



Daffodil
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THE EXPERIENCE OF AN ENGLISH EDUCATOR
AN INTERNSHIP REPORT AT
“ISLAMEE ADARSHA HIGH SCHOOL”

Submitted by

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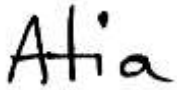
Submission: December, 2024

This internship report is submitted to the Department of English at Daffodil International University to partially fulfill the requirements for the Bachelor of Arts (B.A.) degree in English.

DECLARATION

I hereby affirm that the internship report titled “The Experience of an English Educator: An Internship Report at "Islamee Adarsha High School"” has been entirely authored and completed by me, under the supervision and guidance of Mr. Emran Khan, Lecturer (Senior Scale) in the Department of English at Daffodil International University. This report has not been submitted to any other institution, university, or organization.

Additionally, I confirm that the work presented in this report does not infringe upon any existing copyright.



.....

Signature

ATIA SANJIDA

ID: 201-10-611

Batch: 16th

Department of English

Daffodil International University

Dhaka, Bangladesh

CERTIFICATION OF THE ACADEMIC SUPERVISOR

I hereby verify that the internship report titled "The Experience of an English Educator at ISLAMEE ADARSHA HIGH SCHOOL" has been submitted as a requirement for the project paper associated with the internship under my supervision. The report was written by ATIA SANJIDA, holding ID 201-10-611, from the Department of English. I recommend this report for submission to the Department of English at Daffodil International University.

It has been a pleasure working with her, and I wish her ongoing success in her future endeavors and career.

A handwritten signature in black ink that reads "Emran". The signature is written in a cursive, slightly slanted style. It is positioned above a dashed line that serves as a separator.

Mr. Emran Khan

Lecturer (Senior Scale)

Department of English

Daffodil International University

ACKNOWLEDGMENTS

Most importantly, I wish to express my heartfelt gratitude to Almighty Allah for everything. I would like to thank the following individuals, without whom completing this internship would not have been possible.

I am especially grateful to my supervisor, Mr. Emran Khan, Lecturer (Senior Scale) in the Department of English, for his invaluable advice, patience, and support. I feel truly fortunate to have had the opportunity to work with such a considerate and supportive mentor. Without his guidance, completing this study would have been challenging. His perceptive suggestions and encouragement, helped me feel more connected during my work.

I would also like to thank Md. Habibur Rahman, Headmaster; Ms. Farida Hossain, Assistant Headteacher; and the Chairman of Islamee Adarsha High School for granting me the opportunity. Even though their demanding schedules, they took the time to listen, guide, and keep me on course as I taught the students. I am grateful for the trust they placed in me, allowing me the freedom to teach in my style without any interference.

Lastly, I would like to acknowledge my colleagues, particularly Shahariar Sultana, Fahmida Rahman, Md. Emam Hasan and Md. Emran Hossain for their valuable insights, essential advice, and support in organizing study materials that greatly facilitated my efforts and benefited the students. I sincerely appreciate their contributions during this experience.

ABSTRACT

The teaching profession is essential in shaping the future, extending beyond the simple transmission of knowledge. My initial perspective as a student transformed significantly when I began my journey as an educator. This internship experience ultimately sparked my passion for teaching and led me to pursue a full-time career in education.

During my internship at Islamee Adarsha High School, I taught, conducted and observed classes across CClass 2, 3, 5,7,8 and IX. I employed various teaching methods and gained valuable insights into lesson planning and instructional strategies, which contributed to improvements within the school.

The school is currently experiencing a significant shortage of teachers in the English department due to the recent passing of a valued instructor. This has limited the essential English language instruction available to students. I am committed to helping students realize their full potential and improve their communication skills beyond merely achieving certifications. My expertise in student management and effective communication can contribute meaningfully to addressing this challenge.

This situation has reinforced my belief in the noble vocation of teaching and the essential role of higher education in society, highlighting the need for positive role models for students. The decision to become a teacher is both significant and challenging.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Teachers play a vital role in shaping a nation. In contemporary society, teaching is one of the most esteemed and impactful careers. The role of a teacher goes beyond simply nurturing students and sharing knowledge; it encompasses various important elements such as encouraging students, helping them in their careers, uncovering their talents, and fostering personal growth and development throughout the journey. Teaching is a continuous journey of personal and professional development, benefiting both educators and their students alike. It shapes the future by influencing the minds of young people.

1.2 ORIGIN OF THE REPORT

This report is based on my real-life experience gained while working at Islamee Adarsha High School. I served there as an English educator from September to November 2024.

1.3 RESPONSIBILITIES AND DUTIES OF A TEACHER

A teacher's responsibilities include various tasks that promote students' academic, social, and personal development. Key duties are:

1. Planning and Preparation
2. Classroom Management
3. Assessment and Evaluation
4. Professional Development
5. Communication and Collaboration
6. Administrative Responsibilities
7. Extra-Curricular Involvement
8. Inclusive Education

CHAPTER 2

OBJECTIVES

OBJECTIVES

The objectives of the internship are as follows:

1. To improve the communication skills by utilizing diverse methods.
2. To identify and alleviate the fear that many students have regarding the English subject.
3. To recognize students' weaknesses in English and explore strategies to address them.
4. To create opportunities that encourage students to learn English enjoyably.
5. To share knowledge, acquired through my university education, with the students.
6. To expand my knowledge and make a meaningful contribution to the field of education.

CHAPTER 3

METHODOLOGY

METHODOLOGY

To complete my internship, I joined a high school. The name of the School is Islamee Adarsha High School. It is situated in Dhaka, Mirpur to be more exact. My position was an intern teacher.

At first, they took me two observation classes. Two classes were selected for observation: class eight and class nine.

Then they were assigned me for taught classes. It was three different classes. Three classes were class three, class five and class seven. After some days, they gave me another class. And it was class two.

I utilized the plan and methods with help the following mentors. When I taught, I used various methods to instruct the students. I will briefly describe the methods.

3.1 TEACHING METHOD: In this part, I will provide a brief overview of the teaching methods I considered during my experience as an educator. It is important to note that I did not strictly follow one specific method; I employed a range of techniques and activities that I deemed most appropriate for my students' needs.

As a teacher, the primary duties were designing and delivering lessons that cover various aspects of the English language, including grammar, vocabulary, reading, writing, speaking, and listening. To ensure the lessons, I was adapting and planning the curriculum continuously.

I was responsible to develop students. For the reason, I was playing a key role in assessing student progress through assignments, tests, and projects, providing feedback to help students improve. Encouraging students to participate in discussions and presentations, thus enhancing their oral communication abilities. This also includes building their confidence in speaking and listening in both formal and informal contexts.

As an English educator, I managed student behavior while encouraging a space where students feel safe to express themselves because students respond differently to teaching methods based on their learning styles and preferences. Active, engaging approaches like collaborative or hands-on learning typically promote stronger peer interactions, while more traditional methods might limit social engagement. Understanding these dynamics is key to creating a supportive, effective learning environment.

Here's an overview of how various teaching methods can work effectively:

Physical Training (PT)

In the new curriculum for 2024, a method called Physical Training (PT) has been introduced. This approach emphasizes performance-based assessment, including performance indicators, behavioral indicators, assignments or posters, projects or presentations, and monthly assessment tests. In this context, students have the opportunity to explore new concepts, while teachers play a crucial role in guiding the learning process.

Grammar Translation Method (GTM)

Historically, the Grammar Translation Method (GTM) dominated the education system. In this approach, teachers primarily managed the classroom environment. Their routine typically involved opening the lesson model for the day, reciting material, asking students if they were familiar with related topics, and concluding the class. Unfortunately, this method offered students little opportunity for self-exploration or active engagement in their learning.

Traditional Lecture-Based Teaching

This is a teacher-centered method where the teacher primarily delivers content through lectures, often accompanied by notes, slides, or demonstrations.

Collaborative or Group-Based Learning

This approach involves students working together in small groups to complete tasks, solve problems, or discuss topics. The teacher often acts as a facilitator, guiding students through activities.

Flipped Classroom

In this model, students learn new content at home and engage in active learning activities in the classroom, such as discussions or problem-solving exercises.

Inquiry-Based Learning

Inquiry-based learning involves students exploring questions, problems, or scenarios to find answers through investigation. Teachers encourage curiosity and help guide students through the discovery process.

CHAPTER 4

INSTITUTION DETAILS

INSTITUTION DETAILS

Name of the institute: Islamee Adarsha High School

Established: 1976

Location: Section#2, Plot Area, Mirpur, Dhaka-1216

Number of teachers: 32

Staffs: 05

Number of students: 1200+

Headmaster: Mohammad Habibur Rahman

Assistant Headmaster: Forida Hossain

School code no (MPO): 2610051302

School code no (Board of Education): 1339, EIIN- 108190

Class: KG to 10

Email: islameeadarsha1976@gmail.com

CHAPTER 5

INTERNSHIP ACTIVITIES

5.1 CLASS OBSERVATION EXPERIENCE

To fulfill this internship, I have observed two classes. I observed English classes of eight and nine standards.

Class Nine

I attended the class for observation in Class Nine. The date was 1st September. Ms. Forida Hossain was the class teacher. She was teaching tense. She is very expert in teaching. As an experienced teacher, she can make it easier for the students. Students were also proactive during classes.

Class information

Teacher's name: Ms. Forida Hossain

Number of student: 45

Topic Covered: Tense

Class Eight

I attended another class for observation as well. And it was Class Eight. This class was during the second week of September. And the date was 9th September. The class teacher was Mr. Emam Hussain. He taught his students the right form of verbs. He is very active in his class. But the students are not very positive in classes. They even did not understand tense.

Class information

Teacher's name: Mr. Emam Hussain

Number of student: 40

Topic Covered: Right form of verbs

5.2 INTERNSHIP ACTIVITIES

I believe that a fundamental quality of a good teacher is a true passion and love for teaching. Without enjoying the work and feeling proud of the role, it is difficult to be an effective educator.

Class Activities

1st Month:

In 1st week of the 1st month, I was not assigned to the main classes but was instead tasked with handling trial classes. My very first class was with Grade 7, which had more than 50 students. I felt nervous. After completing the introduction session, I picked up the lesson where the previous teacher had left off. To keep the students engaged, I used various strategies, such as asking questions and sharing stories.

This week, I covered observation classes, I was preparing myself without lesson plans. I simply continued with the topics left by the previous teacher, without considering the students' knowledge, abilities, or understanding. As a result, I couldn't implement my planned curriculum or effectively test my teaching methods. Most of the time, I ended up teaching topics like tenses and conducting model tests.

By the end of the week, I was assigned responsibility for Grades 3, 5, and 7. However, since I wasn't given the freedom to use my strategies, plans, or curriculum, I felt unproductive and spent the week passively.

In the next week of this month, I took classes of class three, class five, and class seven. I assumed their syllabus was nearly complete because it was the middle of September. However, a maximum number of students were facing problems in English because of their English teacher shortage. For that, I taught them those topics in which part they had trouble. Then I took a test for the students of class seven to solve some questions from the textbook and they were struggling to get the correct answer. And the class five were struggling with those problems as well. But they were good at solving model questions. I was struggling to control my class three students. They were too naughty but they loved me a lot.

Issue Detected:

1. The vocabulary scope of these two classes was quite limited.
2. The students struggled to identify the tense and sentence structures.
3. Most class five students memorizing model questions while the class seven students lacked an understanding of the basic grammars.
4. Maintaining the classroom environment for class three.

Based on the issues detection, most of the students required additional attention. By asking questions about basic grammatical parts, I became aware of their problems. Keeping everything in mind from day one, I began making plans and discovering simple teaching methods to help them understand more easily. But they are severely lacking. Achieving better results in grammar requires nothing but practice. But they were lacking immensely. They had a tutorial exam within a month.

In class seven, I taught conjunction at first. They encountered issues in those parts when it came to tenses. After that, I made suggestions from the textbook for classes five and three which I taught them continuously.

By the second week, I made every effort to identify students who were struggling in each area. I then created lesson plans and began applying different strategies to make everything clear to them. I wanted to make full use of the week because they had an exam the following week. To prepare them, I started with conjunctions, explaining the basics of tenses, how to use them, and how to identify them. I conducted classes to help them grasp the fundamentals of tenses, using examples to clarify. Most students performed well, so I decided to move on to more advanced topics. I administered a test to help them learn more and build their confidence, showing them they could achieve the same for class 5. After discussing with senior staff, we decided to focus the syllabus on topics like tenses and voice changes. I received many more teaching opportunities since the school offered me a full-time position.

The 4th week of my teaching was a tutorial for the students. During the third week, where I highlighted the topics we would cover in the test.

2nd Month:

This month, I was also tasked with evaluating the students' papers, assessments, homework, and classwork. As expected, most students performed well in their exams, with a few exceptions. After reviewing the papers, I realized that my approach was teaching in a fun and engaging manner, creating an environment where students felt comfortable asking questions both successful and effective.

I began by covering the basics of grammar, such as tenses and sentence structure. Once those were mastered, I moved on to the correct forms of verbs and prepositions, teaching them in a way that made the concepts easier to grasp.

Over the course of weeks five, six, and seven, the topics I covered included:

1. Tenses

2. Right form of verbs
3. Voice Change
4. Prepositions

During this period, I conducted several class tests for students in grades five and seven. My primary focus was on classes two and three, followed by grades five and seven. I chose to concentrate on these groups because they are especially close to me, and their guardians are highly invested in their education. While grade seven students were still lagging behind compared to those in other schools, I observed significant improvement in them thanks to regular class tests and homework.

3rd Month:

In this month, I focused on their writing part. I taught them various techniques for thinking and writing. I instructed them how to write Informal letters, Formal letters and conversations and gave them homework for the part of their assessment.

After teaching the writing part, I focused on the vocabulary from the text book. After practicing this activity for 5 to 6 months, I am confident that they will reach a stage where they can demonstrate significant improvement in their English language skills.

5.3 LEARNING

During my internship, I gained valuable experience across various areas, which contributed to my personal growth and the development of key soft and interpersonal skills. Here is a brief summary of my learnings:

1. Regular teaching sessions enhanced my presentation skills.
2. My confidence grew significantly.
3. My communication skills improved.
4. I developed a deeper understanding of grammatical concepts.
5. I honed my class management skills through teaching four different classes.
6. Meeting deadlines helped me improve my planning, goal setting, and target achievement.
7. I learned how to analyze and prepare for question papers based on specific requirements.
8. The experience taught me to be more patient and punctual.
9. I gained practical insights into students' psychology, learning how they think and react.

CHAPTER 6

ADMINISTRATIVE WORK

ADMINISTRATIVE WORK

Most of my time was spent teaching my classes, but during the exam period, I also engaged in some administrative tasks. These include:

1. I was part of the event management committee because I am a class teacher of class two. The students of class two was my responsibility. I was also responsible for the class party of class five, seven and eight.
2. I engaged in various learning activities, such as presentations, improving handwriting, and understanding the advantages of establishing a computer club.

CHAPTER 7

OVERALL FINDING

OVERALL FINDING

1. There is only a single multimedia classroom.
2. The limited number of teachers creates significant pressure on them to manage lesson plans and maintain the quality of education effectively.
3. The school lacks a computer lab, which is highly essential in today's world.
4. The students are highly eager to learn.

CHAPTER 8

RECOMMENDATIONS

RECOMMENDATIONS

1. Teachers must be increased in the higher sections.
2. It is suggested to set up a language club, a computer club, and a soft skills development club.
3. No significant changes have occurred in the past years. While classrooms and fields have been constructed, many other areas still require attention.

CHAPTER 9

CONCLUSION

Conclusion

For me as an intern teacher, it has been an incredible experience. It gives me an invaluable understanding of teaching. I am grateful for this opportunity. It has contributed to my professional growth and personal growth as well.

The students were fantastic eager to learn and enthusiastic about each class. Working with them and witnessing their progress was immensely rewarding. I was able to make a positive impact on their lives, which is the most fulfilling aspect of this journey. Regular interactions involved assisting them in enhancing their grammar, vocabulary, and comprehension skills. I designed lessons and implemented plans while evaluating their progress throughout the internship.

Additionally, I had the chance to collaborate with some exceptional teachers. Their support and guidance were invaluable, and I learned a great deal from their expertise and encouragement.

I feel privileged to be part of this profession and enjoy the procedure of observing the meaningful progress of students over time. Through hands-on experience, I have developed a deeper understanding of the challenges faced by English language learners. The journey has helped to grow my passion for teaching.

CHAPTER 10

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REFERENCES

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CHAPTER 11

APPENDICES

11.1 INTERNSHIP CERTIFICATION

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CERTIFICATE OF ACHIEVEMENT This is to Certify That ATIA SANJIDA who has successfully accomplished his internship from September 2024 to November 2024, and attained professional experiences in ISLAMEE ADARSHA UCHCHA BIDYALAY, Mirpur- 2, Dhaka.  (Mohammad Habibur Rahman) (Headmaster) Mohammad Habibur Rahman Headmaster Islamee Adarsha High School Mirpur-2, Dhaka-1216, Index No-539753	



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(মোহাম্মদ হাবিবুর রহমান)

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মোহাম্মদ হাবিবুর রহমান

প্রধান শিক্ষক

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11.2 PHOTOGRAPH





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