



An Internship Report

On

**“Experience and Reflection on English Teaching in a Bangladeshi
Primary School, Implementing and Analyzing Communication
Techniques at Rahimanagar GPS.”**

Course Title: Project Paper with Internship

Course Code: ENG-431

Prepared By:

Name: Abu Nayem Hawlader

ID: 221-10-865

Batch: 55

Department of English

Supervisor:

Mr. Nasif Khalid Swadheen

Lecturer

Department of English

Faculty of Humanities and Social Science

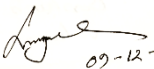
Daffodil International University

This Internship report is submitted to the Department of English, for the partial fulfilment of the requirements for the Bachelor of Arts (B.A.) Degree in English.

Declaration

I, Abu Nayem Hawlader, a student at Daffodil International University's Department of English, faculty of Humanities and Social Science, hereby declare that this internship report, "Experience and Reflection on English Teaching in a Bangladeshi Primary School, Implementing and Analyzing Communication Techniques at Rahimanagar GPS," is an entirely original work that I carried out under the guidance of Mr. Nasif Khalid Swadheen, lecturer in the Department of English. My knowledge, writing abilities, and internship experience were all utilized to develop the report.

The final draft of this report is required for the Bachelor of Arts (Hons.) degree in English. This report has not been submitted in part for a degree or certificate to any other institution. All of the sources and contributions used in this work have been properly and carefully acknowledged.



09-12-25

Abu Nayem Hawlader

ID: 221-10-865

Program: BA (Hons.) in English

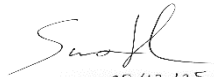
Faculty of Humanities and Social Science

Department of English

Certificate of the Supervisor

This is to certify that Abu Nayem Hawlader (ID: 221-10-865) has successfully completed the course ENG431: Project Paper with Internship under my supervision. His project, titled “Experience and Reflection on English Teaching in a Bangladeshi Primary School: Implementing and Analyzing Communication Techniques at Rahimanagar GPS” demonstrates his precision, responsibility, and strong academic discipline. During his internship, he maintained regular and detailed correspondence with me. He completed every task with timeliness and accuracy, consistently showcasing his commitment to quality and improvement. His work throughout the semester stands out for his initiatives and thoroughness.

I wish him continued success and excellence in all his future pursuits.


08/12/25

.....
Signature of the Supervisor

Mr. Nasif Khalid Swadheen

Lecturer

Department of English

Faculty of Humanities & Social Science

Daffodil International University

Acknowledgment

I am very thankful to my parents and my sister for their constant love, encouragement, and support. Their motivation helped me complete this project successfully. I want to express my gratitude to my supervisor, Nasif Khalid Swadheen, Lecturer, Department of English, Daffodil International University, for his guidance and helpful suggestions during my internship and report writing. I would like to mention the head of Rahimanagar Government Primary School. I am also grateful to all the teachers and students of the school for their cooperation and friendliness during my internship.

This report is dedicated to my family.

Abstract

This report on the internship outlines a three-month teaching practicum completed at Rahimanagar Government Primary School as a component necessary for the Bachelor of Arts (Hons.) in English at Daffodil International University. The aim of the internship was to merge theoretical understanding of English Language Teaching (ELT) with practical implementation in primary classroom settings. Throughout the program, three English lessons were officially observed, and five Class 5 sessions were conducted based on the NCTB curriculum. The methodological framework encompassed organized classroom observation, lesson design, reflective journaling, and the implementation of Communicative Language Teaching (CLT), Situational Language Teaching (SLT), and Total Physical Response (TPR).

Results show that the implementation of SLT and TPR greatly improved student involvement, vocabulary retention, engagement, and confidence in communication. Nonetheless, various challenges were recognized, such as large class sizes, restricted instructional resources, learners of mixed abilities, and inadequate chances for student-focused activities. Moreover, a distinct gap was noted between the communicative curriculum and real classroom implementations, as numerous instructors persisted in largely depending on the traditional Grammar Translation Method (GTM).

In spite of these limitations, the internship was crucial in enhancing my professional skills in lesson planning, classroom management, student engagement, and reflective teaching. It offered a more profound insight into the truths of English instruction in primary schools in Bangladesh and highlighted the significance of embracing interactive, student-centered teaching methods. In general, the internship experience significantly enhanced my academic development and strengthened my dedication to becoming a proficient English language educator.

Keywords: Internship, English Language Teaching (ELT), Situational Language Teaching (SLT), Total Physical Response (TPR), Primary Education, Bangladesh.

Table of contents

Chapter Number	Content	Page Number
	Declaration	i
	Certificate of the supervisor	ii
	Acknowledgement	iii
	Abstract	iv
	Table of content	vi
Chapter 1	1.1 Introduction	1
	1.2 Theoretical Framework	1-3
Chapter 2	2.1 Objectives	4-5
	2.2 General Objectives	4
	2.3 Specific Objectives	5
Chapter 3	3.1 Methodology	6-7
	3.2 Data collection Technique and Tools	8
Chapter 4	Institution Details	9-10
Chapter 5	Internship Activities	11
	5.1 Introduction	13
	5.2 Class Observation 1	13
	5.3 Class Observation 2	14
	5.4 Class Observation 3	15
	5.5 Class Conduction 1	16
	5.6 Class Conduction 2	17
	5.7 Class Conduction 3	18
	5.8 Class Conduction 4	19
	5.9 Class Conduction 5	20

Chapter 6	Overall Findings	24
	6.1 Class observation findings	25
	6.2 Real Condition of English Teaching	26
	6.3 Application of ELT Theories	26
	6.4 Challenges and Classroom Management	27
Chapter 7	Recommendation	28-30
Chapter 8	Conclusion	31-32
Chapter 9	References	33-34
Chapter 10	Appendices	35-41
	10.1 Appendix 1: Some photos during Conducting classes	40
	10.2 Appendix 2: Internship Certificate	41
	10.3 Appendix 3: Plagiarism Report	42

Chapter 1

Introduction

1.1 Introduction

Teaching is one of the most respected profession in society. A teacher, not only provides knowledge but also helps students to grow as good human beings. In Bangladesh, English is a very important subject because it is widely used in higher education, job sectors, and international communication. Therefore, English teaching at the primary level plays a vital role in building a strong foundation for students. As a student of Bachelor of Arts (Hons.) in English program at Daffodil International University, I had to complete an internship as a partial requirement for my graduation. This internship provided me with an excellent opportunity to experience real classroom teaching and observe how English is taught in a government primary school. As I completed from Rahimanagar Government Primary School, where I observed classes, prepared lesson plans, and taught English lessons to Class 5 standard students.

1.2 Theoretical Framework

The internship program is designed to help student-teacher connect theoretical knowledge with practical classroom experience. At the university, we learn about various teaching methods, such as (CLT), Task Based Learning, and Learner Centered Approaches. The NCTB English Curriculum for Class 5 specially follows the CLT framework, which emphasizes using English for real life communication rather than focusing only on grammatical rules. During my internship, I tried to apply communicative and interactive techniques to make English learning more enjoyable for young learners. In particular, I made use of two CLT related methods:

- i. Situational Language Teaching (SLT): presenting language in meaningful contexts (for example, lessons like “Hello! May I Introduce Myself?”),
- ii. Total Physical Response (TPR): using physical movement and actions to enhance vocabulary learning and comprehension (for example, lessons like, “Telling the Time”).

The reason behind focusing on these techniques was to make learning more engaging and to encourage students’ participation in classroom activities. This approach helped me better understand how communicative language teaching methods can be adapted to suit the local classroom environment in Bangladesh.

During the internship, I observed several English classes conducted by experienced teachers and later conducted classes by myself. These experiences helped me understand how English lessons are managed in real classroom situations and what kind of challenges teachers often face such as lack of materials, and different learning levels of students. The main purpose of this internship was to apply the teaching theories and methods I learned at my university to real classroom contexts. This internship experience helped me to reflect deeply on my strengths and weaknesses as a future teacher. I realized that effective teaching requires patience, creativity, classroom management skills, and the ability to motivate students in a positive and supportive environment.

Chapter 2

Objectives

2.1 Objectives

I completed the internship program as a prerequisite for my course, Internship with Project Report. The objectives of my internship were to understand the teaching practices and resources utilized in Bangladesh's primary education system, along with the opportunities and challenges it encounters. The objectives of this internship are divided into two parts: General Objectives and Specific Objectives.

2.2 General Objective

The general objective of this internship was to get practical teaching experience and understand how English is taught in a Bangladeshi primary school. It aimed to help me become more effective, confident, and reflective English teacher in the future. To acquire knowledge regarding the school's pedagogical approaches, resources, and classroom configuration.

2.3 Specific Objectives

The specific objectives of this internship were to focus the observation and practice on the communicative curriculum and its implementation in Class 5 English:

- i. Identify the methods employed for English instruction.
- ii. To critically examine the implementation of SLT and TPR activities specifically their effectiveness in improving student speaking and listening skills.
- iii. To learn how to plan lessons based on the NCTB curriculum guidelines, adapting them to students' level and learning needs.
- iv. Understanding how to manage classrooms effectively, keeping large classes engaged during communicative activities.
- v. Identifying the practical problems teachers and students face in implementing CLT, such as lack of resources or mixed learning abilities.
- vi. Building confidence in public speaking, explaining concepts, and managing a whole class.
- vii. Reflecting on own teaching performance and connect theoretical knowledge from university courses with practical classroom experiences.

Chapter 3

Methodology

3.1 Methodology

This chapter outlines the methodological framework utilized to execute the internship project, detailing the research design, the selection criteria for the educational institute, and the data collection techniques employed to analyze the teaching and learning processes in the class 5 English classroom.

Approach and design

The internship project employed a qualitative research design rooted in participatory observation. This approach was chosen to provide rich, and the practical implementation challenges of communicative English teaching. The intern served in a dual capacity- first as a non-participant observer and subsequently as a co-teacher, enabling both objective data collection and experiential learning.

Duration and Selection

I completed my internship at Rahimanagar Government Primary School for a period of three months. During this time, I regularly attended school, observed English classes, and later conducted my own classes under the supervision of my mentor teacher. I chose Rahimanagar Government Primary School because it is a representative government primary school operating under the NCTB curriculum. The accessibility and cooperative environment made the decision.

3.2 Data Collection Techniques and Tools

Data was primarily collected using descriptive records and structured observation tools tailored to the report objectives:

- I. Class Observation (Structured): A minimum of three English classes (NCTB Class 5) conducted by the senior teachers. A formal Class Observation Checklist (Appendix 16.3) was used to systematically record the frequency and effectiveness of target teaching methods, specifically Situational Language Teaching (SLT) and Total Physical Response (TPR).

- II. Lesson Planning and Implementation (Practical Application): I prepared formal Lesson Plans (Appendix 16.4) for all conducted classes, outlining the intended use of CLT principles. The teaching activities themselves, along with the use of simple Teaching Aids, served as primary data.
- III. Reflective Journaling: I maintained a Reflective Journal to record daily insights, personal challenges, student behavior, and immediate impressions after every class, which informed the qualitative analysis.

Learning Approach

My learning approach during the internship was practical and reflective, I consciously prioritized applying the Learner Centered Teaching principles and the communicative theories (CLT, SLT) learned at the university, utilizing continuous self reflection to bridge the gap between academic theory and classroom reality.

Chapter 4

Institution Details

Institution details

The name of the school is Rahimanagar Government Primary School, the institution that hosted the three-month internship program. Documenting these details, sourced from official environment, students' demographics.

School Profile and History

Institution Name	Rahimanagar Government Primary School
School ID (EIIN)	136594
Types of Ownership	Government
Establishment Date	01/01/1987
Mailing Address	Rahimanagar, Kachua, Chandpur. Bangladesh

Demographics

This section details the students who served as the primary participants and beneficiaries of the teaching and observation activities, particularly the Class 5.

Detail	Description
Total Enrollment	636 students.
Class 5 Enrollment	90 (2 section)
Teachers	14 teacher including Head Master
Language Background	All students are native speakers of Bengali, with English taught as a Foreign Language.
Gender Distribution	Male students (39.31%) and Female Students (60.69%).

Chapter 5

Internship Activities

5.1 Introduction

During my three month internship at Rahimanagar Government Primary School, I worked as an Intern English Teacher. My academic supervisor was Nasif Khalid Swadheen, Lecturer, Department of English, Daffodil International University, who guided me throughout the program. The Head Teacher of Rahimanagar GPS also provided additional supervision and support whenever I faced difficulties. One of the Junior Teacher Shobnom Mustari helped me to understand the school system and the daily teaching process. I attended school regularly from 9:40 to 3:00 P.m. Every day was a new learning experience. In the first month, I mainly observed English classes conducted by experienced teacher. This helped me understand the teaching style, classroom management, and the students' learning attitudes. From the second month, I began conducting my own classes under the guidance of my mentor teacher.

Along with observing and teaching, I also took notes about the challenges and limitations faced by the students. Later, I discussed these issues with the Head Teacher, who arranged a meeting with other teachers to find possible solutions for improving students learning outcomes. This teamwork helped me to see how teacher cooperate and solve problems together for the betterment of their students. Through this internship, I had the opportunity to communicate closely with all the teachers and gain real classroom experience. It helped me improve my communication, presentation, and teaching skills. More importantly, it gave me confidence and a deeper understanding what it means to be a teacher in a primary school setting.

5.2 Class Observation 1

Teachers Name : Ms. Shabnam Mustari
Class : Five
Topic : “Days of the Week” (English for Today)

On my third day of internship, I had the opportunity to observe Mrs. Shabnam Mustari's Class Five English lesson. The lesson started at 10:00 a.m., and I entered the classroom quietly, greeting both the teacher and students. Mrs. Shabnam Mustari welcomed me warmly and briefly introduced me to the students. The moment was crucial to me as it was a very new experience in my life.

The teacher firstly introduced the lesson topic as “Days of the Week.” Then she completed the attendance part of the class, as it was the first class of the day. Mustari began the lesson by asking students to name the days of the week aloud in sequence. She encouraged them to speak in pairs and practice dialogues such as “What day is today?” and “My favorite day is Sunday because....”. Students actively participated, sharing examples from their own routines, such as school days, market days, and family events. To make the lesson more interactive, Ms. Shabnam Mustari used a colorful wall chart showing the seven days and associated activities. She also asked students to arrange flashcards representing each day in the correct order. This visual and interactive method helped students reinforce both vocabulary and comprehension.

The teacher concluded the lesson with a fun oral activity: a “Days of the Week Song,” where students sang the days in sequence, which helped improve the pronunciation. At the end of the class, she assigned a notebook exercise to write the days of the week three times, focusing on correct spelling and sequence. The class ended with showing appreciation and standing up to thank the teacher.

5.3 Class Observation 2

Teachers Name	: Mr. Tanvir Hossain
Class	: Five
Topic	: Occupation
Method	: Total Physical Response (TPR)

During the fourth day of internship, I observed Mr. Tanvir Hossain's Class Five English lesson on Occupations. The lesson began at 1:00 p.m. and lasted 45 minutes. Upon entering, I greeted the teacher and students, Mr. Tanvir used a Total Physical Response to engage students. He introduced new vocabulary words such as teacher, doctor, farmer, and shopkeeper by using corresponding gestures and actions. For example, he mimicked writing for "teacher" and holding a stethoscope for "doctor". Students were encouraged to repeat words while performing the actions, which reinforced memory and pronunciation.

He further integrated simple sentences such as "I am a doctor" or "I am a farmer" and asked students to act them out in pairs. This method not only improved vocabulary recall but also allowed students to physically connect with the meaning of the words. He ended the lesson with a short game where students identified occupations from cards and performed the corresponding action, which brought excitement and active participation. The lesson effectively combined movement, repetition, and context, making it both educational and engaging. Students were confident and happy to participate, demonstrating an understanding of the topic by the end of the class.

5.4 Class Observation 3

Teachers Name	: Ms. Farhana Akter
Class	: Five
Topic	: Parenting (Extra-Curricular Discussion)
Method	: Discussion Based Learning

On my tenth day of internship, I attended an extra-curricular session conducted by Ms. Farhana Akter mam on the topic “Parenting”. The session lasted one hour, and I quietly observed from the back of the classroom.

Mrs. Farhana began the class by asking open ended question to the students, such as “How do your parents help you every day?” and “What responsibilities do you have at home?” Students shared personal experiences, which encouraged meaningful communication and active listening as most of the students answered the questions with conscious. The teacher excellently provided every detail of parenting, such as “What is Parenting?”, how it works. How parenting shapes every individual in their day to day life. The session emphasized collaboration, confidence building, and practical language use. Students were enthusiastic about sharing experiences and appreciated the interactive format, which connected classroom learning with real life situations. The class ended with students thanking the teacher and discussing what they had learned during the activity.

5.5 Class Conduction 1

Class: Five

Topic: Hello! May I Introduce Myself?

Class Duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of Students: 26

Conducted by: Abu Nayem Hawlader

Class Materials: Textbook, whiteboard, marker, duster, flashcards with greetings, banner with dialogue.

Method: Situational Language Teaching (SLT)

I greeted students and took attendance to begin the class. In the very beginning I gave a short introduction of myself. For the warm up, I asked simple questions like “What is your name?” and “How are you today?” to make students comfortable. I introduced the dialogue Hello! May I Introduce Myself? Using a colorful banner displaying the dialogue, demonstrating it with a volunteer. Students repeated the sentences in chorus to improve pronunciation. To make the lesson interactive, I had students stand and perform the gestures associated with greetings shaking hands, waving, and bowing slightly. Then, they practiced the dialogue in pairs. I moved around the classroom, correcting pronunciation and encouraging confidence.

A few pairs performed the dialogue in front of the class, which boosted participation. Finally, I summarized the key phrases and reminded students to practice introducing themselves at home and real-life situations.

5.6 Class Conduction 2

Class: Five

Topic: See You!

Class Duration: 1 hour

Time: 11:00 AM – 12:00 PM

Number of Students: 26

Conducted by: Abu Nayem Hawlader

Class Materials: Textbook, whiteboard, marker, duster, role play props, banner with dialogue.

Method: (SLT) via Role Play

The class began with greetings and attendance. As a warm up, I asked students to recall greetings from previous lessons. I introduced the dialogue “Hello! How are you? / I’m fine”. See you! By using a banner and role-play demonstration. Students practiced the dialogue in pairs while standing, shaking hands, or waving as gestures. I monitored pronunciation and intonation, giving gentle corrections. Then, I selected pairs to perform the dialogue in front of the class.

To add a physical element, I conducted a “Dialogue Walk” activity, where students walked across the classroom and greeted each other using the dialogue with gestures. This made the overall learning active and memorable. The lesson concluded with a short summary of the key expression and a reminder to practice greetings, dialogues at home.

5.7 Class Conduction 3

Class: Five

Topic: Bashir's Friend

Class Duration: 1 hour

Time: 11:00 AM – 12:00 PM

Number of Students: 32

Conducted by: Abu Nayem Hawlader

Class Materials: Textbook, whiteboard, marker, story charts.

Method: Communicative Language Teaching (CLT)

After greetings and attendance, I asked students to recall names of friends, activating prior knowledge. Most of the students raise their hands and recalls their friend's name. Then I introduced the story "Bashir's Friend" using story charts showing key events and characters. I read the story aloud, modeling correct pronunciation and intonation, and invited students to read in small groups. I noticed every student's pronunciation, syllables how they manage big words. To encourage comprehension, I asked questions like "Who is Bashir's friend?" and "What do they do together?" Students answered enthusiastically, some of them faced problem to answers, so I wrote keywords on the board, which helped them to find the correct answer. I included a small activity where students mimicked actions of the characters, adding a physical and engaging dimension.

Finally, I assigned a creative task: drawing Bashir and his friend and writing few sentences or keywords to describe them. I concluded with the recap of vocabulary story highlights.

5.8 Class Conduction 4

Class: Five

Topic: Telling the Time

Class Duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of Students: 29

Conducted by: Abu Nayem Hawlader

Class Materials: Textbook, whiteboard, marker, duster, flashcards.

Method: Total Physical Response (TPR)

That day, the class as usual began with the greetings and attendance. I asked students about their daily routines, activities, and the wake up or school times. Every individual student participated in the event and tried to connect their real life routines and activities with today's topics. I introduced the lesson using a large classroom clock and demonstrated reading hour and minutes. I used some quotes and facts about identifying times. I told them, the importance of time and how proper usage of time shapes our life. Students repeated the phrase aloud. I incorporated physical activities by asking students to point to the clock hands, show the correct time with their arms, and move around the classroom to match flashcards with times. Then, I organized a Time matching game, combining movement with learning to enhance retention.

I concluded the lesson with a recap and assigned homework. Writing five sentences about their daily routine mentioning the time.

5.9 Class Conduction 5

Class: Five

Topic: Animal of Bangladesh

Class Duration: 1 hour

Time: 11:00 AM – 12:00 PM

Number of Students: 33

Conducted by: Abu Nayem Hawlader

Class Materials: Textbook, whiteboard, marker, duster, pictures of animals, banners.

Method: (SLT) with visual Aids

I greeted students and took attendance. As a warm up session, I asked student to name animals they see around their homes or villages. Everyone recalls and made many answers one by one started to name animals they know and see around. Then I introduced the lesson using banners and colorful flashcards to teach English names, habitats, and interesting facts about each and every animal. Students repeated names aloud in chorus as they love to do accordingly. Students then performed mini role-plays acting like mimicking the animals, which made the lesson lively and engaging.

In the end of the class, I assigned homework: drawing one animal and writing its name and habitat. The lesson concluded with the recap of name of the animal and appreciation of student participation.

My Activities on a weekly basis at Rahimanagar Primary School:

Week	Key Activities and Focus	Alignment with Project
Week 1	Joining and Orientation	
	Joined the post and met the Head Teacher and the mentor teacher, Mr.	Orientation
	Received an overview of the NCTB Class 5 English curriculum	Setting the context
	Initial introduction to the students and the class environment (36 students).	Classroom context
Week 2	Formal Observation phase I	
	Conducted the first formal observation of a class 5 English lesson (e.g., Days of the week)	
	Began designing the Class Observation Checklist. Specially SLT/TPR use.	Chapter 9 (Methodology)
	Participated in classroom management and administrative tasks as a co-teacher.	Administrative duties.
Week 3	Formal Observation phase II & Planning	
	Completed the remaining two formal observation (e.g., Parenting (Extra-Curricular Discussion), Hello! May I Introduce Myself? focusing on identifying the theory-practice gap (CLT vs. GTM).	3Required Observations.
	Prepared the first set of detailed lesson plans for Class 5, incorporating SLT principles for dialogue and vocabulary.	
Week 4	Conducted Phase I: SLT Dialogue	
	Conduction I: Taught “Hello! May I Introduce Myself?” (SLT focus) using pair-work and movement for introductions.	Chapter 5.5 (Conduction I)

	Conduction II: Taught “See You!” (SLT focus) using situational role-play to practice greetings and farewells.	Chapter 5.6 (Conduction II)
	Started maintaining a Reflective Journal to document student engagement and classroom management challenges.	Chapter 9 (Methodology)
Week 5	Conduction Phase II: TPR and Story	
	Conduction III: Taught “Bashir’s Friend” (SLT/CLT focus), adapting the reading passage into a communicative group task.	Chapter 5.7 (Conduction III)
	Conduction IV: Took “Telling the Time” (TPR focus), adapting the reading passage into a communicative group task.	Chapter 5.8 (Conduction IV)
	Evaluated the immediate effectiveness of TPR versus SLT for vocabulary retention.	Chapter 6.3 (Overall Findings)
Week 6	Conduction Phase III & Remediation	
	Conduction V: “Animals of Bangladesh” (SLT focus) using flashcards and group presentations for descriptive writing.	Chapter 5.9 (Conduction V)
	Assisted the class teacher in correcting internal exam scripts and providing individualized student feedback.	General teacher duties.
Week 7	Exam Duties	
	Served as an exam invigilator during the school’s periodic assessment cycle	School duty
	Helped in the compilation and checking answer of the scripts, particularly focusing on the grammar section of class 4-5.	Administrative support.
Week 8	Post exam review & Teaching	
	Resumed regular teaching according to the revised lesson plan after the exam break.	

	Conducted remedial classes for slightly weak and needy students, applying simple role-play, games, flashcards to reinforce previous vocabulary.	Learner centered teaching
Week 9	Reflective practice	
	Introduced icebreaker sessions (e.g., quick memory games, group puzzle tasks) to transition students back into active learning.	
	Attended a short teacher meeting regarding the upcoming final examination schedule, learning process, syllabus and question setting.	Professional development
Week 10	Assessment & Finalizing Data	
	Took a surprise communicative test (oral description) in Class 5.	
	Met with academic supervisor (DIU) to discuss the initial findings and structure of the report. (N.B. My advisor changed during my internship)	
Week 11	Handover & Documentation	
	Received final performance remarks and comprehensive feedback from the mentor teacher.	
	Began compiling all Lesson Plans, Observation Checklists, and Reflective Journal entries for the Appendices.	
Week 12	Conclusion and Farewell	
	Attended a small class farewell ceremony arranged by the students of Class 5	Internship conclusion
	Handed over all remaining teaching responsibilities and materials to the mentor teacher.	Professional handover
	Received the official Internship Certificate/ Testimonial from the Headmaster.	Appendix
	Finalized the drafting of the Overall Findings (Chapter 6) and Conclusion (Chapter 8) of the report.	Final report writing

Chapter 6

Overall Findings

6.1 Class observation findings

This chapter presents the key findings from my internship at Rahimanagar Government Primary School, derived from classroom observations, self-conducted teaching sessions, and reflective analysis. The findings highlight both the current state of English teaching in Bangladeshi primary school and the effects, benefits, and challenges of applying Situational Language Teaching (SLT) and Total Physical Response (TPR) methods in class 5.

6.2 Real Condition of English Teaching

English is a critical subject in the school curriculum, but teaching and learning conditions vary considerably. There are so many positive sides and barriers in teaching method also school curriculum and resources:

- I. **Textbook and Curriculum:** The school uses “English for Today”, provided by the NCTB. The content is suitable for young learners, but students often struggle due to insufficient practice outside class.
- II. **Teaching Practices:** Most teachers mix English and Bangla during lessons. The emphasis is on reading and writing, with little focus on listening and speaking. Consequently, students can read and answer questions but often lack confidence in spontaneous English communication.
- III. **Resources and Environment:** Classrooms are large (35-45 students per room), and teaching aids are limited (no multimedia projectors or audio system as there are over 30 students). Despite these limitations, teachers use the blackboard, whiteboard, pictures and gestures effectively.

6.3 Application of ELT Theories

The internship highlighted the gap between theory and practice:

- I. **Traditional Methods vs. CLT:** Observed classes often relied on Grammar Translation Method (GTM) or reading aloud techniques. This limited communicative output, confining students to repetition or one-word answers.
- II. **Benefits of SLT and TPR:** Self conducted lessons using SLT and TPR increased student engagement, speaking rates, and confidence. Pair work, group activities, storytelling, and physical activities encouraged active participation and motivation.
- III. **Teacher Training Gap:** Not all teachers are familiar with modern, communicative approaches. Teacher centered methods continue to dominate, which restricts creativity and communication skills development.

Analysis of self-conducted lessons showed significant benefits:

- I. **Enhanced Speaking Engagement (SLT):** Students actively participated in dialogues, role plays, and descriptive tasks. Pair work and group activities created authentic communicative needs.
- II. **Kinesthetic Learning and Retention (TPR):** Using physical actions with vocabulary improved retention and participation, particularly for lower proficiency students.
- III. **Motivation and Confidence:** Clear, structured communicative tasks helped shy students engage, enhancing their confidence in using English.

Classroom Environment

The overall environment was positive and conducive to learning:

Students were disciplined, respectful, and eager to participate. Teachers maintained supportive and caring relationships, motivating students and praising their efforts. Large class sizes and limited resources posed challenges for individualized attention and activity-based learning. Teachers acted as guides, motivators, and facilitators. Positive reinforcement and encouragement created a comfortable environment, particularly for shy or struggling learners. This supportive relationship helped students feel confident to participate in communicative activities.

Students Attitude Toward English

Students generally enjoyed learning English, particularly when lessons were interactive and fun:

Storytelling, games, and group activities increased engagement and confidence. Challenges remained with “Pronunciation, Vocabulary, and spontaneous speaking”, largely due to limited exposure to English outside the classroom. Observed enthusiasm demonstrates that young learners respond positively to communicative, learner centered methods.

6.4 Challenges and Classroom Management

Implementing SLT and TPR in a primary classroom revealed several challenges:

- I. **Classroom Management:** High noise levels during interactive activities require constant monitoring and nonverbal signals to maintain discipline. Once the discipline arrives, it becomes easier to manage.
- II. **Time Constraints:** Communicative activities are time consuming, making it difficult to cover all lessons objectives within a 45-60 minutes class. On the other hand, it would be a burden for the students to continue a class for more than one hour.
- III. **Limited Resources:** While simple aids (flashcards, cardboards, clocks, blackboards) were effective, the lack of multimedia resources constrained certain activities.

Personal Findings and Reflections:

From this internship, I realized some positive and negative side of teaching English. As the students were too young to learn English, as English is their second language. In this process some methods and practices should be changed or revised.

- I. Teaching young learners requires patience, creativity, and effective classroom management.
- II. Lessons are most effective when simple, visual, and connected to real life situations.
- III. Teachers have multiple roles facilitators, motivators, and guides. In general, this is true that giving lecture to such young learners requires a huge amount of patience,
- IV. Planning, preparation, and adaptability are crucial for successful communicative teaching, especially in resource limited environments.
- V. Reflective practice and mentorship feedback are invaluable for professional growth.

Chapter 7

Recommendations

7.1 Recommendation

Based on the internship experience at Rahimanagar Government Primary School, I observed both strengths and areas for improvement in primary level English teaching. The following recommendations are provided for teachers, students, schools, and future interns to enhance the quality of English language education.

Recommendation for improving English Teaching

I. Use of modern teaching methods:

Teachers should employ more communicative and interactive approaches such as group work, pair work, storytelling, games, and role plays. These activities make learning more enjoyable, boost student participation, and build confidence.

II. Focus on speaking and listening skills:

Most classes emphasize reading and writing. More time should be devoted to listening and speaking activities to develop natural English communication skills.

III. Use of teaching aids:

Schools should provide additional resources, such as flashcards, posters, charts, and multimedia tools. Visual and interactive aids enhance understanding and engagement for young learners.

IV. Teacher training:

Regular professional development programs can help teachers to adopt modern teaching techniques, improve classroom management, and gain confidence in using English as the medium of instruction.

V. Smaller class sizes:

Large class sizes make it difficult to provide individual attention. Reducing the number of students per class would enhance learning outcomes for every young learner.

VI. Encouraging English communication:

Teachers should encourage students to use simple English in daily communication, including greetings, short questions, or self-introduction. This gradual practice develops oral proficiency.

VII. Parental involvement:

Parents can support English learning at home through simple reading, listening, and speaking activities, which will reinforce classroom learning.

Recommendations for the school

Decorate classrooms with English charts, posters, and visual aids to create an immersive learning environment. Arrange teacher workshops to share successful teaching techniques and innovative classroom activities. Expand the library collection with age preference English storybooks to encourage reading, pronunciation, syllables, and vocabulary development.

Personal recommendation:

From my internship, I realized that a good teacher is both a learner and a guide. Every new teacher should continue learning from experience, stay updated with modern teaching methods, and cultivate qualities such as patience, empathy, and positivity. Respecting students and understanding their emotions are key to effective teaching and creating supportive learning environment as they are on their very first stage of learning.

Chapter 8

Conclusion

8.1 Conclusion

Completing my internship at Rahimanagar Government Primary School was one of the most memorable and meaningful experience of my academic journey. This school holds a special place in my heart, as it is not only the institution where I carried out my internship but also where I spent my early years as a student. Returning as an intern teacher made the experience deeply rewarding and emotional. Through this internship, I gained the opportunity to view education, learning, and teaching process from completely a new perspective not only as a learner, but as a teacher. I realized that teaching is a demanding profession that requires patience, creativity, preparation, and a strong sense of responsibility. Observing how teachers guide students with care and dedication gave me a deeper understanding of the effort involved in nurturing minds.

During the three-month period, I engaged in classroom observation, lesson planning, and teaching English to primary students. Although I faced challenges but these experiences enhanced my confidence and strengthened my teaching abilities. I also learned that an effective teacher must be kind, flexible, and adaptive in responding to students' need. The internship allowed me to bridge the gap between theory and practice. I applied the knowledge acquired at Daffodil International University, including (CLT), (SLT), (TPR), in real classroom settings. These practical experiences improved my lesson planning, communication skills, classroom management, and reflective thinking (thinking from teachers' perspective) helping me to evaluate the effectiveness of my teaching and make continual improvements. Most importantly, the internship instilled in me a profound respect for the teaching profession. Teaching in the same classroom where I once learned was both a proud and emotional experience. I realized that teaching is not merely a career but a lifelong commitment to inspiring and guiding others, giving back to the community that shaped my own educational journey.

My internship at Rahimanagar Government Primary School was not only an academic requirement but also a personal journey of growth, reflection, and gratitude. It boosted my confidence as a future English teacher. It also deepened my understanding of the real purpose of education: to inspire, nurture, and empower students while making a positive impact on society.

Chapter 9

References

9.1 References

The following books, reports, and materials were used to prepare and support this internship report. All references follow the APA 7th edition format.

9.2 Online Sources

Ministry of Primary and Mass Education, Bangladesh. (2023). National Education Policy Overview, <https://mopme.gov.bd/>

Daffodil International University. (2025). Internship Program Guidelines for BA (Hons.) in English. Retrieved from <https://daffodilvarsity.edu.bd/>

Chapter 10

Appendices

Appendix 1: Some photos of daily lessons

দৈনিক পাঠটীকা

শ্রেণী: Five শাখা: A বিষয়: English তারিখ: 13-10-25

পাঠ শিরোনাম: Telling the time পাঠ্যাংশ:

পাঠের শিখনফল (যোগ্যতা নং সহ) : Time, Daily activities, Time

শিক্ষকের কার্যাবলী : expression

ক) নিরাপত্তা বোধ পরিবেশ সৃষ্টি : কুশল বিনিময়/শ্রেণিবিন্যাস/পরিষ্কার-পরিচ্ছন্নতা যাচাই

খ) আবেগ সৃষ্টি : ছড়া/পান/অভিনয়/গল্প/ ধীরে মাধ্যমে

প) উপস্থাপনের ধাপ সমূহ : A model clock, flashcards, book

১) Teacher shows a clock and asks: "What is this?"
"Can you tell the time?"

২) Explanation - 3:00 → Three O'clock, 6:30 → Half past six, 7:15 → Quarter past seven.

৩) Matching - Half past → 30 minutes, Quarter past → 15 min. Quarter to - 15 min. before hour.

৪) "Knowing time helps us follow our routine".

ঘ) মূল্যায়ন কৌশল : পাঠ চলাকালীন ও পাঠ শেষে মৌখিক ও লিখিত মূল্যায়ন

উপকরণ তৈরি ও সংগ্রহ : পাঠ সংশ্লিষ্ট বাস্তব/ছবি, চার্ট, মডেল ইত্যাদি

H.W → Write 3 daily activities with time

Amu
13-10-25

REDMI NOTE 12

দৈনিক পাঠটীকা

শ্রেণী: Five শাখা: B বিষয়: English তারিখ: 19-10-25
পাঠ শিরোনাম: Animals of Bangladesh

পাঠের শিক্ষণফল (যোগ্যতা নং সহ)

শিক্ষকের কার্যাবলী

: Common animals, domestic and
: wild, animal habitats.

ক) নিরাপত্তা বোধ পরিবেশ সৃষ্টি

খ) আবেগ সৃষ্টি

প) উপস্থাপনের ধাপ সমূহ

: কুশল বিনিময়/শ্রেণিবিন্যাস/পরিষ্কার-পরিচ্ছন্নতা যাচাই

: ছড়া/পান/অভিনয়/গল্প/ ধীরে মাধ্যমে

: Charts, Pictures, Book.

১) Starting with - "Which animals do you see near your home?"

২) Pictures of animals - Explain new words - domestic - wild animals, habitat, forest.

৩) Domestic - Cow, goat, duck. Wild - Tiger, fox.

৪) Student choose one animal and describe it in 3-4 lines.

ঘ) মূল্যায়ন কৌশল

উপকরণ তৈরি ও সংগ্রহ

: পাঠ চলাকালীন ও পাঠ শেষে মৌখিক ও লিখিত মূল্যায়ন

: পাঠ সংশ্লিষ্ট বাস্তব/ছবি, চার্ট, মডেল ইত্যাদি

H.W. - Write 5 sentences describing an animal of Bangladesh.

19-10-25

REDMI NOTE 12

দৈনিক পাঠটীকা

07-10-25

শ্রেণী: Five শাখা: B বিষয়: English তারিখ: Five

পাঠ শিরোনাম: Be Healthy! পাঠ্যাংশ: Lesson 182

পাঠের শিখনফল (যোগ্যতা নং সহ) : Vocabulary, short sentences, meaning
শিক্ষকের কার্যাবলী :

ক) নিরাপত্তা বোধ পরিবেশ সৃষ্টি : কুশল বিনিময়/শ্রেণিবিন্যাস/পরিষ্কার-পরিচ্ছন্নতা যাচাই
খ) আবেগ সৃষ্টি : ছড়া/পান/অভিনয়/গল্প/ধাঁধার মাধ্যমে
গ) উপস্থাপনের ধাপ সমূহ :

- 1) { Teacher will ask question: What do you do to stay healthy?
By showing some pictures, listen to student's opinion
- 2) { Teacher will read the text from the book.
Write sentences on Board: He should eat healthy
- 3) New words - healthy, junk food, exercise.
- 4) Matching - healthy food - fruits, Junk food - chips -
- 5) Pair Work - Dialogue between two students about "good habits and bad habits"

ঘ) মূল্যায়ন কৌশল : পাঠ চলাকালীন ও পাঠ শেষে মৌখিক ও লিখিত মূল্যায়ন

উপকরণ তৈরি ও সংগ্রহ : পাঠ সংশ্লিষ্ট বাস্তব/ছবি, চার্ট, মডেল ইত্যাদি

REDMI NOTE 12

Amuel

দৈনিক পাঠটীকা

শ্রেণী: Five শাখা: A বিষয়: English তারিখ: ০৩-১০-২৫

পাঠ শিরোনাম: Where's the Library? পাঠ্যাংশ:

পাঠের শিখনফল (যোগ্যতা নং সহ)	: Place (in front of, behind, next to)
শিক্ষকের কার্যাবলী	: direction, stressed syllables, place direction.
ক) নিরাপত্তা বোধ পরিবেশ সৃষ্টি	: কুশল বিনিময়/শ্রেণিবিন্যাস/পরিষ্কার-পরিচ্ছন্নতা যাচাই
খ) আবেগ সৃষ্টি	: ছড়া/পান/অভিনয়/গল্প/ ধাঁধার মাধ্যমে
প) উপস্থাপনের ধাপ সমূহ	: School area map.

- ১) Q1: "Where is the classroom?" "Where is the head teacher's office?"
- ২) "Full text": "Words: library, canteen, behind, next to." "Stressed syllables - (LI-brary, OFice)"
- ৩) Pair Work: One student will ask the libraries
- ৪) location and other will mark.
- "Knowing directions help us find places."

ঘ) মূল্যায়ন কৌশল	: পাঠ চলাকালীন ও পাঠ শেষে মৌখিক ও লিখিত মূল্যায়ন
উপকরণ তৈরি ও সংগ্রহ	: পাঠ সংশ্লিষ্ট বাস্তব/ছবি, চার্ট, মডেল ইত্যাদি

Appendix 2: Some photos during conducting the classes



Appendix 3: Internship certificate



বিস্মিল্লাহির রাহমানির রাহিম
৯১নং রহিমানগর সরকারি প্রাথমিক বিদ্যালয়
কচুয়া, চাঁদপুর
স্থাপিত : ১৯২৮ খ্রি.

সূত্র :

তারিখ : 16/11/2025

To Whom It May Concern

This is to certify that Md. Abu Nayem Hawlader (ID- 221-10-865) student of the department of English to Daffodil International University, has successfully completed his internship under Rahimangar Government Primary School, Kachua, Chandpur. I observed that his teaching method and way of speaking in excellent.

I Wish him every success in his life.



16/11/25
মোহাম্মদ মহসীন
প্রধান শিক্ষক
৯১নং রহিমানগর সরকারি প্রাথমিক বিদ্যালয়
কচুয়া, চাঁদপুর
01814842915

Appendix 4: Plagiarism Report

221-10-865			
ORIGINALITY REPORT			
2%	2%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	dspace.daffodilvarsity.edu.bd:8080 Internet Source	1	1 %
2	frostcave.blogspot.com Internet Source	1	1 %
3	www.bghs.org Internet Source	<1	<1 %
4	baadalsg.inflibnet.ac.in Internet Source	<1	<1 %
Exclude quotes Off			
Exclude matches Off			
Exclude bibliography Off			