

Madelyn

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BOE Class B

English Teaching Internship and Report

1. Introduction

Zhengzhou No.26 Middle School is a public junior high school with a total of 3 grades (grade 7 to grade 9). Every classroom is equipped with an e-whiteboard and projector for better multimedia and modern teaching.

During the internship, I was assigned by the administrative department to Class 5 and 6, Grade 8 as an English intern teacher. Primarily, my tasks are to assist my tutor in English teaching and teaching English independently. In addition, I need to regularly participate in teaching and research discussion meetings of the English group of Grade 8. I also help with some class affairs management and school activities.

2. Time Allocation

I started my internship on Dec. 16, 2024, and ended on Apr. 30, 2025 (winter holiday: Jan. 22, 2025 - Feb. 10, 2025).

The details of how the 480 hours are allocated are explained in the table below:

Activities	Hours Allocated
Independent Teaching (Generally, I gave complete 45-50 mins classes to class 5 and class 6 following the schedule of my tutor and the unit sequence of the textbook. I mainly taught vocabulary, grammar, writing, listening, speaking and reading. Apart from regular classes, I supervised English morning reading on Mondays, Wednesdays, and Fridays or Tuesdays and Thursdays each week. During this time, I explained some difficult and key exercises to the class, checked their pronunciation and recitation and guided them how to improve. I was also responsible for managing the self-study class of the two classes in the last class every Monday afternoon. In this class, I supplemented some of the content and knowledge that I didn't have time to cover in the regular class and then answered students' questions.) (figure 1)	90
Classroom Observation (I observed English classes of all the three grades and took notes) (figure 2)	50
Class preparation (The textbook used in this school is PEP English for grade 7-9. I	180

analyzed and adjusted the textbook, designed PPT, worksheets and teaching materials, and searched for other teaching resources online.) (figure 3)	
Teaching Assistance (I corrected homework, checked the test paper, helped design quizzes, and filled out the test data form.) (figure 4)	100
Administration and School Affairs (I assisted in some school activities like the sports meeting, art festivals etc. I also helped organize the parents meeting and sorted out students' graduation certificates etc.) (figure 5)	50
Research and Related Work (I designed some forms to collect data about students' self-assessment, learning motivation and willingness before and after a certain classroom activity or a teaching method.)	6
Internship Report Writing	4



Figure 1



Figure 2

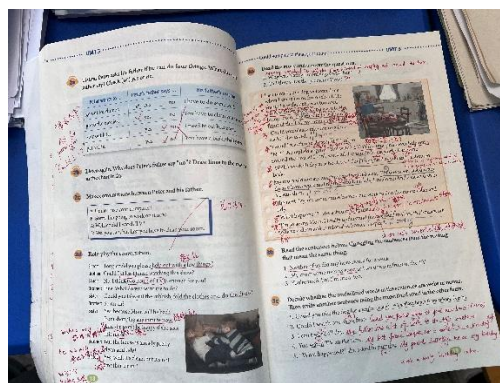


Figure 3 (preparation notes)



Figure 4 (homework correction and feedback)



Figure 5 (sports meeting)

3. Duties and Responsibilities

3.1 Work performed

Lesson planning and preparation: I work closely with my tutor to analyze the textbook and determine which activities on it need to explain in detail. We identified the key and difficult vocabulary and grammar in each unit. I also combined some other appropriate materials (e.g. videos, news, texts, photos, etc.) with the textbook or modified some texts in the textbooks. Furthermore, I designed some worksheets for students in the hope that these could contribute to more efficient in-class learning and after-class revision.

Classroom teaching: During the class, I tried to introduce various classroom activities like role-play reading, vocabulary bingo game, etc. For the common teaching methods, the top-down were mainly chosen for reading and listening teaching. I would show some background information before guiding them to comprehend texts, conclude main ideas, infer word and sentences meaning, and finish exercises. I used some relatively new teaching methods including student-center, multimodal, translanguaging, etc. For example, in a unit with the topic of legends and stories, I changed a passage related to *Sun Wukong* into a translanguaging form instead of directly using the all-English version in the textbook.

Assessment and feedback: At the beginning of some classes, I would do vocabulary dictation or randomly check the key points mentioned last class. For self-assessment, I created a self-assessment form for each unit and asked students to fill it. As for feedback, I noted down some common grammar and vocabulary errors when correcting their homework, then explained them again in the class. Sometimes, some students make too many mistakes, so I would provide individual feedback during the break time.

3.2 Specific projects or assignments

Since I am from Macau, one of the projects was to introduce culture and language so as to increase students' extracurricular knowledge related to English,

language and culture. This was irregular, depending on whether there is spare time after each class. After completing the regular teaching tasks, I would share some small topics like the phenomenon of alternating the use of Cantonese and English in Hong Kong, or some local or foreign cultural customs, etc. I also shared some videos of TED, like brain development and bilingual and others related to language. I found that many students were highly attracted and focused when I explained these. After class, some of them told me that they found it interesting and novel and learned a lot.

3.3 Challenges and Solutions

Classroom Management: Initially, I was not so skillfully mobilizing students to participate in some classroom activities. In other words, students' reaction in the class was not very active. After communicating with my tutor, I tried to use some techniques like drawing student numbers to answer questions based on time or date, or setting group competitions of which the winner group would gain some rewards.

Class Planning and Exercise Explanation: At first, my tutor told me that some content was a bit difficult for students and sometimes I didn't introduce new vocabulary or grammar in advance but asked students to do exercise directly. Also, I discovered that I failed to clarify some exercise on test paper from time to time. To address these, I viewed some good teaching samples and videos and searched some test papers or exercises online to improve my teaching. My tutor

also gave me the test data of the class and the whole grade 8 to let me compare and know more about the average level of the students in this class.

4. Outcomes and Evaluation

4.1 Skills and Knowledge Acquired or Enhanced

Teaching skills: In terms of actual teaching in the class, I have improved my skills in explaining key grammar and guiding students to comprehend the difficult parts of a text in a clearer and more concise way. Also, I become more familiar with analyzing and modifying the textbook and integrate multimedia for higher classroom efficiency.

Interpersonal skills: I learned how to communicate with students, colleagues and parents when dealing with some class affairs like assembling the class before the break exercise, participating in the teacher discussion, assisting my tutor in parents' meetings etc. For example, I got to know how to start chatting with students and what most parents care about their child's behavior in school.

4.2 Practical Application of Theoretical Concepts

Teaching methods like communicative language teaching and the adjustment of the textbooks like integrating multimodal and translanguaging were put into practice. For example, in unit 9, I introduced the activity of the information gap, which requires students to talk to their desk mate about the missing museum information, thus completing the exercise. In addition, I clarified how the real-life multimodal form, i.e.

museum guidance brochure, convey the message and encouraged students to pay attention to and think about how some multimodal texts in daily life express information.

4.3 Personal and Professional Growth Experiences

As a possible future English teacher, I have overcome the nervous and fear of facing the whole class to some extent. Professionally, I gained a more comprehensive insight into the complete work of an English teacher and class head teacher. I also learned to adapt to the busy working environment in the school.

4.4 Evaluation of the Internship Experience

Overall, it is rewarding. Almost every English teacher in this school is open-minded and welcome me to discuss with them. Particularly, my tutor Mrs. Ding helped me a lot, such as providing useful suggestions for my lessons, sharing with me the materials she made, wanting to accept some new teaching ideas I offered, etc.

4.5 Strengths and Weaknesses of the organization or internship program

Strengths: When it comes to the English subject, there is a very professional teaching preparation group that holds regular meetings to review the teaching process and adjust teaching methods. In addition, the internship evaluation system is open, transparent and formal. Tutors regularly report the performance of interns to the administrative department, and the administrative department makes the final assessment, so as to better urge each intern to review their phased performance.

Weaknesses: Due to financial constraints, it is impossible to equip each student with an intelligent tablet. To some extent, it might bring certain difficulties to personalized learning and the practice of some new teaching methods combined with multimedia.

4.6 Suggestions for improvements or recommendations

It would be better if the school can allocate finance to teachers or a subject group so that to allow them to explore more resources and AI tools online, because sometimes a certain fee will be charged for more function available. Alternatively, the school can cooperate with some well-known online learning platforms or websites and pay an annual fee to obtain more resources.

5. Conclusion and Reflection

To sum up, I have a deeper understanding of the hard work and the responsibilities of an English teacher, particularly under the overall exam-orientated education system in China. I have to admit that traditional teaching methods are relatively time-saving and effective even though some new teaching methods and materials used are worth trying. Looking forward, the experience contributes to smoother role transfer, i.e., from an English-major student to a teacher. Repetition is highly significant. The knowledge that I think there's no need to say more is still essential to keep repeating to deepen students' impression. The teaching problems I

discovered during this experience also enabled me to review and continuously improve in my subsequent teaching career.

6. Appendices

6.1 The adjusted passage in the textbook

3a. Read the passage and answer the questions



In November 1979, pupils in England were able to watch a new TV program called *Monkey*. Most of them were hearing this story for the first time. However, this story is not new to Chinese children. *The Monkey King* (美猴王) or *Sun Wukong* (孙悟空) is the main character in the traditional Chinese book *Journey to the West* (西游记).

The Monkey King is not just any normal monkey. In fact, he sometimes does not even look like a monkey! This is because he can make 72 changes (七十二变) to his shape and size, turning himself into different animals and objects. But unless he can hide his tail, he cannot turn himself into a man. To fight bad people, the Monkey King uses a magic stick (金箍棒). Sometimes he can make the stick so small that he can keep it in his ear. At other times, he is able to make it big and long.

The Monkey King has excited the children of China for many years. And as soon as the TV program came out more than 40 years ago, Western children became interested in reading this story because the clever Monkey King keeps fighting to help the weak and never gives up.

1. Which book is talked about?
2. Who is the main character?
3. What is he like?

Something more..你知道吗

*七十二变 embodies the rich imagination of ancient Chinese myths and legends. 它代表了一种超越自然、突破限制的精神。

*孙悟空 took away 金箍棒, which implies his challenge to the traditional rules. 之后, 孙悟空用金箍棒帮助他人, 取得真经, 这又体现了他在打破旧规则后对新秩序的重塑。

6.2 The self-assessment form for each unit (the sample is for unit 1)

Unit 1: Self-assessment

Dimension(维度)	Content(内容)	非常赞同: 5 赞同: 4 一般: 3 不赞同: 2 非常不赞同: 1
Listening	I can understand conversations about volunteering	
Speaking	I can use the specific (特定的) sentence structure to offer help	
Reading	I can understand a passage introducing volunteering	
Writing	I can use correct sentence structure	
Vocabulary	I remember all the new words and know how to use it.	
Grammar	I can understand what part of speech is and use "could" to give advice (建议)	
Reflection(反思)	在本单元中, 我印象最深刻的知识是 _____。 在 _____ 方面仍需加强, _____。 计划在下一个单元的学习中 _____。 _____	

6.3 The introduction of multimodal text

