demonstrating the corresponding action with expressive body movements. The students enthusiastically followed my example, repeating the words as they acted them out. This multi-sensory approach combining hearing, seeing, and doing helped the children connect the new vocabulary with physical movements, making the learning experience more memorable and enjoyable. As a result, many students were able to recall and use these verbs later during their free play time, indicating that they had successfully internalized the language through this active and interactive method.

These first experiences taught me that teaching young learners is not about standing in front and delivering content, it's about meeting students where they are, both developmentally and emotionally. Every smile, every giggle, and every moment of participation was a signal that learning was taking place. It was also clear that junior students need constant encouragement,

structured routines, and plenty of opportunities to express themselves through sound, motion, and creativity.

These initial teaching experiences gave me the confidence to take on more responsibilities and I gradually expanded my role by taking substitute classes for Classes 3 and 4. This progression not only strengthened my confidence but also allowed me to refine my teaching strategies to effectively engage students across different age groups and learning levels. Moreover, the early teaching experiences not only strengthened my confidence but also fueled my passion for education, encouraging me to continually grow and connect meaningfully with my students as I moved forward in my teaching journey.

3.3 Early Lessons That Shaped Me: Insights I Carried Forward

As I moved from observing to teaching, I began to understand that real teaching is not just about delivering lessons, it is about knowing the learners and shaping the approach to meet their needs. Those first few days of active teaching helped me see what engagement really looks like in a junior classroom. I discovered that even a simple activity, when delivered with energy, kindness, and purpose, could make a big difference in how students responded.

One of the biggest lessons I carried forward was the power of interaction. Whether it was a spelling class in Class 2 or an action-verb activity in Class 1, students were always more focused and excited when they were doing something, not just listening. I learned that movement, visuals, and active participation are essential tools when teaching young learners. They do not just sit and absorb information, they learn best when they can speak, move, and create.

I also realized the importance of my tone, expression, and body language. A soft voice, a warm smile, or simply calling a student by name could change the entire atmosphere of the classroom. These small gestures helped build trust, especially with students who were shy or

hesitant. I began to understand that engagement is not always loud or energetic, sometimes it is in the quiet moments when a child looks at you with interest, or confidently answers a question they were once afraid to try.

Another valuable takeaway was learning to adapt quickly. In some classes, my planned activity did not go exactly as expected. A group might lose focus, or a child might get upset, so I learned to adjust in the moment to change the pace, and shift to a more visual task. These moments taught me that flexibility is just as important as preparation when it comes to working with young learners.

These early experiences helped me grow not just in skills, but in confidence. They gave me a clearer sense of my teaching personality, I am someone who is warm, interactive, responsive, and creative. I began to see teaching not as a fixed process, but as a dynamic, human-centered journey where both the teacher and the students grow together.

By the end of this first phase of my internship, I was no longer just following lesson plans and I was starting to design meaningful learning moments based on what I had seen, felt, and learned in the classroom. These lessons became the heart of how I continued to teach and connect with students throughout the rest of my internship journey.

Chapter 4: Shaping Young Minds Through Structured and Creative Teaching

4.1 Managing Young Learners with Care and Clarity

Managing a classroom full of young children was one of the most important and valuable parts of my internship. I quickly learned that being strict was not the answer; young learners need gentle guidance, clear instructions, and lots of encouragement.

At the beginning of each class, I reminded students of simple rules like raising their hands before speaking, using quiet voices during group work, and listening when others talked.

Instead of scolding, I used positive words and soft reminders like “Let’s take turns,” or sometimes “I love how quietly this group is working.” These little phrases helped keep the class calm and focused without making students feel nervous.

I also realized that using eye contact, smiling, and calling students by name helped me connect with them more quickly. When students felt that I cared about them, they listened more and tried harder.

Sometimes, when the class became noisy or lost focus, I used simple strategies like rhythmic clapping patterns or call-and-response cues (e.g., “1, 2, 3—eyes on me!”) to gently regain their attention. These quick, light-hearted techniques worked effectively without disrupting the classroom atmosphere. I learned that a warm tone combined with consistent boundaries helped maintain order while keeping students comfortable and engaged.

This approach aligns with B.F. Skinner’s Reinforcement Theory, where positive reinforcement such as praise and kind reminders is used to strengthen desired behaviors among learners (Skinner, 1953). Instead of punishing students, reinforcing positive conduct helped shape their behavior in a more engaging and supportive way.

In addition, during my internship, managing young learners with care and clarity helped me to create a positive space where students felt comfortable to participate actively, which boosted their engagement and supported interactive learning.

4.2. Creating a Warm and Supportive Classroom Environment

For young learners to fully enjoy and benefit from learning, they must first feel safe and comfortable. To achieve this, creating a warm and supportive classroom environment is crucial for boosting student engagement and encouraging interactive learning. With this in

mind, I dedicated myself to making the classroom a space where every student felt welcomed, supported, and truly valued.

At the beginning, some students were shy or hesitant to join activities. One special student, Hasan, stood out to me. He often found it difficult to stay calm and would sometimes get upset or become distracted during lessons. As a new teacher, managing Hasan was challenging at first, and because he didn't know me well, he seemed a little afraid. To help him feel more at ease, I made a conscious effort to spend extra time with him whenever I gave tasks to the class. I created a warm and supportive environment around Hasan so that he could feel safe, relax, and gradually become more comfortable and open with me.

Over time, Hasan began to trust me more. He started to feel at ease in class and even smiled during our interactions. Witnessing his progress made me proud and reinforced the importance of patience and kindness in teaching every child. Gradually, Hasan gained confidence and began participating more actively. This experience taught me that with encouragement and understanding, students will open up and grow at their own pace. This experience reflects Krashen's Affective Filter Hypothesis, which suggests that emotional factors such as anxiety, motivation, and self-confidence can affect language acquisition and learning (Krashen, 1982). By creating a low-stress environment for Hasan, his "affective filter" was lowered, which allowed learning to happen more naturally..

Furthermore, every day, I greeted the students warmly and asked simple questions like, "What did you do yesterday?" or "Did you enjoy your tiffin?" These small conversations helped build trust and made the children feel comfortable sharing their thoughts.

When students made mistakes, I always responded kindly, saying things like, "Great effort! Let's try that again." This positive and supportive approach encouraged them to take risks and learn without fear. This also relates to Vygotsky's Sociocultural Theory, where learning is

mediated through interaction and encouragement from a more capable peer or adult (Vygotsky, 1978). By scaffolding their confidence, I helped them grow socially and cognitively. From this view, I observed that when the classroom atmosphere was friendly and nurturing, students became more eager to join discussions, ask questions, and enjoy their learning experience.

4.3 Arranging the Classroom to Enhance Student Engagement

The physical arrangement of the classroom plays a crucial role in how young learners engage with lessons and interact with each other. During my internship, I carefully observed and adjusted the seating and classroom layout to create an environment that supports active participation, comfort, and collaboration.

4.3.1 Using Traditional Seating to Support Focus and Participation

The classrooms in the school primarily followed a traditional seating setup, where students sat in rows facing the teacher at the front. Each student had their own chair, ensuring personal space and comfort, while benches were arranged to seat two or three students side by side. Although this fixed setup did not offer the flexibility of modern, movable layouts, it was still highly effective in maintaining structure, focus, and teacher-student visibility.

This arrangement made it easier for me as a teacher to move around the classroom freely, observe students closely, and engage with them directly. I often walked between rows, made regular eye contact, and called on students bench by bench during reading, spelling, or short Q&A tasks. This approach not only kept them attentive but also created a sense of involvement and anticipation.

While the layout was mostly fixed, I occasionally customized it for specific activities. If a task required more interaction, I would adjust a few students' positions to pair them up or

reduce distractions by changing their seats. These small changes made a significant difference in managing behavior and encouraging cooperation among learners.

The traditional layout also supported a calm, focused classroom atmosphere. Because the students were used to the structure, they responded well to instructions and found it easier to concentrate on lessons. With thoughtful teacher movement, warm interactions, and planned engagement strategies, even this classic classroom setup supported interactive and enjoyable learning.

Ultimately, my experience showed me that it is not always the layout itself but how the teacher uses the space that determines the success of student engagement. A consistent routine, positive tone, and teacher presence can transform even a traditional classroom into a lively and productive learning environment.

4.3.2: Classroom Management and Creating a Positive Learning Atmosphere

Classroom management played a central role during my internship, especially when working with young learners who require constant support, structure, and encouragement. I observed that effective teachers maintained control not by being strict, but by creating a calm and respectful environment where students felt safe and understood.

One key strategy was the consistent use of eye contact. By looking directly at students while speaking or giving instructions, teachers helped them stay focused and connected. Small gestures and purposeful body movements were often used to highlight important ideas, making the lesson more dynamic and visually engaging. When students struggled with attention or understanding, teachers approached them personally—offering support in a soft, kind tone rather than singling them out in front of the class. This approach reduced anxiety and encouraged participation, especially from shy or hesitant students.

Teachers also made an effort to build strong bonds with the children. They used affectionate nicknames such as “angel,” “sweetheart,” which made the classroom feel warmer and more personal. These simple acts of kindness helped students feel valued, boosting their confidence and willingness to engage.

There were moments during class when some students became distracted or began chatting with their peers. Rather than responding strictly, teachers managed these situations calmly by gently redirecting students’ attention. One common technique was to ask light, topic-related questions to re-engage them with the lesson. At times, teachers would make small seating adjustments—like swapping seats between students—to reduce distractions and help them focus better.

When these soft approaches didn’t bring the desired results, the school’s “Star Chart” system was used as a positive reinforcement strategy. This chart rewarded good behavior with marks, which motivated students to act responsibly. The children were excited about earning the highest number because it meant they could win small prizes. This created a healthy sense of competition and made discipline feel more like a game than a punishment, reinforcing good behavior in an enjoyable way.

This connects closely with Deci and Ryan’s Self-Determination Theory (1985), which emphasizes the importance of intrinsic motivation. By giving students autonomy and positive reinforcement through tools like the Star Chart, their motivation came from interest and enjoyment, not fear or pressure.

I am attaching a picture of the Star Chart used in the classroom to support this practice

NAMES	HALF-YEARLY	FINAL TERM	BEHAVIOUR + DRESSUP + TIDY
1. MUSARRAT MAHMOOD			
2. SYEDA ZAFARAH ALI			
3. AHSANAT TILSI			
4. KURASHA KHAN			
5. RYANAT JAMAL			
6. SARIBA KHAN			
7. FARIN KAFI			
8. SARA GHANILA			
9. SYEDA MAHAR			
10. MAHRA HOSAIN			
11. NUSHA KALIB			
12. HAFSA BINT			
13. SAMARA MIR			
14. KUNDIALI KUBA			
15. ANAISHA ANSAR			
16. MUMTAHINA			
17. SADIYA ZAMAN			
18. FAIZAH NAJAF			
19. SHAIKH TALEHA			
20. NAFISA BINT			

Fig 1:Star chart displaying student achievements.

Moreover, teachers also paid close attention to students' emotions which was a vital part of classroom management. If a child appeared upset or withdrawn, the teacher took time to understand what was wrong. They often spoke to the student privately, offering reassurance and showing empathy. When necessary, teachers communicated with parents to ensure the child received care and attention both at school and at home. These efforts helped build a safe and caring classroom atmosphere where students felt supported, respected, and more ready to participate in learning.

4.3.3 Creating a Welcoming and Engaging Classroom Environment

A welcoming classroom environment contributes greatly to students' sense of belonging and motivation to learn. During my internship, I observed how thoughtfully designed classroom spaces had a significant impact on students' mood and participation.

Even though the school was set up in a building that was once a house, the management put in great effort to make it feel welcoming and child-friendly. There were some challenges with space and budget, but the classrooms were still made bright, colorful, and enjoyable for students. Walls were decorated with student-made artwork, seasonal crafts, and themed posters. Positive phrases such as “Be polite,” “Thank you,” “Excuse me,” and “Please” were displayed prominently, reminding students of basic manners and social values in a friendly, visual way.

There were also posters about the days of the week, classroom rules, and a “Growth Mindset” corner that reminded students to keep trying, even when things felt hard. These posters helped with learning and made the classroom feel more fun and welcoming, it is a place where students looked forward to coming every day.

Such an environment aligned perfectly with the goals of my internship, which focused on enhancing student engagement through interactive and student-centered teaching. I found that when the classroom felt joyful, safe, and visually stimulating, students were naturally more involved in lessons, more confident in sharing their thoughts, and more motivated to complete tasks.

In the end, it became clear that the physical and emotional environment of a classroom plays a powerful role in shaping student attitudes toward learning. A well-decorated, thoughtfully arranged, and emotionally supportive space can truly make a difference in a young learner’s educational journey.

To show how the school created a welcoming and cheerful environment, I’ve included some pictures of the classroom wall decorations that made the space more engaging for young learners.



FIG 2: Colorful wall with quotes, and learning posters creating a warm classroom atmosphere.

4.4 Learning Through Practice: My path in Teaching Methods

Throughout my internship, I had the opportunity to apply and explore a variety of teaching methods that helped me better understand how children learn. I realized that the more interactive and meaningful the lesson, the more students stayed engaged and participated with interest.

One method I found especially helpful was using interactive games to introduce or review new vocabulary. I created word guessing games, quick matching tasks, and spelling relays where students had to listen carefully, respond quickly, and work together. These activities made learning feel exciting and helped students stay focused without feeling pressured.

I also used visuals and hands-on activities to support language learning. For example, I used cut-out pictures and small flashcards for describing objects or building simple sentences. When students had real things to look at or touch, they spoke more confidently and remembered the lesson better.

Reading and practicing rhymes played a big role in my teaching. Through repetition and rhythm, even students with limited vocabulary could quickly join in and remember words or phrases. This method is similar to the Audio-Lingual Method, which helps language learning through repeated listening and speaking.

In many lessons, I used the Communicative Language Teaching (CLT) approach by asking open-ended questions and encouraging students to talk about familiar topics. This helped them practice speaking and express their ideas more freely.

To support grammar and sentence structure, I also used some Grammar-Translation Method (GTM) activities. For example, students practiced changing simple sentences within English, which made them more aware of how different words and sentence forms work.

I also found that pair work and group tasks were very helpful. Students talked to each other, completed worksheets together, and gave each other feedback in simple ways. These activities encouraged teamwork, listening skills, and cooperation, which are very important for young learners.

From my experience, I learned that good teaching requires flexibility. I mixed different methods based on how the class was feeling, the lesson topic, and the students' learning levels. The most important thing was to keep lessons active, supportive, and fun. When students are interested and involved, learning happens naturally.

4.5 Building Bonds Beyond the Classroom Through tiffin Breaks and School Events

During my internship, I discovered that strong teacher-student relationships often grow outside the classroom. Break times, school events, and everyday moments offered valuable opportunities to connect with students on a personal level. These informal interactions helped

me understand my students better and made teaching inside the classroom much easier and more effective.

At break time, many students would approach me excitedly. They asked questions like, “Miss, will you teach us again after the break?” or showed me their tiffin snacks. Some kindly offered me to share their tiffin, and these sharing moments made break time duty especially enjoyable. Others shared their drawings or talked about their families. I always listened carefully, smiled warmly, and encouraged them to share more. These small conversations built trust and made students feel comfortable, which later helped them participate more actively during lessons.

4.5.1 Tiffin Sharing Day and Dress Up Day:

To strengthen student relationships and create joyful memories beyond the classroom, the school organized special events that brought everyone together in celebration and fun. After the half-yearly exams for classes 1 and 2, the school organized two special days to celebrate the students’ hard work and to build a stronger sense of community among them.

The celebrations began with an exciting Dress-Up Day, filled with creativity and joyful anticipation. On this day, students were encouraged to come dressed in outfits of their choice. With the help of teachers, many students prepared carefully by adjusting their costumes and applying light makeup like lipstick or blush to enhance their appearance. The costumes were wonderfully diverse, ranging from princesses, scientists, and superheroes like Spider-Man, to football players, and even themed outfits inspired by places like Palestine, or characters like Cinderella and mermaids. All four sections gathered in the auditorium, where students took turns introducing themselves and explaining the stories behind their outfit choices. Some students added excitement by performing songs or reciting rhymes, which made the event lively and memorable.

On the other hand, the following day was Tiffin Sharing Day, dedicated to the joy of sharing food. Students brought homemade snacks, or their parents left outside food at school during break time. Teachers helped distribute the food, ensuring everyone had a chance to enjoy the meal. This practice not only encouraged generosity but also created happy moments as students shared and bonded over their food. Some students even brought extra snacks to share with teachers, further strengthening the feeling of community. The day was rounded off with simple classroom games, giving students more opportunities to have fun and connect with their classmates.

Together, these events provided students with joyful and meaningful experiences, encouraging values of sharing, self-expression, and togetherness within the school community. These events were more than just celebrations because it reflected the power of interactive experiences in fostering student engagement, building confidence, and creating meaningful connections that positively impacted classroom learning.

4.6 Fostering Engagement Through Extracurricular Activities:

The journey of learning extends beyond classroom walls when students are allowed to explore, create, and participate in activities that connect with real-life experiences. During my internship at Academia School, I had the opportunity to take part in and observe three major co-curricular events: the Art Competition, Pitha Utshob, and Quiz Competition. Each event played a significant role in engaging students in interactive ways while reinforcing their learning through fun, creativity, and social connection. These experiences not only brought learning to life but also significantly enhanced student engagement by promoting active participation, motivation, and meaningful communication.

4.6.1 Art Competition: Nurturing Creativity Through Colors

The Art Competition provided students with a platform to express their thoughts through visuals. Themes like “A Day at Your Village” helped spark imagination and encouraged students to reflect on personal memories and ideas. They selected their own materials, planned their artwork, and described their creations with pride.

As I assisted students during the event, I noticed how involved they were, not just in drawing, but also in sharing the stories behind their pictures. One student excitedly said, “This is me and my grandmother under the tree. We are eating mangoes.” These moments demonstrated how students connected classroom language and thinking skills to personal storytelling.

The freedom of color choice and the informal setting reduced pressure and allowed every child, regardless of ability, to participate confidently. According to Robinson (2011), creative spaces are essential for nurturing student engagement and helping children develop a sense of identity and voice.

This event highlighted how creative tasks can naturally support meaningful and motivated learning by offering students a hands-on platform to express themselves, take ownership of their work, and actively participate in reflecting the core goals of interactive teaching methods aimed at enhancing student engagement in English medium junior classrooms.

Here are some pictures I am showing students expressing their creativity through art:



Fig 3: participants showcasing their colorful creations during the Art Competition

4.6.2 Pitha Utshob: Blending Language, Culture, and Community

The Pitha Utshob was a rich cultural event that became an unexpected language learning opportunity. After finishing their morning lessons, students helped parents decorate stalls with handmade pithas. They labeled their food items, arranged the displays, and presented them to guests and teachers.

What stood out was how the students naturally used English while offering their food, phrases like “Would you like some?” or “This one is soft and sweet” were heard often. Some students even combined Bangla and English to explain their dishes, such as saying, “This is patishapta and it has narikel and gur inside.” Rather than being corrected, this natural language use was encouraged and appreciated, creating a stress-free communicative environment.

This practice reflects the concept of Translanguaging (Garcia & Wei, 2014), where students use their full linguistic repertoire including both Bangla and English to make meaning. Rather than restricting language, it empowered students to communicate authentically and confidently.

The real-world context of this activity helped students apply their language skills with genuine purpose. As they interacted with both adults and peers, even shy students stepped up and spoke with confidence. These types of interactive settings are crucial for helping students build communication skills and self-assurance (Nunan, 2004, p. 8).

Additionally, the event helped build a sense of community. Students, parents, and teachers collaborated closely, which strengthened their relationships and created a warm, supportive environment. This event reminded me that engagement also comes from emotional connections and shared experiences, not just academic tasks as well as it clearly demonstrated how integrating culture and real-life communication can significantly enhance student engagement and interactive learning.

The below pictures capture the students working together to prepare and enjoy the Pitha Utshob stalls:



FIG 4: Students actively involved in setting up and presenting at the Pitha Utshob

4.6.3 Quiz Competition: Learning Through Fun and Teamwork

The Quiz Competition was one of the most energetic and exciting events during my internship. Students were divided into four teams—Mercury, Neptune, Uranus, and Jupiter after a classroom-based selection round. The main event was held with real buzzers, scoreboards, and an enthusiastic audience.

The quiz covered vocabulary, spelling, logic, and general knowledge. Students had to discuss answers within their groups before pressing the buzzer, which encouraged collaboration and quick thinking. I noticed that students who were usually quiet in class were actively participating, whispering ideas to their teammates, and confidently answering questions.

The competitive format kept students highly focused and motivated. The fun and pressure of the game pushed them to listen closely, speak clearly, and support one another. This reflects Bruner's Discovery Learning Theory, which encourages active learning through exploration and problem-solving. Bruner (1961) believed that when students discover answers themselves as they did in this quiz format they retain information better and stay more engaged. Moreover, according to Harmer (2007, p. 52), classroom activities that are both fun and purposeful help improve learner confidence and participation. This event was a perfect example of that balance and it was enjoyable, interactive, and educational at the same time.

Furthermore, the quiz setup gave students a goal-oriented task where communication was essential. They used English in a practical setting, which made the language feel relevant and functional. One student exclaimed, "I knew that one! It was about the solar system!" It highlighted not only her excitement but also how proud she felt of using her knowledge in front of others. Therefore, this quiz competition clearly demonstrated how interactive,

goal-driven activities can boost student engagement, communication skills, and collaborative learning in meaningful ways.

The following photos show students actively participating and enjoying the quiz competition:



FIG 5: Participants from Four Competing Quiz Groups

4.6.4 A Joyful Learning Experience: The Book Fair

During my internship, one of the most memorable events was the Book Fair held at the school. A colorful pop-up bookshop was set up on the ground floor, offering a wide variety of books suitable for junior students from storybooks to rhymes and educational materials.

Although the day was a regular school day, each class was scheduled to spend 20 minutes in their lesson and then 20 minutes exploring the fair with their class teacher. I observed Class 2 students during their Math lesson and noticed their excitement about the fair. To help them focus, I promised to take them to the Book Fair right after class, which motivated them to cooperate. Once there, their eyes lit up as they browsed books, read passages aloud, shared interesting finds with friends, and chose books to request from their parents later. This simple change of environment sparked curiosity and joy in learning, showing me how engagement

grows when students are given authentic opportunities to explore and I have included a few pictures from that day to make the reflection more vivid and realistic.



FIG 6: Students exploring books at the school book fair.

Overall, the Book Fair provided a relaxed, enjoyable setting that naturally encouraged reading and language development. This experience reflected how interactive and interest-driven activities beyond classroom walls enhance student engagement and motivation.

4.6.5 Learning Outside the Classroom: Experience of the Annual Sports Day

Another highlight of my internship was the Annual Sports Day, a lively event that brought together all branches of Academia from kindergarten to senior sections. Held on a crisp winter morning, the open field buzzed with energy, color, and community spirit. Teachers and students wore matching dresses representing their sections, adding to the day's festive atmosphere.

The day began with the National Anthem and inspiring speeches by principals, followed by colorful balloons floating into the sky. Then, students enthusiastically participated in various sports and fun games, cheered by peers and teachers. Winners were awarded medals, and the event fostered confidence, teamwork, and school unity. Sharing some picture below of that day:



FIG 7: Joyful moments captured during the colorful Annual Sports Day celebration.

Moreover, a special segment, “Dress As You Like,” invited junior students to come dressed as different characters. A standout moment came from the first prize winner, who confidently dressed as an environmental scientist and spoke about sustainability and the importance of reducing plastic use. This segment encouraged self-expression and critical thinking, demonstrating how thematic activities promote deeper student engagement. Now I am sharing a few snapshots from that day showcasing how creatively the students embraced the “Dress As You Like” theme through their costumes.



FIG 8: Celebrating Sports Day in style with creative costumes.

The Sports Day clearly showed how meaningful learning happens when students actively participate in enjoyable and purposeful activities. It helped them develop communication, creativity, and social skills, all key aspects of fostering engagement through interactive methods, which aligns perfectly with my internship focus.

The day ended with a fun pillow-passing game for teachers, where I secured third place and it reminded me that joy in participation creates positive connections and involvement, just as in an interactive classroom.

4.7 Designing Engaging Study Materials for Junior Learners to support interactive learning

During my internship at the junior section, I used a variety of worksheets to support classroom activities and encourage student engagement. I designed materials that matched the lesson goals but also allowed students to interact, observe, think, and respond actively. Based on the level and needs of each class, I used different styles of worksheets to make learning more enjoyable and meaningful.

4.7.1 Picture-Based Worksheets for Class 1 and 2

For the younger classes, I mainly used picture-based worksheets that helped students understand topics through visuals. These were especially useful in subjects like English. For example, in an English lesson of class 2 on “Living and Non-living Things,” I used a worksheet that had various colorful images of animals, trees, toys, and objects. Students were asked to circle the living things and cross out the non-living ones. In other English classes of class 1, I used worksheets where students matched words with pictures, and identified objects starting with a particular sound.

These visual materials helped the young learners grasp basic concepts easily. The use of colors and pictures made the tasks interesting, and students were often excited to complete them. They also worked well in pairs or small groups, sharing their ideas while doing the worksheet. Therefore, the below picture-based worksheets supported my internship goal by making learning more interactive and helping young learners stay engaged through visuals and hands-on tasks.

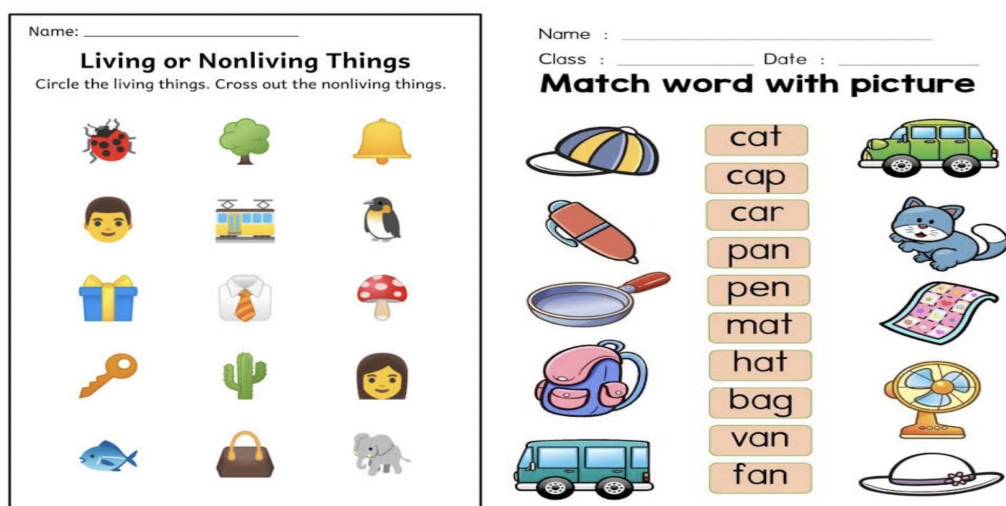


FIG 9: Picture worksheet used to enhance vocabulary and classroom engagement in early grades.

4.7.2 Sorting and Grouping Tasks

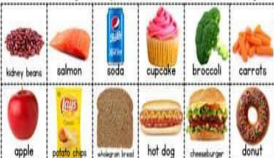
Another activity I often included in my worksheets was sorting and grouping. In topics like “Healthy and Unhealthy Food” students were given cut-out pictures and added those on the sheet and asked to place them in the right category. These tasks helped them build decision-making skills and encourage active participation. Instead of just memorizing facts, they learned through doing and thinking. These activities encouraged students to think critically and reflect on what they had learned. In lower classes like Class 1 and 2, sorting pictures of food, animals, or everyday objects helped them stay focused and visually engaged. In Class 4, I made the worksheets more challenging by including tasks like grouping words by part of speech. During the task, I instructed the students to listen carefully so they could catch the words I said and respond to the worksheet questions accordingly and for their betterment of understanding I also told them one answer from the worksheet. These tasks pushed students to think deeper and justify their choices. Sometimes, I told them to work it in pairs or groups and this working in pairs or groups also added an element of fun and teamwork, which increased overall class participation and made learning more memorable. The following picture from my worksheet activity illustrates how the task was used to engage students in active listening and meaningful writing during the lesson.

Name: _____ Date: _____

Healthy Food

Unhealthy Food

Cut, sort and glue the pictures under the correct heading



NAME: _____ DATE: _____

GRAMMAR WORKSHEET

PARTS of SPEECH

• Listen and write the words you hear in the correct spaces.

NOUNS	ADJECTIVES	VERBS	ADVERBS
	<i>new</i>		

• Now, use the above words to fill in the blanks below.

- I study English. I am a _____.
- John drives to work every day in his new _____.
- Sarah doesn't walk slowly. She walks _____.
- I need a _____ because I want to write some notes.
- Are you going to _____ for tomorrow's test?
- I'm hungry. When can we _____ lunch?
- My book isn't old. I bought it yesterday. It's *new* _____.
- The sky is black at night but it is _____ during the day.
- Are you hungry? I have an _____ in my bag. You can have it.
- I like that movie. I think it's very _____.
- Ireland is a _____ country but Canada is a big country.
- My brother doesn't take a bus to work. He likes to _____ to work.
- I don't want make any mistakes. I want to do my work _____.
- Please talk _____ in the library. Don't make lots of noise.
- I want to _____ the phone number so I don't forget it.
- The food is cooking _____ in the oven. We have to wait another hour.

Fig 10: Worksheet showing sorting task according to the class

4.7.3 Guided Writing Worksheets for Class 3 and 4

For the above students in Class 3 and 4, I used guided writing worksheets to help them develop their writing skills in a supportive way. These worksheets included prompts, keywords, and sentence starters in the question that made it easier for students to begin writing and organize their thoughts.

In one English class, after reading a short story together, I gave them a worksheet where they had to complete sentences based on the story. This task helped them focus on the key points while also practicing how to form complete and meaningful sentences. It gave them a structured way to respond to the text while gradually building their writing confidence.

In another lesson, I gave them a worksheet on the topic “My Home District.” Instead of giving them ready-made sentences, I encouraged them to write a letter to a friend describing where they live. They mentioned famous places, local foods, and the weather of their area. This activity made them think creatively and personally while using English to share real-life experiences. It was a simple but effective way to connect their own world with classroom learning through language. These guided writing worksheets supported interactive learning by

encouraging students to think independently and express ideas in written form, which aligns with the goal of enhancing engagement through active participation.

4.7.4. Interactive Phonics Practice Through Picture Clues and Word Building

In one of my lessons with Class 1, I used a phonics worksheet from their textbook that focused on developing sound recognition and word formation skills. The worksheet featured a set of colorful pictures, each representing a familiar object. Below the images, and above of the task were given a word box containing a list of complete words. However, in the main task area, students were given incomplete words where only the last two letters were printed and they had to identify the object in the picture, sound out the full word from the word box, and add the correct first letter to complete it.

This approach allowed students to actively engage with the content by listening, recognizing, and forming words based on visual and phonetic clues. It strengthened their understanding of phonics and improved their spelling in a fun and interactive way. The use of visuals alongside guided letter completion made the activity enjoyable and effective for young learners, reinforcing the connection between sounds, letters, and meaning. This activity not only supported early literacy development but also reflected how visual and interactive methods can significantly boost engagement and participation among young learners in junior classrooms. I am sharing the task picture below to give a clearer understanding of how the worksheet was used in class.

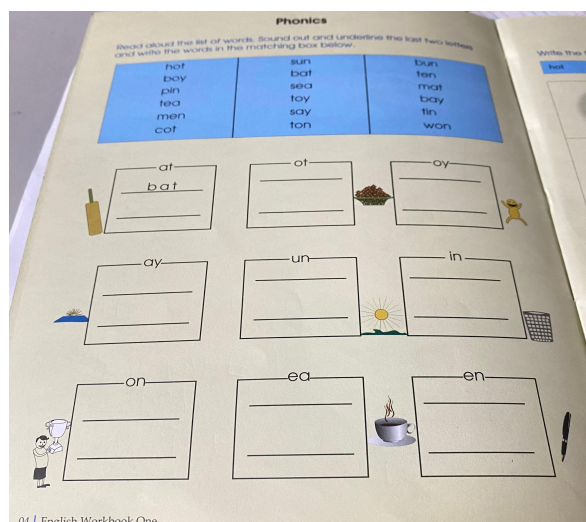


Fig 11:phonics worksheet with picture-based word building task.

4.8 Facing and Managing Challenges During My Teaching Internship

During my internship, I had the chance to teach junior classes from class 1 to Class 4. While this experience was very valuable , I also faced several challenges, especially in keeping young students engaged using interactive teaching methods.

One major challenge was managing the attention span of young learners in class 1 and class 2. Many students would get distracted or lose interest quickly during lessons. Some children were also emotionally attached to their parents and cried during class, which made it difficult to conduct smooth lessons. In the higher classes like Class 3 and 4, it was sometimes challenging to encourage all students to participate actively. When a few students became reluctant to do tasks or write, it sometimes influenced others to lose focus as well. Another difficulty I experienced was during exam days, especially with younger students who needed extra explanation and support to understand the questions. So, finding the right balance between offering support and maintaining the integrity of the exam proved to be quite difficult.

4.9 Strategies I Used to Overcome Challenges

Throughout my internship, I encountered various challenges while teaching junior classes. However, with time, observation, and guidance from experienced teachers like Ms. Papia, I was able to gradually find effective strategies to manage the situations more confidently.

One of the most common challenges was dealing with the short attention spans of younger students. To address this, I started using short, interactive activities such as action simple games, and colorful visual materials that quickly caught their attention. Instead of long instructions, I kept directions brief and used hand gestures to make things clearer. Ms. Papia often reminded me to break the class time into smaller segments and include movement-based tasks to keep the children engaged. Taking her advice, I began incorporating short breaks with playful learning tasks like flashcard matching or “Simon Says,” which helped students refocus without losing interest.

Another challenge was calming children who were upset or missing their parents, especially in Class 1. In such cases, I learned to start the class with soothing activities like storytime, simple craft work, or arranging flashcards. These helped the students settle down slowly before transitioning into the main lesson. Sometimes, Ms. Papia would join me in handling such situations, giving me helpful suggestions on how to communicate gently and build a friendly bond with the child from the beginning.

For Classes 3 and 4, the challenges were a bit different. Some students lacked motivation or showed hesitation in participating. To manage this, I tried to make lessons more relatable by connecting the content to real-life experiences. For example, while doing a writing task, I asked them to describe their weekend activity, which made them more eager to write. I also used peer support by pairing confident students with those who needed encouragement.

Simple praise and appreciation in front of the class created a positive atmosphere. I noticed that when I highlighted one student's effort, others became more willing to try as well.

During exam days, especially with younger learners, I faced the difficulty of explaining exam instructions without giving away answers. I practiced using clear and slow verbal instructions with matching gestures, which helped students understand what to do on their own. Ms. Papia guided me on how to support them without crossing the line between assistance and help that affects assessment integrity. Her guidance helped me find a balance between encouraging students and allowing them to attempt tasks independently.

Overall, with practice and the support of senior teachers like Ms. Papia, I learned how to adjust my teaching style based on the needs of different age groups. These experiences helped me become more confident and better prepared to handle real classroom situations.

4.10 Approaches That Helped Me Handle Challenges

Using visual and hands-on activities was one of the most effective methods to keep students engaged. Activities like matching pictures, sorting tasks, and drawing helped children focus and made learning more enjoyable.

Maintaining a clear daily routine also helped students know what to expect, which improved classroom behavior and engagement. Starting with simple greetings and following with interactive tasks created a smooth flow in lessons. Building personal connections with students by calling them by name and encouraging them individually helped build their confidence and willingness to participate.

I also adapted my teaching style according to the age group. For younger students, I used simple language and more physical actions. For older students, I allowed more time for independent thinking and encouraged them to express their ideas.

4.11 Reflection on My Growth as a Teacher

This internship was an important learning experience for me. I realized that teaching young learners requires patience, creativity, and flexibility. I learned how to design and use interactive activities that keep students involved and make learning enjoyable.

I became more confident in managing classroom dynamics and understanding how to meet students' different needs. I also understood that building a positive relationship with students is key to their engagement and learning success.

Overall, I feel I have grown both as a teacher and as a person. The challenges helped me improve my skills, and I am motivated to continue developing interactive teaching and enhance student engagement with the above methods to make learning meaningful for young students.

Chapter 5

5.1 Suggestions and Closing Thoughts

My internship at Academia School, Lalmatia offered me an insightful journey into the world of teaching young learners. I had the opportunity to work with different junior classes, from class 1 to Class 4, and I learned a great deal about student engagement, classroom behavior, and the importance of teaching strategies that match the developmental level of each child.

While the experience was meaningful and supportive, I would like to share a few suggestions that may help enhance teaching and learning further in similar school environments.

Suggestions:

1. Encouraging Regular Attendance Through Parent Communication

I noticed that in some classes, a few students were often absent or irregular, especially in the lower grades. This affected their ability to follow classroom routines and stay on track with learning. The school may benefit from increasing communication with parents and possibly introducing soft attendance rules, such as regular reminders or small reward systems for consistent attendance. This could help build a habit of regularity in young learners from the beginning.

2. Using More Interactive Teaching Tools

Although many of the teachers, including myself, used charts, flashcards, and some visual aids, I believe the school can benefit further by investing more in interactive materials such as audio-visual tools, projectors, digital stories, or age-appropriate educational games. These can especially support English language learning and classroom engagement for junior students who respond better to visual and playful learning methods.

5.2 Conclusion:

Throughout this internship, I experienced firsthand how interactive teaching strategies such as story-based lessons, hands-on worksheets, rhymatic, games, and visual aids make a meaningful difference in the learning outcomes of young students. I observed how students responded with greater energy, focus, and creativity when teaching was connected to their daily lives and when they were actively involved in the learning process.

This internship has shown me that student engagement is not just about fun, but about creating an environment where learning feels relevant, doable, and joyful. As a teacher, it

encouraged me to always think from the learner's perspective and to design tasks that are both age-appropriate and intellectually stimulating.

I hope that my contributions during this internship will continue to benefit the students I worked with, and I look forward to using what I have learned to grow further as an educator. With the right strategies and support, we can truly help young learners enjoy their education and build strong learning habits from the start.

To sum up, this internship has deepened my understanding of how interactive teaching strategies can significantly enhance student engagement, especially in junior classrooms, by making learning more meaningful, enjoyable, and developmentally appropriate for young Learners.

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