



An Internship Report on
“Internship Experience as an English teacher at Vedvedee Poura High School”

Prepared by:

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Batch 46th

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Under the supervision of

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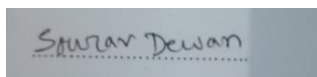
Daffodil International University

Date of Submission: 25 may 2024

The Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfilment of the requirement for the Degree of Bachelor of Arts (B.A.), in English.

Declaration

I, Sourav Dewan, with ID number 191-10-1903, from the 46th batch of the Department of English at Daffodil International University, declare that the Internship Report titled "Internship Experience as an English teacher at Vedvedee Poura High School" is my original work completed for the course “Internship with Project Paper” in the B.A in English program. The report was completed under the supervision of Md. Abdul Momen Sarker, Assistant Professor, Department of English, Faculty of Humanities and Social Science, DIU. I confirm that this report has not been previously submitted to any other institution and is based on my own experience.



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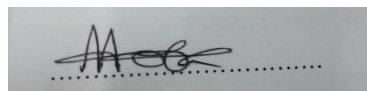
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Certificate

I am delighted to announce that the project report titled "Internship Experience as an English teacher at vedvedee poura high school " completed by Sourav Dewan, ID: 191-10-1903, Department of English under my supervision has been approved for presentation and viva. He observed and conducted classes in an educational institution and he was always in touch with me for proper guidelines and gave updates regularly.

I am glad to affirm that this is a factual work of Sourav Dewan . I recommend his work for further academic commendations.



.....

Md. Abdul Momen Sarker

Assistant Professor

Department of English

Faculty of Humanities & Social Science

Daffodil International University

Acknowledgement

Firstly, I want to thank God for blessing me with this opportunity. I also want to extend my thanks to the English department authorities at Daffodil International University for giving me the opportunity to intern. A big thank you to the headmaster of Vedvedee Poura High School for letting me do my internship there. I also want to thank my two English teachers, Enu Chakma and Falguni Das, for their help and cooperation.

I'm really grateful to my supervisor, Mr. Abdul Momen Sarker, for his patience, leadership, and huge help in putting together my internship report. Without his guidance, I wouldn't have been able to finish my internship successfully. I'm also thankful to all the other teachers who taught me during my undergrad studies; I learned a lot from them.

A massive thanks to my father for always supporting me and working hard for me. And to my mother and sister for keeping me motivated and brave. I'm so thankful to my friends, jarif and parvej for always being there for me and supporting me.

Gratitude to all who supported me throughout this journey.

Abstract

The main goal of this project paperwork is about my time doing an internship as “English teacher at Vedvedee Poura high school” where I focused on evaluating my own teaching. Throughout the internship, the primary focus was on evaluating teaching methods and techniques to enhance student learning outcomes. By employing observation and analysis, the effectiveness of various teaching approaches was scrutinized. Emphasis was placed on building strong relationships with students from diverse backgrounds, ensuring individualized attention and thorough assessment. Challenges encountered during the internship were documented, alongside lessons learned and strategies devised for future teaching endeavors. Basically The project looks into how teachers teach, the methods they use, and the techniques they employ. By observing English classes and gathering data, we've learned a lot and pinpointed some problems with the current teaching methods. So, I've summarized all my teaching and observation experiences, along with all the important information and knowledge I've gained.

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Chapter-1

Introduction

In Bangladesh, teaching English is really important because English is a global language, holds immense significance in Bangladesh, permeating various facets of society and shaping opportunities for individuals across the nation. It's seen as a key to many opportunities in education, jobs, and talking with people from other countries. Also in Bangladesh, proficiency in English extends far beyond mere communication, it serves as a gateway to economic empowerment, educational advancement, and cultural exchange on the international stage. As the world becomes increasingly interconnected, the ability to effectively navigate English empowers individuals to participate actively in the global economy, fostering avenues for trade, commerce, and international collaboration. This report is all about how English is taught in Bangladesh. We want to see what's working well, what's challenging, and what can be improved. Bangladesh is a diverse place with lots of people, so teaching English here is unique. Lately, there's been a big focus on learning English in Bangladesh because people see how useful it is globally. But teaching English here has its own difficulties because we have different languages and cultures mixed together. This project paper report will explore how English is taught in Bangladesh. I observed various teaching methods used in classrooms, identified students' needs, and examined how lessons are organized. The main focus of the internship report is to figure out the methods teachers use to keep students interested in learning and using English in the classroom. Also I want to appreciate our helpful Supervisor, Md. Abdul Momen Sarkar, for guiding me with advice and leadership.

Chapter -2

Objectives of the internship

Objectives:

The goal of this internship is to learn a lot about teaching, especially teaching English. The prime objectives are demonstrated below:

- To watch and understand different ways teachers teach in classrooms.
- To find ways to make English lessons fun and engaging for students.
- To think about my own teaching and find ways to improve based on feedback.
- To learn how to manage a classroom well, making it a good place for students to learn.
- to find out the weak and strong areas of students.
- to discover the present situation of English language teaching in rural areas.
- To work with experienced teachers to plan lessons that focus on students and match the school's goals.

Chapter -3

Methodology

Selecting an Institution:

For this project paper, My friends recommended a headmaster who is well-known in our rural area, and based on their suggestion, I decided to do my internship close to my rural area . I submitted my recommendation letter to that high school name " vedvedee poura high school", which is partially funded by the government. I felt very lucky because I believed I could effectively complete all the tasks here with the help of the faculty and course teacher.

Selecting Class:

During the three-month internship, I spent time in all classes from grades 6 to 10, observing and teaching each classes. My aim was to gain exposure to various classrooms, teaching methods, and understand how well students could grasp the material. Before select a class I observe about the classes and teachers then talked about my course teacher's so that they can let me conduct some classes.

Selecting a Facilitator

Throughout my internship at the institution, Shibali Shanti Chakma, the headmaster, has been my facilitator, providing guidance and support from beginning to end. He helped me navigate through my tasks at the school, ensuring I stayed on track and learned effectively.

Classroom Observation:

I observed all the classes from class 6-10 conducted by different teachers .

My goal was to discover:

- Teaching style and method of the teachers.
- Utilizing study materials
- Students' interaction level during the class time.
- Students' caliber to understand the topic or lesson.
- The environment of the classrooms.
- What kind of activities do teachers assign.

Teaching Student:

I had the chance to watch and join in teaching activities, which gave me important lessons and chances to learn. My initial task involved observing experienced teachers teaching classes 6-10. I carefully watched how they taught, managed the classroom, and interacted with students. Additionally, I actively took part in teaching sessions, helping teachers with different tasks and engaging with students during lessons. I took some classes first paper and second paper article, preposition, Tag questions, changing sentence. I did my best to support them and tried to make the class enjoyable for everyone. I made a deliberate effort to ensure my lessons were easy to understand. I always prioritized my students' comprehension and encouraged them to ask questions if any part of the lesson was unclear to them.

Chapter-4

Information about the institution

Name	Vedvedee poura high school
Location	Rangmati sadar ,Rangamati hill tracts
Established in	1988
Number of campus	1
Headmaster	Shibali shanti chakma
Students in total	426
Male students	165
Female students	261
Number of teachers	14
Library	1
Multimedia	The school has a well-furnished computer lab with 17 laptops and one projector.
Academic level	Class 6-10
Playground	One big playground
Canteen	No canteen in the school
Financial issues	It is a semi-government educational institution.

Chapter -5

Class observation report

I had to take classes for three months in order to finish my project paper and so almost three months I have taken classes . I observed lots of classes 6-10 but in the project paper I have discussed my observation experience with three classes . In the classes I observed, each room had its own unique vibe. Some were neat and tidy, while others looked a bit messy. Some classrooms were full of colorful posters and learning tools, while others were more plain. The desks were set up in different ways too, some in rows like usual, while others were arranged in groups for group work. The teachers I saw had different styles. Some were serious and in charge, while others were friendlier and easier to approach. They all explained things clearly, but sometimes students still seemed confused. It was nice to see teachers moving around the room, helping students when they needed it. Student behavior was mixed. Some students were respectful and helpful, while others were disruptive. From observing all these classes, I learned a lot about how teaching and learning can be different depending on the teacher, the subject, and the students, and also noticed strengths and weaknesses which are discussed as well in this chapter.

Class observation -o1

Date	04 march 2024
Time	2:00 pm – 3:00 pm
Class	six
Topic	Together We Are a Family

I received permission from the headmaster and accompanied teacher Falguni Das to attend a grade-6 class. Upon entering the classroom, the students greeted the teacher. The teacher introduced me to the class briefly, explaining my purpose for being there. I began observing as the teacher took attendance, with over 50 students present from 84 . The lesson focused on practical learning, with no homework assigned. The teacher commenced teaching chapter 5 of the English book, titled "Together We Are a Family." She started with an introduction to the chapter and discussed a dialogue from the book involving a teacher-student conversation. She then had pairs of students enact similar conversations, with each pair performing well and receiving applause. Next, students were tasked with finding vocabulary from the chapter, with several volunteering to write definitions on the whiteboard. The teacher assisted students who struggled with the meanings. Following this, students were asked to create questions using specific words, and they eagerly participated in writing them on the board. The teacher guided them in forming correct sentences. Lastly, the teacher assigned a short vocabulary homework and concluded the class with a brief discussion on the chapter and vocabulary practice.

strongness :

- Teacher's tone was audible for the whole class
- instructor was able to maintain proper eye contact
- Teacher was enough friendly with the learners while teaching

Weakness :

- Teacher didn't used examples to understand
- Students participation was inappropriate
- the teacher didn't asked the students to answer questions too much.

Class observation – 02

Date	11 march 2024
Time	10:00 am – 11:00 am
Class	nine
Topic	Nature's tapestry

On the second time , I attended a grade-9 class conducted by Enu Chakma. As I stepped into the classroom, the teacher presented me to the students, providing me with the opportunity to share my reason for being there.. The class began with a discussion about their previous lesson on "Nature's Tapestry." Then, the teacher initiated the day's lesson on the importance of learning

English, using real-life examples like a doctor-patient conversation to illustrate. Students were encouraged to participate, and two girls bravely acted out a conversation, receiving applause for their efforts. The teacher then elaborated on future situations where English proficiency would be beneficial. Next, another pair of students attempted a dialogue but struggled, prompting the teacher to assist them. To keep the class engaging, the teacher shared a story emphasizing the importance of participation. Finally, homework was assigned, requiring students to prepare a dialogue with a partner for presentation in the next class. Basically there was no exam because of new rules and new books exercise ,they have to took more presentation so that they can give number on that activities .

Strongness :

- Teaching approaches were connected to the objectives of the class
- The teacher was well prepared for the presentation .

Weakness :

- Not Enough opportunities for students to ask questions .
- Teacher wasn't enough friendly with the learners while teaching .

Class observation : 03

Date	30 April 2024
Time	11:00 am – 12:00 pm
Class	Ten
Topic	Taq question, changing voice

When I arrived at class 10, the teacher, Falguni Das, had already started teaching. 42 out of 65 students were present that day. She was teaching how to change the voice of interrogative sentences to be more specific. The objective was to make the voice change clear to the students and help them understand the importance of voice change in writing and speaking. Falguni Das is a very experienced teacher, so she has the ability to make it easier for the students. She used the simplest methods to teach them. The students were proactive during class, communicative and interactive, but most of them had some fear of asking questions, except for about 3-4 students who understood the voice changes and tag questions. After the lecture, at the end of the class, they did several exercises regarding voice change, and most of the students were able to solve them all.

Strongness:

- know the value of time properly
- Instructor could make variation in his tone to support the interpretation and the signification

Weakness :

- less Exercise
- Don't see some of the students who are able to understand or not

Chapter -6

Teaching Experience

Teaching a English subject to students in grades 6-10 was an eye-opening journey. because its my first time teaching a whole classroom which made me shy in front of students and i was too nervous ,forgetting the lesson which i was gonna present to them. Somehow i learned how to be teach to students properly and i tried my best to enjoy the experiment teaching students on the first time in my life. Throughout this experience, I learned the importance of adaptability and effective communication.

Class experience: 01

Date	06 may 2024
Time	8:00 am – 8:50 am
Class	ten
Topic	Article

With the help of the teacher falguni das , I taught a class for 10th graders about using articles like "a," "an," and "the" correctly. First , i was too curious for the class and when i entered in the class the students couldn't believe, i am the teacher ,though i told them about myself and collaborate with me for the class .then I explained what articles are and why they matter in English grammar. I made it clear that articles come before nouns to show if they're specific or not.

Then, we talked about when to use "a" or "an" before nouns. I showed that "a" goes with words that start with a consonant sound, while "an" goes with words that start with a vowel sound. Next, we discussed "the," which we use when we're talking about something specific, like "the car parked

outside." To help students practice, we did exercises where they had to choose the right article for different sentences.

I also talked about common mistakes and when we don't need to use articles, like before abstract nouns. We looked at real examples to see how articles are used in everyday writing. Throughout the class, students asked questions and joined discussions to make sure they understood. Finally, I gave them writing tasks to apply what they learned. This way, students not only learned about articles but also got better at using them correctly in their writing. Whole the class I used the grammar translation method ,as the students were unfamiliar with other English language learning approaches . however I tried my best to do teaching them properly .

Class experience : 02

Date	05 may 2024
Time	8:50 am – 9:35 am
Class	Eight
Topic	Language and Power

On 5 may 2024 , I led a class with 8th graders. As I entered the classroom with the teacher, the students greeted me warmly. Our teacher, Enu Madam, mentioned that I would be conducting the class that day. Since I had previously observed one of their classes, the students were familiar with me, so I simply explained the purpose of my presence that day. To start off, I asked each student to introduce themselves one by one. Then, I began discussing the topic for the day's class. I asked a student to hand me a book, and I instructed everyone to turn to the chapter titled " Language and Power" which was a passage. I prompted the students to share their initial understanding of the passage based on its title, and then I proceeded to read the passage aloud, ensuring that everyone paid attention. The passage described an “The Bizhu Festival” and some dialogue , and as I read it, I emphasized its meaning. After I finished reading, I called upon three students to take turns reading parts of the passage aloud. I encouraged them to volunteer themselves for reading. While they read, some students encountered difficulty with spelling or understanding certain words or sentences. I assisted them in comprehending the passage fully. Following this, I sought feedback from some students to gauge their understanding. Next, I presented a task related to the passage. Students were given keywords and were required to match suitable sentences with them within a specific time frame of 12 minutes. Afterward, I reviewed their responses. While some students

managed to make proper connections, others struggled. For those who struggled, I encouraged them to guess the sentence from the passage, and I aided them in understanding it.

Another task involved a listening exercise. I presented another short passage containing new information about the airport, followed by multiple-choice questions. I instructed the students to listen carefully as I read the passage three times. Subsequently, I gathered feedback on their performance. It was evident that some students needed improvement in their listening skills, so I provided suggestions on how they could practice more effectively. In this manner, I concluded the class, seeking feedback on how it was received by the students.

Class experience : 03

Date	06 may 2024
Time	10:35 am – 11:20 am
Class	Seven
Topic	The frog and the ox

On 5 may 2024 , I led a class with 7th graders . I took them on a chapter 3 name -the frog and the ox . First, i explained what fables are. They told me that fables are like wise old tales that have been passed down through generations. They're full of morals, which are lessons about how to behave and make good choices. Then, i also told about how the story of "The Frog and the Ox" relates to Bangladeshi culture. They point out similarities between the characters' experiences and things i might see in my own life. For example, the story might teach us about the importance of being humble and not thinking too highly of ourself. As the story unfolds, i spoked in Bengali so everyone can understand. They encourage me to ask questions and join in discussions about

what the characters are going through. Together, we explored the lessons hidden in the story and think about how we can apply them to our own life. Every student helped me ,I took some of classes but class 7 students are very humble ,they didn't try to create disturbing scene in the class ,so it's too easy for me to give them a proper lecture and tried to make them understanding the chapter .

Chapter -7

Findings

I learned a lot of new things while working on it. I noticed some good and bad in that high school during observation:

1. The school has two different buildings, and one of them are brand new. Classes take place in these new buildings, but the overall environment is just okay. Despite being new, the classrooms weren't very clean. However, the fans, lights, and windows were in good condition.
2. There is no cctv in the school
3. The number of teacher's are very low. so it become some pressure for other's teacher .
4. Teacher's are very friendly in the classroom and the outside.
5. There is no canteen in the school .i think it's necessary needed cause after getting a tiffin break lot's of student going home for tiffin time.
6. The classrooms have been sufficiently large.

Chapter -8

Recommendation

Based on the classes I watched and taught, I found areas that need to get better. Here are some suggestions for improvement:

1. Teacher must have more experience ,so it is necessary to send them to receive extensive training .
2. Though the school is in sadar area but it is difficult to reach where the school is situated and so they need a transport vehicle .
3. It is advisable to create a speaking club, a computer club, and a club focused on developing soft skills.
4. The school should use multimedia classroom following a specific routine every week.
5. They need to give them a strong lecture so that students wouldn't need any extra tuition classes .
6. Teacher should speak English in the class.

Chapter 9

Conclusion

Interning as an English teacher has been amazing. I've learned a lot and had the chance to work with great students and teachers. I feel like I've grown a lot as a teacher and as a person during this experience, and I'm really grateful for it.

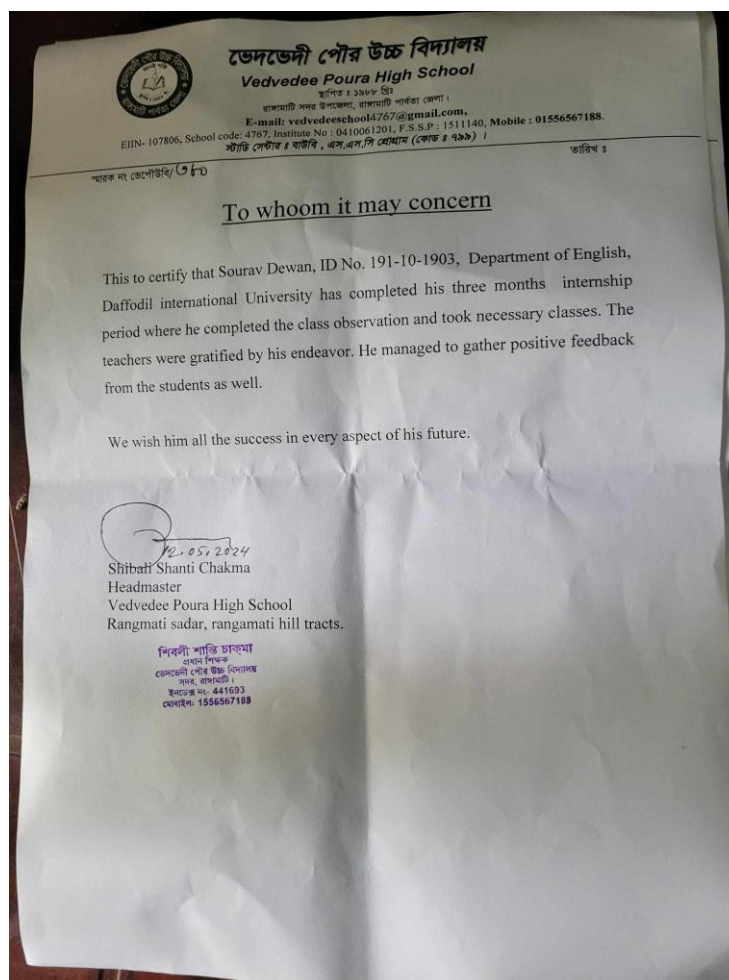
The students I worked with were fantastic. They were excited about learning and always ready for class. It was rewarding to see them improve, and I feel proud to have had a positive impact on them. I spent each day helping them with grammar, vocabulary, and reading, and I also made lesson plans and checked their progress regularly. Working alongside supportive and knowledgeable teachers further enriched my experience, and I am deeply appreciative of their mentorship.

Overall, this internship has been incredibly fulfilling. Witnessing the improvement in the students' English language skills was deeply satisfying, and it provided me with valuable insights into the challenges faced by English learners. I am eager to continue on this path, aspiring to create more meaningful opportunities to positively impact the lives of my students.

Chapter 10

Appendix

Photographs : Certificate of the Internship



Photographs:

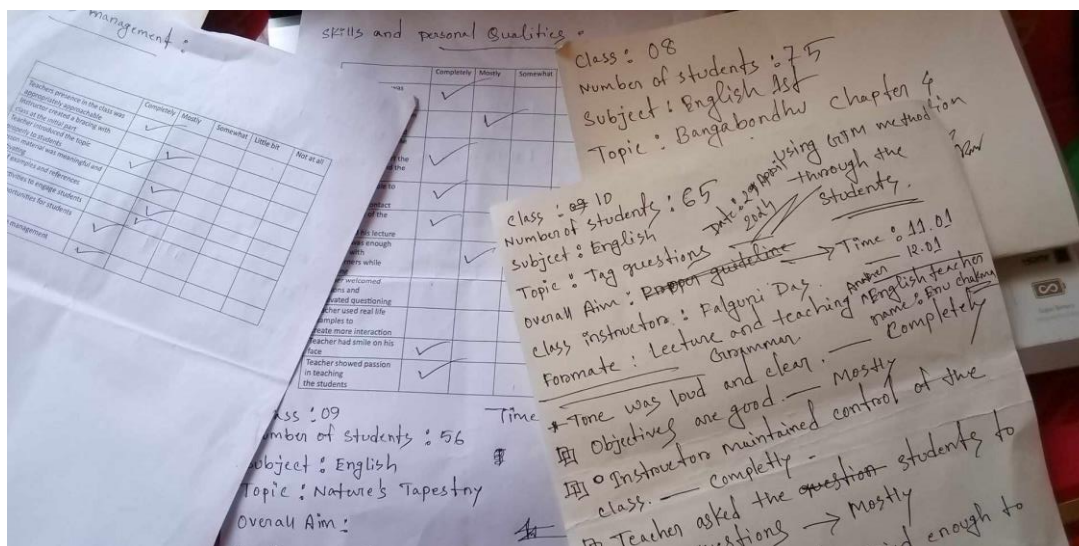




Figure 1 2,3,4 and 5: Class Observation



Figure 6,7,8,9 teaching experience

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