



An Internship Report
on
My Teaching Experience at English Therapy

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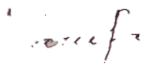
Faculty of Humanities and Social Science

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This Internship report is presented to the Department of English, to partially meet the requirements of the Bachelor of Arts (B.A.) in English.

Declaration

I hereby declare that I have completed my internship report which is entitled “My Experience as a Teacher at English Therapy”, to the Department of English at Daffodil International University as a partial requirement of the degree of Bachelor of Arts in English. This report was prepared and done under the academic guidance and supervision of Mr. Mahmudul Hasan, Lecturer, Department of English at Daffodil International University. I confirm that this is the last and official copy of my internship report as signed by my academic supervisor and considered fit to submit to the university library. I also testify that this work is not presented, published, or submitted to any other academic institution or organization to any academic or professional end.



Mst. Marufa Aktar

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Certificate of The Supervisor

This is to certify that Mst. Marufa Aktar, Id: 221-10-997, has completed her internship under my supervision and guidance. As far as I know, this report is not presented elsewhere towards any degree.

I hope that she will achieve much in her future endeavors.



Mahmudul Hasan

Lecturer

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Daffodil International University

Acknowledgements

I would like to say that I owe my heartfelt appreciation to Almighty Allah who gave me the strength, patience, and will to write this internship report. I owe my greatest debt to my parents and family members who have been supportive at all times.

I appreciate the fact that my academic supervisor provided valuable advice and positive feedback during the internship period. I would also like to express my sincere gratitude to the teachers of English Therapy whose collaboration and support made my internship worthwhile. Lastly, I would like to thank the students of English Therapy whose involvement and interest enabled me to grow as an aspiring teacher.

Abstract

In this internship report, I am going to provide an analytical report on my three months teaching experience in the English Therapy, a privately-operated spoken English learning platform focusing on communicative competence, pronunciation accuracy and task-based language acquisition. This report aims to investigate the functioning of the different methods- Direct Method (DM), Audio Lingual Method (ALM), Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) in a real-life instructional scenario. In this platform all these techniques are referred to as ETM (English Therapy Method). This report is one that is very critical in terms of the dynamics in the classroom, teaching strategies, student performance, and institutional practices. The results reveal that communicative and structural approach together form a whole learning experience among adult ESL students. The report ends with the professional reflection and pedagogical suggestions on improving the quality of instruction.

Keywords: English Therapy, ELT, Classroom Observation, Spoken English, Pronunciation Practice, Student Development, Teaching Methodology.

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Chapter 1

Introduction

1.1 Background of the Internship

The paper is based on an internship experience of teaching English in an educational platform, which was done as a requirement of the Bachelor of Arts in English degree program at Daffodil International University. The report explains my practical experience in English Language Teaching in my replacement in English Therapy, a private language centre situated in Mirpur-2. This internship did not only fulfill the ENG-431 (Project Paper with Internship) requirement but also gave me so much knowledge about the real life classroom teaching and interaction with students. ENG-431 internship is designed to overcome the discrepancy between theory and practice of teaching.

1.2 Introduction to Internship Experience

Throughout my internship, I was engaged in different academic and teaching-related tasks that have enlarged my understanding of English Language Teaching (ELT). I participated in the sessions led by experienced teachers, assisted in the lesson presenting, assisted students with grammar and pronunciation, and organized outdoor communication activities.

1.3 Scope of the Report

In this report, I have included an academic and reflective experience of my internship experience in English Therapy. It contains institutional particulars, teaching approaches applied, classroom observation reports, lesson delivery, general results, and recommendations. The report incorporates major theories of second language acquisition and how the theories are applied in the classroom, the reaction of the learners, and the instructional methods. It can be also seen to the extent of discussion of the motivation of learners, techniques employed in enhancing pronunciation and grammar and the practical issues that arise in teaching adult learners. The scope of this report, by putting every chapter on theoretical and practical knowledge, illustrates the scholarly level and instructional value of the internship experience.

Chapter 2

Objectives

2.1 Objectives

- In order to understand how the language-teaching theories are applied practically in the English Therapy classrooms.
- To see how communication and input play a significant role in language acquisition by learners.
- To investigate the way in which the four-hour lesson plan incorporates speaking, listening, grammar, and pronunciation.
- To acquire mastery in helping the verbal growth of the students by the way of dialogue and directed practices.
- To adjust the instructional strategies based on the needs and motivations of adult learners.
- To enhance professional skills in reflective teaching, time management and lesson planning.
- Should be able to reflect every day to develop professionally and teach effectively.

Chapter 3

Methodology

3.1 Methodology

This internship report explains the systematic steps that guided my observations, involvement, data collection and reflection analysis during my internship at English Therapy. This chapter provides detailed foundations of the choice of the institution.

Selection of the Internship Institution

I chose English Therapy as my internship place as it adopts the contemporary teaching of the English language. As opposed to conventional institutions that emphasize primarily on grammar, English Therapy employs communicative, learner-centered approach as a part of the major ELT models including:

- Communicative language Teaching (CLT).
- Teaching a second language based on tasks (Task-Based Language Teaching)
- Direct Method (DM)
- Audio-Lingual Method (ALM)

The emphasis of spoken English, natural communication, and interaction-based learning at the institution is directly related to the Communicative Competence Theory that focuses on the practical and functional use of language.

The selection of English Therapy, therefore, ensured:

- Theoretical consistency
- Availability of communicative classroom environment.
- The possibilities to see and practice different ELT approaches.
- An enriched background to the second language acquisition (SLA) practice.

In this way, the institution provided the optimal setting of combining the theoretical understanding with the teaching experience.

3.2 Classroom Observation

During the observation period, I focused on:

- Teacher behaviors: Instructional plans, scaffolding plans, corrective feedback (recasts, prompts), use of materials and classroom management plans.
- Learner behaviors: Interaction, participation, responses, motivation, and typical linguistic challenges.
- Methodological use: The way how the instructor used CLT, TBLT, ALM, Direct Method, and ETM.
- Classroom climate: They use English as the instructional language, affective climate, and interaction.

The observation experience gave me an opportunity to take a closer look at the process of transferring theoretical frameworks into the practical classroom strategies at English Therapy.

3.3 Teaching and Assistance Activities

Besides the observation, I also participated in teaching activities and was supervised by the lead instructor.

My responsibilities as a teacher included:

- Spoken Practice Facilitation: Supporting the learners with pair-work, free conversations, role-plays, storytelling, and interview activities in correspondence with CLT and TBLT.
- Pronunciation Support: Students should be helped in practicing stress, rhythm, intonation, and tricky phonemes by means of Audio-Lingual drilling (imitation, repetition, reinforcement).
- Grammar Help: Providing structural explanations through a combination of the traditional grammar instruction and communicative grammar teaching.
- Outdoor Speaking Supervision: The supervision of real-life speaking tasks, development of fluency and corrective feedback by means of interactional corrections (Long).
- Listening Task Support: The support will help the learners decode what they hear, practice writing notes, and respond to questions about the content based on the Input Hypothesis proposed by Krashen.

This combination of practice under supervision and teaching on my own encouraged confidence in teaching, helped me to become more flexible and better prepared to understand how ELT practices work in real teaching context.

3.4 Data Collection Tools

To make sure that the analysis is systematic and the report has academic validity, I employed several data collection instruments applicable in the study.

- Reflective Journal: Reflections of everyday classroom activities, student performance, and challenges related to teaching.
- Checklist Observation: Formed notes of the instructional techniques, student interaction, classroom management.

Chapter 4

Institutional Details

4.1 Institutional Details

English Therapy Overview

English Therapy is the most popular language platform in Bangladesh, it is the first entirely residential and 100 percent practice based English learning institute, founded in 2018 by a visionary Bangladeshi educator Saiful Islam. Since the beginning of its history, the institution has been committed to changing weak foundation English learners to become self-assured English communicators through guided and systematic practice, living in the English language and constant encouragement. Tremendous success stories of thousands of students can be discussed as the evidence of the pedagogical efficacy and devotion of the institute

It is a learner-centered practice-based and outcome-oriented organization that strictly follows modern ELT models including CLT, TBLT and Sociocultural Theory of Vygotsky. Unlike traditional grammar-focused centers, English Therapy ensures the constant linguistic exchange with the help of stimulating activities, group games, and natural communication.

Another characteristic of the English Therapy that can be considered quite inclusive and peculiar because there are no age limits to learners. The institution welcomes everyone regardless of their age; children, teenagers, adults, and seniors, with the view that learning a language is a lifelong process and anyone can become a proficient English speaker with proper guidance. This is the same point of view as the Adult Learning Theory and the concept of lifelong learning, in which age is less important than motivation and persistence.

The curriculum will be designed in such a way that it becomes possible to assist learners of a beginner level in the process of continuous scaffolding, guided practice, and real-life communication. The learning environment promotes the use of authentic language, peer collaboration and group work- aspects that are crucial in the development of communicative competence.

Class Maintaining Pattern:

Steps	Duration	Theoretical Alignment
Indoor Class	1 hour	ALM, CLT, DM
Outdoor Speaking	1 hour	TBLT
Listening	20 minutes	Input Hypothesis
Presentation	20 minutes	
Grammar/ Main Class	1 hour 20 min	Structural and Communicative blend

4.2 Teacher Development Training

The most important benefit of English Therapy is that it is committed not only to improving student learning, but also teacher development. The institute holds training programs weekly with the educators focusing on:

- Modern instructional practices.
- Management strategies in classrooms.
- Pronunciation instruction
- Communicative tasks design.
- Reflective methods of teacher practice.
- Motivating and counseling skills in students.

Chapter 5

Internship Activities & Class Observation

5.1 Internship Activities

During the internship, I had a versatile and dynamic involvement in the teaching-learning process.

- **Helping in Spoken Classes:** I helped students to participate in discussions in pairs, role-plays, storytelling, and conversations that were based on the principles of the Communicative Language Teaching (CLT). Monitoring, encouraging, guiding, and facilitating the dialogue were among my duties during fluency practice sessions.
- **Scaffolding Pronunciation Drills:** In the course of pronunciation activities I assisted students in the difficult sounds, stresses, connected speech, and intonation. This part resembled the Audio-Lingual Method (ALM) in which repetition, imitation, and reinforcement play a major role.
- **Monitoring the Outdoor Speaking Activities:** This is one of the features of my activity as I managed to arrange outdoor communication lessons during which students spoke English in real conditions. This is highly congruent with Task-Based Language Teaching (TBLT) and experiential learning.
- **Helping Grammar Classes:** I helped in grammar classes, clarifying structures, correcting errors and helping students to use grammatical forms in a communicative way. This method combined structural and communicative grammar methods.
- **Instructional Listening Tasks:** I assisted students to complete listening comprehension activities, focusing on taking notes, answering questions, interpreting information, according to the Input Hypothesis of Krashen.
- **Giving Individual Feedback:** I provided specific feedback on fluency, pronunciation, grammar, vocabulary, and speaking confidence with the use of both recasts and eliciting techniques proposed by the Interaction Hypothesis by Long.

In general, my position was the one of a helper who assisted students both in learning and emotional achievements helping them to overcome fear, hesitation, and language barrier.

5.2 Class Schedule

Spoken and Pronunciation Class (1 hour): Indoor Class

The Spoken and Pronunciation Class (1 hour) is designed to improve the fluency of the learners, their articulation and self-confidence in speaking. At the beginning of the lesson, the teacher reads out each part of the lesson one after another and the students repeat the teacher. This is then followed by the choral repetition where the whole class repeats together to ensure that the right sound is produced. The pronunciation stage is followed by pair discussions, which helps students to apply the new words and phrases to the real communication.

During this session, I played the role of facilitating mini speaking exercises, helping students with problematic sounds, helping them make adjustments based on the principles of the IPA, and helping them train dialogues, WH-questions, sentence expansions, and brief descriptive speaking.

The exercises proved that students make a quick improvement in their progress as they listen to correct pronunciation

On the whole, this session highlighted that fluency is best developed when speaking regularly and with the help of the organized repetition.

Practice in outdoor speaking (1 hour)

The most notable aspect of the English Therapy approach is the outdoor speaking practice. It is entirely task-based and makes it appear like real-life communication.

Examples of tasks include:

- Students involved in pair practicing with each other and this made them confident when beginning actual conversations.
- They also described what was around them using the objects and situations around them to help them increase their spontaneous speaking skills.
- Short speeches were used by learners and this enabled them to manage their thoughts and speak freely.
- They were also involved in the open question and answer sessions and this enhanced the capacity to think on their feet and contribute to interactive communication.

I was responsible in:

- Tracking the performance of activities so that the students would follow the instructions and stay engaged.
- Encouraging shy students to make them get rid of their resistance.
- Giving corrections and feedback to help them to have clear and more precise speech.
- Ensuring that they only spoke English throughout the activity to ensure that they were in an immersive practice environment.

Listening Session (20 minutes)

The listening lessons are aimed at improvement of the comprehension skills, learning accents, and the auditory processing skills. English Therapy will utilize recorded conversations, short conversations, monologues and live conversations with the teacher.

I was responsible in:

- Playing audio & video recordings
- Helping learners to highlight the important words.
- Helping in comprehension question understanding.
- Leading the pulling out of vocabulary.

Presentation (20 minutes)

Student give their brief speeches and give their thoughts on the basis of given topic.

Grammar Class (1 hour)

The grammar classes in the English Therapy are consisting of structural grammar (rules, examples, exercises) and communicative grammar (contextual applications, short speeches, dialogues).

5.3 Teaching Materials

The instructors and I used various teaching resources during my internship including:

- Whiteboards and markers
- Verb, vocabulary and sound cards.
- Grammar and listening exercises work sheets.
- Physical aids to Direct Method instruction.
- Task-Based Language Teaching (TBLT) Outdoor environments.

5.4 Interaction and Engagement with the Student

Each session was based on student interaction. Learners participated in:

- Pair activities
- Group conversations
- One-on-one interviews
- Role-playing and dramatization.
- Collaborative projects
- Public speaking exercises

During the internship, I observed that the interaction significantly increased the confidence of learners, reduced shyness, and also increased fluency and accuracy. The fact that I was able to guide, monitor, and motivate students further enhanced my understanding of the importance of social interaction in the language development process.

5.5 My Skills Development

As an intern at English Therapy, I gained a significant amount of professional development through direct participation in classroom events, observation of more experienced instructors, and participation in the real learning environment in the institute.

- **Improvement in Instructional Skills:** I gained practical skills in managing speaking activities, facilitating pronunciation skills, assisting listening activities, and assisting grammar teaching.
- **Better Classroom Management:** The experience of working with different groups of learners helped to have a better control of class dynamics. I also got to know how to handle mixed-ability classes, encourage the students who were reluctant, keep the students engaged during the work, and use time efficiently in the speaking, listening, and grammar portions.
- **Development in Communication and Interaction Skills:** Collaborative work with students helped me to improve my communication abilities, being able to demonstrate language tasks, ask guiding questions, and provide constructive feedback.
- **Increased Adaptability and Flexibility:** I had to adapt my teaching approach towards adult students, nervous beginners, and eager communicators and make sure that every student could get appropriate support and assistance.
- **Pronunciation and Phonetic Support Skills Development:** Through the IPA-based corrections and regular modeling, I worked on my ability to detect the pronunciation errors and support students accordingly.

This experience as a whole enabled me to strengthen a number of teaching, communication, and classroom management skills, which are essential as an English language teacher.

Chapter 6

Class Conduction

6.1 Class Conduction process

Last month (November), I worked as the Class Coordinator at English Therapy, and I participated in leading and managing different parts of the four-hour language lesson. In my duties, I had to engage in activities that would enhance the discipline, pronunciation, listening, speaking, and generally, communicative proficiency of the students.

First One-hour schedule: Within 15 minutes I have ensured the attendance of students and preparing the classroom atmosphere, and then practiced the inspirational attitude known as the Destiny Declaration (Oath of Transformation) where students repeated positive statements in order to create confidence and growth attitude. I then guided them through a vocal warming up activity to warm up their voices, articulation and clarity of speaking. The rest 45 minutes was used in pronunciation exercises, tongue twisters, reading stories, which helped students to improve their pronunciation, rhythm, fluency, and confidence in speaking aloud.

Second One hour plan: The second hour will be used to practice outdoor speaking where the students are given the opportunity to talk freely in real-life contexts. I was not heading this segment directly, but I closely observed and monitored their interactions to be sure that they only spoke in English and were actually participating in the activity.

After the outdoor session, I engaged the following activities when going back to the classroom:

20 minutes listening activity: I used English inspirational and daily practicing video clips with subtitles that assisted them to develop proficiency.

20 minutes of presentation: I made sure that every student made brief speeches or made some reflection regarding given topics. I helped this by asking questions, giving encouragement and making short remarks.

Grammar class: The remained 1hour 20 minutes of the class under the main teacher.

Chapter 7

Overall Results

7.1 Overall Results

The general outcomes provide a full understanding of methodological effectiveness of the institution, learner progress, pedagogical capabilities, and teaching challenges. Both primary ELT theories and empirical data support these conclusions.

7.2 Institutional Strengths

The design of the instructional English therapy is very similar to the Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). Students are guided to speaking, listening, grammar and pronunciation every day and this highly enhances their communication skills in real life contexts. Different age of students, including young children and the aged, do not have problems with partaking. This encourages a multicultural learning atmosphere that conforms to Adult Learning Theory and the lifelong learning ideas.

7.3 Students Development

Gradually students were able to share more confidence when contributing their thoughts in speaking activities. Frequent pair work and guided discussion helped them to interact more freely and naturally. In the course of time, they became less hesitant to engage in constant verbal practice.

Regular drilling and repetition enabled the learners to deal with the lingering pronunciation challenges. Listening to correct models and working on them individually and in groups assisted them in memorizing correct sound patterns.

The ability to listen to audio recordings enhanced the ability of the students to understand different accents, speech rates, and ordinary language.

Preaching in the open and communication with people helped the learners overcome their fear and shyness. Through real-life communication, the students felt comfortable to speak English in front of other people. This increased their general confidence and reduced anxiety even in classroom activities.

7.4 Obstacles noted

- **Pronunciation Problems:** Long-short vowels and /v/, /b/, /f/ were still problematic.
- **Grammar Retention Problems:** In order to master the tense rules, the learners needed to be exposed to them as often as possible.
- **Poor Vocabulary:** Some students had a problem with limited range of vocabulary in their daily lives.
- **Inequality in Practice Out of Class:** There were inconsistencies in practice out of the classroom amongst some students.

Chapter 8

Recommendations

8.1 English Therapy Recommendations

During my internship, I observed several good things about the overall school climate, discipline among students, and the teaching staff. However, there are several areas that can be enhanced to lead to the improvement of the center:

- **Design Differentiated Instruction of the Student:** The assignments and activities must be designed to suit different needs of the beginners, the intermediates, and the advanced learners and each student is expected to work at a pace that fits him/her. This approach will ensure that all the students do not feel overwhelmed or not challenged enough.
- **Training Pronunciation:** Phonetic training, instruction using the International Phonetic Alphabet (IPA) and specific articulation training will help the learners to have better articulation and make the sounds clearer and more accurate.
- **Give Vocabulary Instruction which is more comprehensive:** Everyday vocabulary exercises, exercises that are context-based and word lists arranged systematically will help students to extend their vocabulary. The increased vocabulary base will allow them to speak and write better in spoken and written English.

8.2 Recommendations for myself

To improve my professional growth as an English language teacher, I will refine my pronunciation and phonetics so as to be able to help my students better. I would also like to develop more interactive speaking activities and better classroom management strategies, especially with regards to working with different abilities. Besides, I would like to make more efficient use of digital resources to supplement my lessons and keep encouraging myself to provide constructive feedback. By enhancing my lesson planning skills and practicing reflection on a regular basis, I will be able to perfect my teaching methods and assist my students better.

Chapter 9

Conclusion

8.1 Conclusion

On the whole, the internship experience at English Therapy allowed me to relate my theoretical knowledge about language teaching with the practice in an active classroom. By observing lessons, assisting students, and performing some part of the classes myself, I was able to gain knowledge on how communication-based and task-oriented strategies affect the progress of learners. The four-hour method of classroom delivery enabled me to observe how various skills- speaking, listening, grammar, and pronunciation- strengthen each other when they are taught in a regular manner. This experience gave me confidence in teaching, improved my flexibility, and equipped me with the future professional plans in language teaching.

Chapter 10

References

9.1 References

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Chapter 11

Appendics

11.1 Class Observation Checklist

Checklist 1

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: English Therapy
 Teacher's Name: Mst. Limu Akter
 Class: Spoken class Section: _____ No. of Students Present: 38
 Course Title & Code: Foundation English Course Room No: 203
 Peer/Observer: Mst. Marufa Akter
 Date and Time: 17th November, 2025

Objectives of the lesson (as perceived):

- i. To improve students spoken fluency through guided speaking and pair discussion.
- ii. To enhance pronunciation accuracy through choral practice
- iii. To build confidence in English within structured and semi-structured activities.

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were largely achieved. Most students actively participated in speaking tasks, repeated pronunciation models accurately, and demonstrated increased confidence while speaking in pairs. Overall progress was significant.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher displayed strong command of spoken English, accuracy and provided clear explanations.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of	class began with a warm-up questions-answer session. Then introduced pronunciation drills, short speak task and ended with a recap of what learned.

	the lesson met/ what they have learned today)	
	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher maintained rapport, encouraged hesitant learners, and engaged the class with a friendly yet professional tone.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	A mix of repetition, drills, choral practice, pair work, and real-life speaking tasks was used. The teacher provided examples, responded to questions, and ensured active involvement from all students.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The teacher had maintained eye contact, used clear and standard English, and ensured that students could clearly understand instructions.

MANAGEMENT

Was the time spent properly?

Yes, Each segment - pronunciation, speaking, outdoors was conducted by him.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Stage	Activity	Time
Warm-up	Greeting, short conversation	10 min
Pronunciation	Student repeat and practice chorally	40 min
Listening	Video played	20 min
Grammar	Tense Practice	60 min

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Yes - The teacher calmly paraphrased the question, provided hints, and successfully resolving the difficulty.

Strengths observed:

- Strong communication and classroom presence.
- Effective use of pronunciation drills and speaking.
- Student friendly approach.
- High level of learner engagement.

Suggestions for improvement:

Teacher should provide more individual feedback weak students. She can offer targeted vocabulary practice for mixed-ability learners.

Overall impression of teaching effectiveness:

Overall, teaching effectiveness was highly satisfactory, contributing significantly to students' progress in spoken English, pronunciation and grammar.

Checklist 2

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: English Therapy

Teacher's Name: Musrat Zui

Class: Foundation Section: Regular No. of Students Present: 38

Course Title & Code: Foundation English Course Room No: 103

Peer/Observer: Mst. Marufa Akter

Date and Time: 5th October | 9:00 - 1:00 PM

Objectives of the lesson (as perceived):

- Improve learners' fluency through guided speaking.
- Enhance pronunciation accuracy through repetition.
- Encourage confidence in conversational English.

Were the objectives achieved and to what extent (in your view)?

Yes, most students performed fluency tasks confidently and showed improved pronunciation.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher showed clear command of content and modeled accurate pronunciation. Like: Pet - /Pet/
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of	class began with a warm-up, followed by drills, pair discussions, and a summary.

	the lesson met/ what they have learned today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Teacher encouraged all learners, especially shy ones, creating a supportive atmosphere.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Used repetition, pair work, examples, and real-life prompts.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Clear voice, strong projection, positive body language.

MANAGEMENT

Was the time spent properly?

Time was properly divided between pronunciation & speaking tasks.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Warmup - Pronunciation Drills - Pair Discussion - Short Speech - Recap

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

One student mispronounced multiple sounds; the teacher patiently corrected through modeling.

Strengths observed:

Her motivating tone, strong pronunciation effective pair-work was so strong.

Suggestions for improvement:

More individual feedback

Overall impression of teaching effectiveness:

Highly effective spoken class with
strong learner engagement.

Checklist 3

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: English Therapy

Teacher's Name: Mahbuba Akter

Class: Spoken Section: Regular No. of Students Present: 36

Course Title & Code: Foundation English Course Room No: 101

Peer/Observer: Mst. Marufa Akter

Date and Time: 10th October / 6:00 - 10:00 PM

Objectives of the lesson (as perceived):

- Teach present continuous tense
- Help learners apply tense in real-life example.
- Improve sentence-formation skills.

Were the objectives achieved and to what extent (in your view)?

Yes. Students used correct verb forms with minimal errors.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher explained the tense clearly with multiple examples
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of	Teacher maintained proper explanation, board examples, group activity and evaluation

	the lesson met/ what they have learned today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Teacher interacted warmly and encouraged everyone to form sentences.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Teacher properly used boardwork, examples, group tasks, correction activities.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	It was clear explanations neat hand writing, and proper pacing

MANAGEMENT

Was the time spent properly?

Time used efficiently, enough practice given.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Teacher used:

Explanation — 40 min
Guided practice — 10 min
Group task — 15 min
Correction — 15 min

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Students confused "island"; teacher clarified through simple comparison.

Strengths observed:

- Clear explanation
- Structured lesson.
- Effective Correction

Suggestions for improvement:

Add more examples from daily life.

Overall impression of teaching effectiveness:

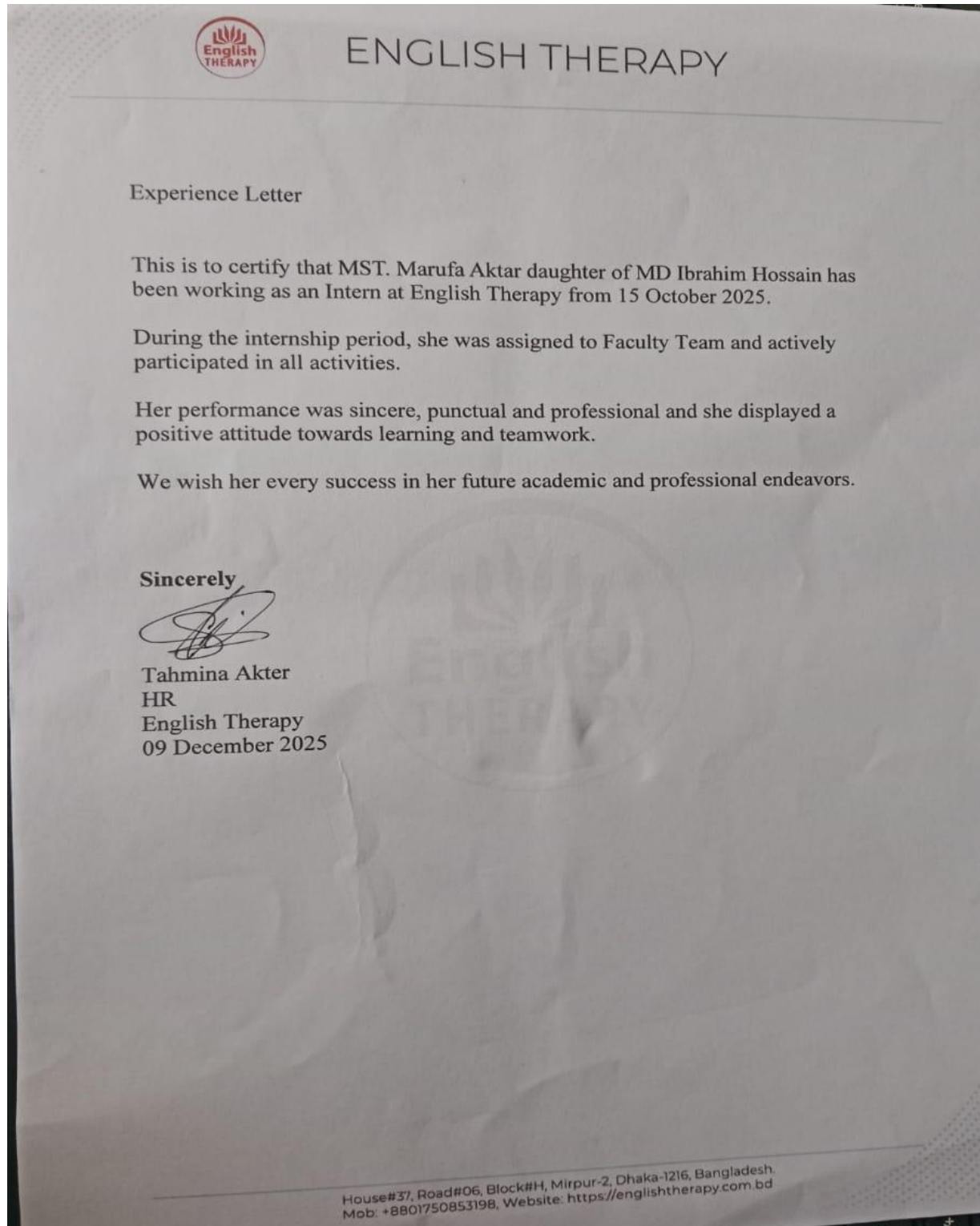
A well managed and very clear
grammar session.

11.2 Photograph





11.3 Internship Certificate



11.4 Plagiarism Report

