



Daffodil
International
University

**My Experience as an English Teacher at Dishary Cadet School
and Madrasha ,Kachua,Chandpur**

Submitted by:

Airin Sultana

ID No: 221-10-1063

Batch: 55A

Department of English,
Faculty of Humanities and Social Science, DIU.

Submitted to:

Department of English,

Faculty of Humanities and Social Science, Daffodil International University

Supervised by:

Kallol Bain,

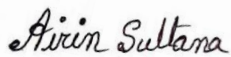
Lecturer, Department of English, DIU.

**This Report is Prepared for the Fulfillment of the Requirements for the Degree of B.A
(Honors) in English at DIU.**

Date of Submission: 15th December, 2025.

Declaration Of the Intern

I confirm that the report titled "My Internship Experience as an English Teacher at “Dishary Cadet School and Madrasha” was submitted to the Department of English, Daffodil International University. It is a true account of the work I completed under Kallol Bain, Lecturer, Department of English, Daffodil International University. This report is part of the requirement for the B.A. (Hons) in English degree for the course Project Paper with Internship ENG431). I assert that the contents of this report are original and have not been submitted, in whole or in part, for any other purpose or to any other institution for academic credit. I have properly cited and referenced all sources, ideas, and data used in this report.



Airin Sultana

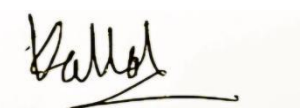
ID: 221-10-1063

Department of English

Daffodil International University

Certification of The Supervisor

This is to certify that Airin Sultana, ID 221-10-1063, is a student of the B.A. (Hons) in English program at Daffodil International University. She has successfully completed her internship under my supervision as part of the course requirements for Project Paper with Internship (ENG 431). During her internship at Dishary Cadet School and Madrasha, she actively engaged in all assigned academic and instructional responsibilities with sincerity, discipline, and strong dedication. Throughout this period, she consistently demonstrated professionalism and a commendable commitment to teaching and learning. I have reviewed her internship report, titled “My Experience as an English Teacher at Dishary Cadet School and Madrasha,” monitored her progress closely, and provided necessary guidance during the internship process. The report reflects her sincere effort, practical learning experiences, and ability to apply theoretical knowledge to real classroom situations. Her work is well-structured, original, and meets the academic standards of the Department of English. I wish her all the best in her future academic, career, and personal pursuits. I hope she keeps moving forward with the same commitment and zeal that she has displayed during her internship



Kallol Bain

Lecturer

Department of English

Daffodil International University

Acknowledgements

It has been a rewarding experience when I completed my project named “My Internship Experience as an English Teacher at Dishary Cadet School and Madrasa”. I would like to take this opportunity to say that I am really grateful to a lot of people who guided me and helped me during this process. I am pleased to state that my personal and professional development has been highly enhanced because of this valuable internship I had the opportunity to go through at the Department of English Daffodil International University. I would also like to mention my supervisor, Kallol Bain, with whom I am particularly grateful as his support, patience, and positive attitude played an essential role in enabling me to finish my project paper, as well as my internship report. His sacrifices and knowledge have been an inspirational one and his encouragement will never be forgotten. I would likewise like to thank the Shahadat Hossain Head of Dishary Cadet School and Madrasa and all the teachers and staffs of Dishary Cadet School and Madrasa. Their support, encouragement, and useful tips helped me a great deal to overcome the course of this internship and taught me some valuable lessons regarding the process of teaching, learning, and development. Lastly, I want to thank all the people who helped me in this meaningful stage of my educational career either directly or indirectly.

Abstract

The internship report presents the summary of the experiences during the internship as an English teaching intern at the Dishary Cadet School and Madrasha. During the internship period, I was involved in several classroom activities, which allowed me to comprehend my professional development as well as that of my students in the classroom. My observations in this report are based on the practical experiences of teaching, interactive experiences, and management in the classroom setting. These observations capture a number of notable issues in my experience, such as how my teaching skills varied over time, my teaching experiences, teaching methods I used, and the learning behaviours I observed among students. During my internship, I would closely observe the techniques the teachers would use in real classroom settings. This enabled me to understand the pros and cons of different teaching strategies. To learn more about the reaction of the students to tests and to improve my work with them, I also focused on the assessment methods and feedback systems. One of the primary goals of the study is highlighting the instructional methodologies that have an impact on the academic experiences of the students. The report is a set of recommendations that are supported by my research and will enable the organization to find out its core strengths and gaps which require improvement. In addition to the instructional practices, I also considered the academic materials that learners were working with, the opportunities that they had and overall teaching and learning performance of teachers and learners. Altogether, the internship has proven to be a great experience that has made me grow as a prospective English teacher and taught me valuable information about the dynamics in a classroom

Table of Contents

Declaration	ii
Certification of the supervisor	iii
Acknowledgements	iv
Abstract	v
CHAPTER ONE	
1.1 Introduction.	1
1.2 Background.	2
1.3 Objectives of the Internship.	3
1.4 Methodology.	4-5
CHAPTER TWO	
My Role and Responsibilities	6
2.1 Class Observation Report summary.	7
2.2 Class Observation summary two.	8-9
2.3 Class Observation summary three.	10
2.4 Class Observation summary four.	11
2.5 Class Observation summary five.	12
CHAPTER THREE	
Classroom Experience and Lesson Plan (1)	13-14
Lesson Plan 2	15
Lesson Plan 3.	16
CHAPTER FOUR	
Leanings and Skills Development During the Internship.	17-19
CHAPTER FIVE (Overall Findings and Observations)	
5.1 Institutional Insights.	20
5.2 SWOT Analysis of the Institution	20-22
5.3 Institution Overall Findings.	22
5.4 Limitations of the Internship	23
CHAPTER SIX	
Conclusion.	24
References.	25
APPENDICES	
Class Observation Summary & Pictures	26-31
Internship Experience Letter	32
Feedback.	33-39

CHAPTER ONE

1.1 INTRODUCTION

English is also a widely spoken international language and in Bangladesh, it is a significant second language in education, communication and professional arena. Though the English language is introduced at the primary level, the learning and effective application of the language is enhanced at the high school level where students have the opportunity of learning grammar, sentence structure, reading, and writing in a more active manner. I had a teaching internship as a part of the course “Project Paper with Internship (ENG 431)” to get the practical experience in English Language Teaching as a part of my B.A. (Hons) in English at Daffodil International University. The organization that I selected as an internship institution is Dishary Cadet School and Madrasha at Kachua. As part of the internship, I was able to observe multiple English classes, and as well teach classes, which enabled me to appreciate the real classroom scenarios and teaching methods, as well as the learning behavior of students. The project paper is a short description of my experience in the internship with observations in the classroom, teaching activities, and knowledge I obtained as a trainee teacher.

1.2 BACKGROUND

Dishary Cadet School and Madrasa is an old educational institution, based in Kachua, Chandpur. The school was founded in 2007 and committed to offer quality education in a disciplined and supportive learning environment. The school is under the non-government management and is a member of the Cumilla Education Board, which makes the academic activities take the national curriculum and standards of education. At present, the school runs on a day shift, and the classes take place between 9:00 a.m. and 4:00 p. m. It supports the academic requirements of a large population of students offering education to higher secondary level. The school has 235 students and it has three non-teaching personnel and 17 dedicated teachers. Dedicated teachers play a key role in making learning environment organized and productive.

Dishary Cadet School and Madrasha has two educational buildings that are used by its students and classroom activities. Though the institution lacks a laboratory, it also offers some basic facilities including a playground and a working library, which complement the learning process of the students as they facilitate their physical growth and reading cultures.. The school maintains a good academic philosophy and conducive administrative culture under the leadership of Head teacher Shahadat Hossain. Dishary Cadet School and Madraska provides a great place to learn my internship as it has a disciplined culture, staff who are dedicated and willing to work as well as the resources needed to facilitate a good learning environment to both teachers and learners.

1.3 INTERNSHIP OBJECTIVES

As an intern, my primary objective would be to study and feel the real life of how teachers in high secondary schools teach English language and more so use of grammar, translation and the systematic teaching in the classroom. The entire idea of this internship is to make me understand the real practices in the classroom and gain my own competence in teaching. My other goals are as follows:

- The lesson planning of high school English course (English grammar, writing, and literature) of different grades.
- Applying student-centered methods of teaching such as group work, guided reading, and inductive grammar strategies.
- Applying the good teaching strategies like clear instructions, scaffolding and correct classroom management skills.
- Drafting formative and summative tests, e.g. quizzes, write-up questions, and writing assignments.
- School policy knowledge, assessment practices and their contribution to helping students learn. Looking into the job of the professional besides teaching such as record management, examination and staff meetings.
- Some ethical behaviors include being on time, confidential and maintaining respectful communication with students and other employees. Exposure to the school, as in the co-curricular activities, teacher-teacher interaction, school administration.

1.4 Methodology

Choosing the Institution

The choice of the appropriate school to be put on internship was a step. I have always wanted to be an English teacher since I was a child and this dream was the reason of my decisions. I submitted my application to Dishary Cadet School and Madrasha, and was excited as I got a confirmation that I was to carry out my internship at the school.

Choosing the Classes

Once I joined the school, I needed to make a choice on the kind of classes I was going to teach. I was keen on teaching 9th and 10th graders. Initially, I was not certain that I would be given both levels, particularly because the 10th graders were in their board exams. Having spent a week watching classes and having communicated with the students, I was assigned to work with both grades. I was glad to be given the responsibility and I began teaching with the senior teacher.

Choosing the Facilitators

Dishary Cadet School and Madrasha proved to be a good place to be due to the helpful atmosphere. The headteacher would direct me on those few occasions when I encountered difficulties making it an easy ride. The teachers and staff were very welcoming and made me feel part of them, which made the place friendly and encouraging. They have been helpful and made my internship worthwhile and I owe them the credit of their guidance and cooperation.

Observing Teachers

Having to spend my time in a school as an intern restricted me in the amount of classes I could attend because of the established teaching patterns. The timetable of the English teacher was based mainly on two classes a week. But with the pointers and suggestions provided by the senior English teacher, I enjoyed myself eventually enrolling in three lessons.

An amazing event during this transition is when I talked to an English teacher and introduced myself, but he already knew something about me. The experience of witnessing the classes provided a great experience to study the learners and determine their level of proficiency in English. The importance of these observations had been underscored by the fact that the principal had forbidden me to attend other lectures in the English language.

Observing Students

I used my previous experience with students of different profiles to design my teaching strategy in the manner that would be optimal to them. I assessed their learning styles using examination tests and various types of questions. This would enable me to understand what they like and how I could adjust my teaching styles to suit them. Giving them homework assignments, I observed them complete them on their own, which gave me data on their level of understanding at the moment. I was striving by my undying efforts to make a significant attachment with the students and gain a foothold in their educational path.

Conduction of Class

The art of class management is one that requires commitment. I also started my own style of classroom management, and I was also striving hard to design interesting and educative lessons. Both the students and the senior teacher were positive towards the approach I used, and provided support. I started with classes, introductions, and diagnostic tests and slowly adjusted my classes to the syllabus of the students. Their eagerness to learn was apparent. I properly researched the subject matter before every session, gathering other materials to better the knowledge of the students.

Self-Assessment

During my internship, I was fully committed to deliver high-quality classes, and I concentrated my efforts on a positive contribution to the future of the students. Their feedback was something that I held in high regard and aimed to provide progressive and interesting content every session.

This would enable me to act as an excellent example, who is committed to duty. Although the trip was not devoid of errors, it should be noted that they were all good lessons which made me strong. Reflectively, the process of becoming popular among the students as a school teacher is definitely one of the milestones in my life.

CHAPTER TWO

My role and Responsibilities

Summary of four months of experience:

- **Significant Learning and Challenges:**

The experience that I have gained in this internship is very important in my future life. It was definitely very difficult, but I was ready to face any obstacle and make it possible, the things that seemed impossible before became possible.

- **Teaching English at Dishary Cadet School and Madrasha:**

When I set out to work as a teaching intern, I was able to face and understand the dynamics of teaching the English language. The experience I had at Dishary Cadet School and Madrasha where I practised my skills as an English teacher helped to understand my personal strengths and weaknesses. The experiences that I have acquired in this internship are bound to be useful in my future career goals.

- **Diligent Teaching Approach:**

I also took my time to give feedback to students, ask questions and provide some spur of the moment clarifications daily. My intended goal was to inculcate a basic knowledge and I talked about grammar in its basic nature till the weaknesses were reinforced. Planning my lessons carefully before attending each lesson, I came up with questions and examinations, especially teaching grammar, in which I am tall as I have always been doing since childhood.

- **Rewarding Internship Journey:**

It was an extremely satisfying and eye-opening experience throughout this internship experience. Teaching in a school was a new experience, which was a learning period in my life. My observations and experiences during four months of the internship are as follows:

2.1 In summary, Class Observation Report:

Name of the School: [Dishary Cadet School And Madrasha]

Course Teacher: Farhana Rahman

Course Book: English Grammar Materials (Class 8)

Classroom Materials: Blackboard, chalk, marker, textbook

Number of Students: [25 out of 30]

Lesson Objectives: To get acquainted with the rules of articles (a, an, the) and use them in accordance with exercises.

First-class observation report in detail:

I was allowed to visit my first English lesson in the school on 2nd September 2025. I was there at approximately 9:00 am with the classes officially beginning at 10:00 am. I have met Farhana Ma'am, an English teacher of high rank, who led me to the Class 8 classroom. In my turn, I presented myself to the students before the very start of the class, which allowed them to feel safe with me. The lesson was on the article rules, such as a, an and the. She described the rules comprehensively and gave examples to better comprehend the concepts by the students. She ensured that there was a vibrant classroom atmosphere through engaging the students, posing questions and putting in a bit of humour. She used a brief surprise test to evaluate their knowledge, and the students took part in the test in an enthusiastic manner. Though the majority of students were able to abide by the rules, others had troubles with the differences between a and an. The teacher took her time to show these students one by one what they had to grasp, clear their doubts and made sure that they were at ease with the subject. The classroom behaviours were also observed during the observation. The majority of the students attended attentively and answered the questions asked, but some sitting at the back were conversing, and not taking notes in an appropriate manner. Though these small nuisances, the teacher controlled the classroom well, and students were aware of what was happening and disciplined. The lesson took 45 minutes whereby besides the teacher presenting the topic, classwork and homework was also given.

Finally, he mentioned simply that there would be the next class and the students would know what to prepare. All in all, this observation was highly enlightening to me. I got to know how a prepared teacher is able to manage classroom activities, involve learners and how they know how to deal with those who are attentive and those who are distracted. Through the experience, I got a better insight into the ways of teaching, classroom management and interaction with students and hence I found the experience to be of great help in my career as an upcoming English teacher.

2.2 Second Class Observation Summary: Class Nine

Name of the School: [Dishary Cadet School And Madrasha]

Course Teacher: Faisal Sir

Course Book: English Grammar Materials (Class 9)

Classroom Materials: Blackboard, chalk, marker, textbook

Number of Students: [20 out of 30]

Lesson Objectives: To learn about the rules and use of the tenses, especially the simple present, present continuous and use them appropriately in a sentence.

Second-class observation details:

I have observed my second English lesson in the school on 10 th September 2025. I came at around 9.30 am and was received by Faisal Sir the senior English teacher, who directed me to the Class 9 classroom, and the lesson concerned tenses. Sir started the lesson with a brief revision of the previous lesson, which reminded students of the old ideas. He proceeded to describe the principles and application of tenses using illustrative examples which were connected to real life events.

He posed questions and allowed students to come up with sentences out loud to engage them. Throughout the session, the vast majority of students were actively listening and interested in participating, although some of the ones in the back of the room were sometimes distracted. Sir was a patient guide of those who were foundering, and he took a time to clear out the misconceptions and make a point.

Things going well in teaching:

- Self-assurance and certainty in the delivery of the lesson.
- Imaginative way of presenting grammar concepts.
- Being patient with the students and keeping them in check.
- Behaved respectfully and supportive towards every student.
- Evidence of commitment and hard work in the field of teaching.

Weaknesses observed:

- Not all students were equally attentive to some of the explanations.
- Some of the students had a problem in understanding some grammar concepts.
- Minor responsiveness to feedback and preference to work alone and independently with the class.

Overall impression:

The course was useful in enabling the students to learn the concept of gender. It can be further increased to be slightly more interactive and friendly to increase student engagement and understanding. The session was very pleasant with students being given homework to consolidate on their learning. This observation provided me with considerable knowledge in how to organize classroom, control the behavior of students and teach grammar.

2.3 Class Observation 3

The third lesson I was present in was the following week which was held at the class 10 students who were about to have their pre-test examination. The teacher came to the classroom with a pleasant smile and was warmly welcomed by the students. The first thing he did was to ask the students of their areas of weaknesses and a number of the students came out with their areas of weakness. He gave a well-explicated answers to these problems. He did not concentrate on a particular subject but spent his time addressing every issue that the students had and this included grammar and the first English paper. The teacher was very sincere and enthusiastic throughout the class, answering questions relentlessly. He also intended to make the students have confidence in him, erasing any fears of exams that they might have had. His speech at the time impressed the minds of the students, especially one, when he said, no matter what happens, never give up. Maintain belief in yourself." He also gave good tips and advice and the students took the time given by him with a lot of interest as he took the class an extra half hour.

Strengths observed:

- Establishing a friendly and warm relationship with students.
- Effective classroom management.
- Providing timely clarified solutions to problems.
- Giving it some impetus and strength.

Weaknesses:

- The lack of focus on grammar-related subjects.
- Poor coverage of literary aspects.
- Vocabulary enrichment space is possible.

General comment on effectiveness of teaching:

The students were fully motivated and enlightened by the class as it was a good pre-exam booster. Although time did not allow doing the whole syllabus, it was quite useful to the students.

2.4 Class Observation 4

It is a day which did not follow the routine. After entering the classroom, I established a conversation with the students, asking them about the weaknesses of their academic performance. At first the room was covered by a veil of silence which could have been due to fear. I assured them that there was no cause of concern and that they should communicate their issues. My promise was to give valuable insights. I further proposed that they should write their thoughts on papers and with increased interest, majority of the students participated. It is worth mentioning that a great number of them pointed out issues with tense. Then I entered into the details of the tense categories, defining conjugation in a descriptive manner, and providing an example of each category so that they could be memorized. The following step involved grouping the students into groups of four and the idea was to prepare them in a competition to hold a debate with their opponents. They reacted enthusiastically and with great eagerness, and they liked the way it was done.

Strengths observed:

- Timely provision of solutions to predicaments.
- Willingly serving the needs of the students.
- Omitting the self-assurance in teaching.

Weaknesses:

- Asymmetrical effect among students.
- Different understanding of the levels of English tenses among the learners.
- Inequality in student academics and preparation.

General opinion about the teaching effectiveness:

My strategy brought significant improvement with majority of the students and was able to meet the targets I had set out to deal with.

2.5 Class Observation 5

It was a Monday and it was the last teaching session before midterm exams among class 10 students. The tension was so thick in the air and the English test was even more daunting than other assignments. The students all wanted the grammar area of last year to be covered. I put the questions on the blackboard because not every student did not have their books. We explored the articles, correct verb forms, narration, degrees, prepositions, and sentence rearrangement providing extensive explanations. Most of the students were attentive as they took notes as the explanations went on, but some students were disoriented. I was aware that this would be their final lesson before the test and so I oriented the session towards their needs and reduced time wastage as much as possible. However, I did not have much time to answer all the questions of students, but some of them were willing to address more questions.

Strengths:

- Through question-and-answer exchanges, active involvement was developed.
- Modeled the concentration and interest of the students. Flexibility when responding to questions and solving issues..

Weaknesses:

- Lack of a proper focus on grammar.
- Clearly evident student reluctance with regards to grammar concepts.
- Difficulties in the competent time and task allocation.

General opinion about the teaching effectiveness:

I tried to give my best to instill knowledge on the students. In case they take the contents of the classes seriously, it will certainly make a positive contribution to their future lives.

CHAPTER THREE

Classroom Experiences and Lesson Plans

Classroom Experience:

The internship experience as a school teacher has really been a meaningful, inspiring and rewarding experience to me. The whole journey was done with dedication and hard work as I learned and acquired useful information. School is a place where students learn together with teachers and this internship helped me to be a part of it and enjoy the learning experience closely.

Lesson Plan :1

- Class: 8
- Subject: English 1st Paper
- Lesson Name: Things That Have Changed Our Life
- Total Duration: 45 minutes
- Classroom Environment: 5 minutes
- Teacher–Student Activities: 30 minutes
- Evaluation: 10 minutes

On this lesson day, when I got to Class 8, I had in my hand the topic “Things That Have Changed Our Life”, which was in the English for Today textbook. I introduced myself a bit before beginning the class and attempted to make the class friendly in order to make the students relaxed enough to attend. The fact that they responded positively helped in the alleviation of my initial nervousness.

I began the session by posing the general question, “What is one thing that has transformed human life?” Children were eager to talk about such objects as mobile phones, trains, airplanes, and the wheel. This made it easy to bring out the general concept of the lesson which is how various discoveries and inventions have been made and have influenced the human civilization, including the wheel, trains, airplanes and paper.

Lesson 1: The Wheel was where I started. The Wheel. I described how the wheel is regarded as one of the best inventions made by humans as it assisted individuals in transporting heavy pieces of mass with ease and made transportation quicker. Students were astonished to hear that there are other machines that have wheels such as turbines, fans, and propellers.

Then I proceeded to Lesson 2: The History of the Wheel, summarizing the way the first wheel was invented by Mesopotamians, and how it was refined by Egyptians, with spokes, and then diffused to India, Greece, and Rome. The students were interested when I presented the pictures of old and new wheels.

Then I talked about briefly fast trains and aircraft of Lessons 3, 4 and 5. The students were so active as they listened to the number of the speed of the TGV, Bullet Train and the hypersonic Falcon HTV-2. They were surprised to know that there are planes that exceed the speed of sound.

Lastly, I described the Lesson 6: Paper, on how, prior to the discovery of paper, people wrote on stone, metal, and tree bark. The students concurred that our contemporary education system would be quite challenging in the absence of paper.

In the grammar and activity part, I presented the students with the short comprehension questions and simple WH-questions on the basis of the texts (Who invented the first wheel? Where was paper invented?). I also provided them with a pair activity that I gave them very briefly to come up with two sentences using key words in the lesson.

The group was interactive and energetic in general. The learners were not afraid and provided their innovative views on what invention they believed that had transformed life the most. I did not have time to complete all the tasks, but near the end of the class I had to overview the main points and recommend students to read the subsequent part at home.

Lesson Plan:2

Date: 6.10.2025

Class: 10

Subject: English 1st Paper

Lesson Name: Reading from English Literature

Total Duration: 45 minutes

Classroom Preparation: 5 minutes

Teacher–Student Activities: 30 minutes

Evaluation: 10 minutes

The second experience that I had as a teacher was with Class 10 students in which I taught a lesson on “Reading in English Literature” based on the textbook English for today. I spoke to the class in a friendly manner before conducting the lesson itself to establish a rapport with the students since I was new to working with this specific group. The students were also polite and this facilitated in setting an easy environment of learning.

The lesson that I was providing started with a little introduction to English literature, what literature is, why we study it, how stories, poems and plays assist in building imagination, moral insight and language. To make the subject matter familiar, I questioned the students on whether they read stories beyond textbooks and prompted them to give the names of writers or stories that they were conversant with. This instantly stimulated interaction and attention.

I then read through the passage in a proper tone and intonation to exemplify expressive reading. Then I requested other students to read various sections of the text. Some were reading with a lot of confidence as compared to others whose pronunciation was a weakness, especially with new terms. I would lead them, correcting them and giving them a clear understanding of the meanings of words depending on easy illustrations. This assisted in developing confidence and knowledge.

The next thing I did was to discuss the principal theme and message of the reading and to ask them questions of understanding so that they could understand the main ideas. The learners were engaged and most of them provided insightful responses. To provide more insight, I pointed out the reflection of human experience, feelings, and values by literature and related it to the text that was read by them.

In grammar section, I had to dwell on sentence structure and use of vocabulary in the passage very briefly. The learners were also training to construct sentences with the newly learned words and this made the lesson more participatory. I gave short written towards the end of the lesson.

activities, such as vocabulary matching and several comprehensions questions. These were done with interest and the students showed understanding of the lesson well.

Lesson Plan:3

Date: 8.10.2025

Class: 9

Subject: English 1st Paper

Topic: Writing a Paragraph (Introduction–Body–Conclusion), Self-Introduction & Introduction to Tense

Total Duration: 45 minutes

This was the third lesson with the students of Class 9 on this day. I was going to impart on them three skills, namely, the ability to introduce themselves in English, the ability to write a properly structured paragraph with three parts (introduction, body, conclusion) and brief introduction to simple tense structures, which they would be able to use to better their sentences. Upon coming in the classroom, I welcomed students in a friendly way and provided a conducive atmosphere. I started by telling them that the current lesson was going to be both practical and significant to both verbal and written communication.

To begin with, I showed how to introduce myself in English. Once I presented myself, I would translate each line and make it clear in Bengali. The students were attentive listeners and made notes with interest. I then described the format of the good paragraph. I have presented the three fundamental sections introduction, body and conclusion and explained the purpose of each section. To illustrate this, I posted a sample paragraph on the board titled “My School” and gave an explanation on each segment step by step using simple sentences and examples.

Having talked about paragraph writing, I took a quick detour and explained the aspect of tense to enable the students know how to construct proper sentences. I described to them in a brief manner what it means by tense and provided brief examples of the present, past, and future tenses. I also demonstrated that by using the right tense, self-introductions, as well as paragraphs, can be more accurate and meaningful. Then I asked the students to go to the front of the classroom and introduce themselves in English in the design that I taught. A number of students came out with a lot of confidence. Though I noticed a few minor mistakes of some of them, mostly in use of tenses, I reprimanded them carefully, and complimented their work, and that made them even more motivated.

Thereafter, I asked the students to compose a brief paragraph in the three part structure. I visited the classroom, reviewed their writing, and gave personal feedback. They were present and attentive and their concentration in the classroom was excellent. I also used a brief question-and-answer session at the end of the lesson as usual. Questions were posed to students regarding how to write a sentence, the preservation of tenses, and structure of a paragraph. I responded to them with patience and gave them further examples where I was required. I also gathered opinions of the students and gave my personal recommendations to them to improve further. All in all, this course was a valuable experience to me. Class 9 students were eager and willing to learn and my teaching confidence was increasing with each session. This course did not only enhance my teaching skills and knowledge on teaching writing skills but also enabled me to have a clearer understanding of the needs of the students in grammar and communication.

CHAPTER FOUR

Learnings and Skills Development During the Internship

The internship experience brought me a lot of personal, academic and professional development. Having directly work with students in a real classroom setting enabled me to enhance different teaching related competencies which are crucial to being an effective English teacher. The main competencies that I gained during the internship are outlined below:

- ❖ **Classroom Management:** I learnt the art of maintaining order in the classroom, managing the behaviour of students and creating a good learning environment. I also got self-confidence to work with large crowds and to make clear instructions and monitor the activity of students and maintain the normal classroom dynamics. Gradually, I managed to learn how to capture the attention of the students and keep them till the lesson is over.
- ❖ **Communication and Presentation Skills:** My communication competency has also been improved substantially because I interacted with students on daily basis. I also learned how to speak clearly, communicate concepts in simple terms and adjust my voice tone based on the requirements of the students. Repetitions allowed me to enhance my fluency and confidence when speaking English to the audience in a classroom.
- ❖ **Lesson Planning and Instructional Skills:** The internship helped me to understand how to make an excellent lesson plan, select the appropriate teaching resources, and structure the classroom events within a short time constraint. I also learnt how to present a subject, introduce the students, deliver the contents and how to evaluate student comprehension. This experience made me a better and more efficient teacher.
- ❖ **Grammar and Content Delivery Skills:** The lessons that taught the English grammar skills such as the articles, tenses, prepositions, and paragraph writing helped me to enhance my own knowledge on the topics. I was also educated on how to make the hard rules of grammar simpler into simple steps so that students can understand them. Grammar Translation Method enabled me to explain the English concepts in the Bengali language.

5. Assessment and Feedback Skills: I was able to prepare tasks in the classroom during the internship process, grade written work of the students and give feedback and corrections. This assisted me to know how to rate students equally, their strengths and weaknesses and then steer them in the right direction. I also got to learn to apply questioning techniques in assessing the knowledge of the students in classes.

6. Interpersonal and Professional Ethics Skills: When interacting with teachers, staff members, and students, I learned how to act professionally, be on time, and respectful and responsible. I was taught to treat the colleagues in a polite manner, consult other teachers, who possessed more experience in their work, and ensure discipline and impartiality within the classroom.

CHAPTER FIVE

Overall Findings of Observation

5.1 Institutional Insights

The school seemed to be really dedicated to the enhancement of English proficiency of students. The school promoted frequent reading, writing, and talking in order to solidify the fundamentals since the skills of the learners were of varying degrees. The authority pointed out that English is growing to become more and more vital in education and global communication.

Facilities for Students

- Big, air-conditioned spacious classrooms.
- Help in the form of scholarships to propel students.
- Proper natural environment that promotes learning.
- leisure and cultural activities.

Facilities for Teachers

- Sufficient teaching staff of all subjects.
- The replacement teachers on demand are there.
- Good and positive school atmosphere.

5.2 SWOT Analysis of the Institution.

The strengths, weaknesses, opportunities of the institution and threats during the internship were identified based on my observations in various classrooms during the process, how they interacted with students, their experience in teaching and facilities available.

Strengths

- Educated and nurturing teachers: The teachers in the school are also experienced and offer guidance and supervision.
- Adequately developed lesson planning: The lesson plans made by most teachers are well prepared and this makes the lesson delivery to be smooth.
- Good learning atmosphere: The learners are enthusiastic, cooperative, and willing to engage in lessons.
- Student amenities: The large classrooms, library, and computer lab are facilities that have the basic requirements of learning.
- Promotion of extracurricular activities: The school encourages cultural programmes, sporting activities and cocurricular activities, and as a result, students are holistically developed.

Weaknesses

- Poor utilization of technology in instruction: Multimedia technology and digital resources are hardly utilized in normal classes.
- Reliance on the use of Bangla to explain things: The use of Bangla by the students does not encourage the use of English in understanding things.
- Poor library and learning facilities: Library resources such as books and other learning materials are inadequate and in most cases outdated.
- Sanitation and infrastructural problems: There are washrooms and classrooms that need to be maintained better.
- Minimal guidance services: There is no institutional counseling or academic support service to students.

Opportunities

- ICT teaching: Multimedia, projectors, and interactive learning tools should be integrated in the classroom to improve the engagement there.
- Skill development to students: Frequent speaking, reading and writing workshops will enhance the proficiency of students in the English language.

- Teacher training programs: Teachers can be trained professionally and enhance teaching and teaching methods.
- Growth of co-curricular activities: It is possible to organize more debates, clubs and competitions and make students more self-confident and creative.
- **Threats**
- Little exposure to contemporary teaching practices: Pupils can be disadvantaged in competitive tests or tertiary education through old fashioned approaches to teaching.
- Disruptive in consistent attendance and participation: There are other students who are inattentive and disruptive that can impact on the performance in classes.
- Resources: Inadequate technology, updated books, and equipment may make effective teaching difficult.
- Reliance on conventional practices: Too much reliance on translation based teaching can limit the practical application of the English language by students.

5.3 Overall findings in the institution :

- ✧ **Planning Before Teaching:** I noticed that teachers normally had a good preparation before going to the classroom. This was because they planned their lesson beforehand; this made them to remain focused and to lead the students through various points easily.
- ✧ **Instructions to the Lessons:** Teachers presented the subjects in English, but used Bangla to explain them in greater detail. Students could get to know new concepts with their examples and simplified language.
- ✧ **Regulating the Classroom:** The classroom setting was rather peaceful and controlled. Order was kept by teachers constantly monitoring the students and giving them mild warnings. The size of the room also allowed one to monitor every corner of the classroom.
- ✧ **Language Practices:** Although the English was available in reading and instructions, the Bangla was more commonly used to explain lessons. This depicted that the number of students relying on Bangla to understand was still large.

- ✧ **Access to Learning Material:** The school possessed certain resources they needed such as a computer laboratory, whiteboards and markers. Nonetheless, technological amenities like multimedia projectors were not familiar in the classroom instruction.
- ✧ **Use of Class Time:** There was no time misuse by teachers. They were able to discuss the necessary issues within the stipulated time without hurrying to finish and leaving the essential issues unfinished

5.4 Overall findings in the institution :

- ✧ **Planning Before Teaching:** I noticed that teachers normally had a good preparation before going to the classroom. This was because they planned their lesson beforehand; this made them to remain focused and to lead the students through various points easily.
 - ✧ **Instructions to the Lessons:** Teachers presented the subjects in English, but used Bangla to explain them in greater detail. Students could get to know new concepts with their examples and simplified language.
 - ✧ **Regulating the Classroom:** The classroom setting was rather peaceful and controlled. Order was kept by teachers constantly monitoring the students and giving them mild warnings. The size of the room also allowed one to monitor every corner of the classroom.
-
- ✧ **Language Practices:** Although the English was available in reading and instructions, the Bangla was more commonly used to explain lessons. This depicted that the number of students relying on Bangla to understand was still large.
 - ✧ **Access to Learning Material:** The school possessed certain resources they needed such as a computer laboratory, whiteboards and markers. Nonetheless, technological amenities like multimedia projectors were not familiar in the classroom instruction.
 - ✧ **Use of Class Time:** There was no time misuse by teachers. They were able to discuss the necessary issues within the stipulated time without hurrying to finish and leaving the essential issues unfinished.

CHAPTER SIX

Conclusion

My Internship at the Dishary Cadet School and Madrasha was a valuable and lasting learning process which served to relate the theoretical information with the actual practice in the classroom. Being a former student of the institution, it was significant and driving to come back to the institution as an intern teacher. On the first day, I was a little bit nervous, however, I was quickly integrated into the school community due to the warm reception of the headteacher, senior English teacher, staff and students. During the internship period, I was tasked to teach English to Classes 8, 9 and 10. All the classes possessed a different type of learning, and I was able to realize the necessity to adjust teaching strategies to accommodate the requirements of learners. I was able to prepare lesson plans based on grammar, literature, reading, writing activities, and interactive questioning. I paid attention to the fact that I gave clear explanations, used simple examples and invited students to share their ideas. The learning in classroom management assisted quite a number of students to have confidence especially the students who were weak in pronunciation or in sentence formation. I became less and less timid about being disciplined, addressing classroom noise, and time management. I also gained knowledge on how to detect the learning problems of students and how to help them individually. Student response was one of the best things about the internship because it helped me to hone my teaching methods and boost my confidence. The headteacher, senior teachers, and my university supervisor played a significant role in the development of my teaching styles and gaining confidence. Their respect, involvement and interest in learning made the teaching process enjoyable and reinforced my motivation. The experience of observing older teachers also enabled me to know some practical ways of explaining lessons and establishing a good relationship with students. In general, this internship enhanced my communication skills, better understanding of classroom teaching, and contributed to my professional growth. It is a journey of self-exploration and growth that cemented my wish to become an English teacher. Now I feel confident enough to work hard with my career and be responsible and the experience has prepared me to face whatever I will encounter in the teaching profession.

REFERENCES

References for Institution details

Institution details were taken directly from the Office of Dishary Cadet School and Madrasha, which has been provided by

Shahadat Hossain, Headteacher, Dishary Cadet School and Madrasha

APPENDICES

Lecture 1

Class: 8

Subject: English 1st Paper

Duration: 45 minutes

Topic Name: Things That Have Changed Our Life

Learning Objective:

- To enable the students to know about inventions that transformed life of human beings.
- To enhance the ability to read comprehensively.
- In order to determine major concepts in the English for Today textbook.
- To involve the students into discussion and critical thinking.

Teaching Materials:

- English for Today (Class 8) book
- Whiteboard
- Marker
- Desk

Create Classroom Environment (5 minutes):

- Build a friendly and interactive atmosphere.
- Prepare students by connecting the topic with real-life examples.

Student–Teacher Activity (30 minutes):

- Discuss “Things That Have Changed Our Life” from the textbook.
- Explain inventions like the wheel, trains, aircraft, and paper.
- Ask a Wh-question to check understanding.
- Conduct a short pair activity using key words from the lesson.
- Encourage active participation and sharing of ideas.

Evaluation (10 minutes):

- Conduct an overall Q/A review session.
- Ask short comprehension questions.
- Summarize key points of the lesson.

Lecture 2

Date: 06.10.2025

Class: 10

Subject: English 1st Paper

Duration: 45 minutes

Topic: Reading from English Literature

Learning Objectives:

- To introduce the idea and importance of literature.
- To develop reading and comprehension skills.
- To improve pronunciation and vocabulary.
- To help students understand themes and main ideas.

Teaching Materials:

- English for Today Book
- Whiteboard
- Marker

Classroom Preparation (5 minutes):

- Greet students and create a friendly environment.
- Briefly introduce the literature and engage students with simple questions.

Teacher–Student Activities (30 minutes):

- The teacher reads the passage aloud; students read in turns.
- Explain difficult words and main ideas.
- Ask comprehension questions.
- Short grammar focus from the passage.

- Small activity using new vocabulary.

Evaluation (10 minutes):

- Quick written tasks (vocabulary + comprehension).
- Oral Q/A and summary of the lesson.

Lecture 3

Class: 9

Subject: English 1st and 2nd paper

Date: 8.10.2025

Duration: 45 minutes

Topic: Self-Introduction, Paragraph Writing, Basic Tense

Learning Objectives:

- Practice self-introduction in English.
- Write paragraphs (Introduction–Body–Conclusion).

- Learn basic tense usage.

Teaching Materials:

- Whiteboard & Marker
- Textbook (English for Today)
- Students' Notebook & Pen

Classroom Setup (5 minutes):

- Greet students and build a friendly atmosphere.
- Encourage participation and sharing ideas.

Teacher–Student Activities (30 minutes):

- Demonstrate self-introduction and explain in Bengali.
- Teach paragraph structure with a sample paragraph.
- Introduce simple tenses with examples.
- Students practice introducing themselves and writing a paragraph.
- Provide guidance and feedback.

Evaluation (10 minutes):

- Short Q/A on paragraph writing, tenses, and self-introduction.
- Give feedback and clarify doubts

Class Obsevation Pictures





Internship Experience Letter

দিশারী ক্যাডেট স্কুল এন্ড মাদ্রাসা

স্থাপিত : ২০০৭

পোস্ট অফিস: কচুয়া, জেলা: চাঁদপুর

মোবাইল : +৮৮০১৮১৮৫৭১১৭৫ EMIS Code: ৪৬৭৬৫৭

Email:disahrycsm@gmail.com

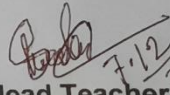
Internship Experience Letter

Date: 7.12.2025

This is to certify that Airin Sultana, Student ID: 221-10-1063, a student of the B.A. (Hons) in English program at Daffodil International University, has successfully completed her internship at our institution, Dishary Cadet School & Madrasha, from September to November 2025.

During the internship period, she demonstrated commendable responsibility, sincerity, and professionalism. She accomplished all assigned tasks with dedication and properly followed the institution's rules and regulations. Her overall performance was satisfactory.

We extend our best wishes for her future academic and professional life.


7.12/25
Head Teacher

Dishary Cadet School & Madrasha
Kachua, Chandpur

অধ্যক্ষ
দিশারী ক্যাডেট স্কুল এন্ড মাদ্রাসা
কচুয়া, চাঁদপুর-০১৮১৮-৫৭১১৭৫

Internship Feedback

Internship Feedback Form (To be completed by the
Organizational/Institutional Supervisor/Reporting-boss)

University Name: Daffodil International University.
 Department: English
 Intern's Full Name: Ahira Sultana
 Organization/Company Name: Dishary Cadet School & Madrasa
 Department/Section (if applicable): _____
 Supervisor's Name & Designation: Shahadat Hossain
 Contact Number: 01818 571175
 Email: disharycsm@gmail.com
 Duration of Internship: From September to November
 Feedback Type: ☒ Mid-term (after 1 month) ☐ Final (at completion)

Section A: Evaluation of Professional Attributes

Please rate the intern on the following areas using the scale below:
5 = Excellent | 4 = Good | 3 = Satisfactory | 2 = Needs Improvement | 1 = Unsatisfactory

Criteria	1	2	3	4	5
1. Punctuality and regular attendance	☐	☐	☐	☐	☒
2. Sense of responsibility and reliability	☐	☐	☐	☐	☒
3. Communication skills (oral & written)	☐	☐	☐	☐	☒
4. Teamwork and cooperation	☐	☐	☐	☐	☒
5. Leadership potential and initiative	☐	☐	☐	☐	☒

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 6. Problem-solving and decision-making skills | ☐ | ☐ | ☐ | ☒ | ☐ |
| 7. Adaptability and flexibility | ☐ | ☐ | ☐ | ☐ | ☒ |
| 8. Office/professional etiquette | ☐ | ☐ | ☐ | ☐ | ☒ |
| 9. Time management and efficiency | ☐ | ☐ | ☐ | ☐ | ☒ |
| 10. Commitment to learning and self-improvement | ☐ | ☐ | ☐ | ☐ | ☒ |

Section B: Work Performance

- | Criteria | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1. Quality of assigned work | ☐ | ☐ | ☐ | ☐ | ☒ |
| 2. Quantity/consistency of output | ☐ | ☐ | ☐ | ☐ | ☒ |
| 3. Ability to follow instructions and meet deadlines | ☐ | ☐ | ☐ | ☐ | ☒ |
| 4. Creativity and innovation | ☐ | ☐ | ☐ | ☐ | ☒ |
| 5. Ability to work independently with minimal supervision | ☐ | ☐ | ☐ | ☐ | ☒ |

Section C: General Observations

1. What are the intern's key strengths?

Punctual, responsible and explain grammar and writing clearly.

2. What areas of improvement would you suggest?

Can be more approachable and confident while handling the class.

3. Any specific achievements or contributions by the intern:

..... Guided students to improve grammar, sentence structure and overall writing skills.....

(Please add extra pages if necessary)

4. Overall performance of the intern:

☒ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement

☐ Unsatisfactory

Section D: Supervisor's Declaration

I confirm that the above evaluation is based on the intern's actual performance and conduct during the stated period.

Supervisor's Signature: _____

Date: 30.10.25

Official Seal (if any): _____


7.12.25
অধ্যক্ষ
দিশারী ক্যাডেট স্কুল এন্ড মাদ্রাসা
কলুয়া, চাঁদপুর-০১৮১৮-৫৭১১৭৫



Internship Feedback Form (To be completed by the
Organizational/Institutional Supervisor/Reporting-boss)

University Name: Daffodil International University
 Department: English
 Intern's Full Name: Azrin Sultana
 Organization/Company Name: Dishary Cadet School & Madrasah
 Department/Section (if applicable): _____
 Supervisor's Name & Designation: Shahadat Hossain
 Contact Number: 01818 571175
 Email: disharycsm@gmail.com
 Duration of Internship: From September to November.
 Feedback Type: ☐ Mid-term (after 1 month) ☒ Final (at completion)

Section A: Evaluation of Professional Attributes

Please rate the intern on the following areas using the scale below:
5 = Excellent | 4 = Good | 3 = Satisfactory | 2 = Needs Improvement | 1 = Unsatisfactory

Criteria	1	2	3	4	5
1. Punctuality and regular attendance	☐	☐	☐	☐	☒
2. Sense of responsibility and reliability	☐	☐	☐	☐	☒
3. Communication skills (oral & written)	☐	☐	☐	☐	☒
4. Teamwork and cooperation	☐	☐	☐	☐	☒
5. Leadership potential and initiative	☐	☐	☐	☐	☒

6. Problem-solving and decision-making skills

☐ ☐ ☐ ☐ ☒

7. Adaptability and flexibility

☐ ☐ ☐ ☐ ☒

8. Office/professional etiquette

☐ ☐ ☐ ☐ ☒

9. Time management and efficiency

☐ ☐ ☐ ☐ ☒

10. Commitment to learning and self-improvement

☐ ☐ ☐ ☐ ☒

Section B: Work Performance

Criteria

1 2 3 4 5

1. Quality of assigned work

☐ ☐ ☐ ☐ ☒

2. Quantity/consistency of output

☐ ☐ ☐ ☐ ☒

3. Ability to follow instructions and meet deadlines

☐ ☐ ☐ ☐ ☒

4. Creativity and innovation

☐ ☐ ☐ ☐ ☒

5. Ability to work independently with minimal supervision

☐ ☐ ☐ ☐ ☒

Section C: General Observations

1. What are the intern's key strengths?

Shows improvement classroom management and communication

2. What areas of improvement would you suggest?

Could make classes more interactive and encourage shy students to participate more.

3. Any specific achievements or contributions by the intern:

Successfully helped students write more confidently and accurately in both papers.

(Please add extra pages if necessary)

4. Overall performance of the intern:

☒ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement

☐ Unsatisfactory

Section D: Supervisor's Declaration

I confirm that the above evaluation is based on the intern's actual performance and conduct during the stated period.

Supervisor's Signature: _____

Date: 07.12.2025

Official Seal (if any): _____

[Signature] 7.12/25

অধ্যক্ষ
দিশারী ক্যাডেট স্কুল এন্ড মাদ্রাসা
কচুয়া, চাঁদপুর-০১৮১৮-৫৭১১৭৫



Plagiarism Result

221-10-1063

ORIGINALITY REPORT

4%	4%	0%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dspace.daffodilvarsity.edu.bd:8080 Internet Source	2%
2	Submitted to Daffodil International University Student Paper	1%
3	123dok.com Internet Source	<1%
4	www.arlnow.com Internet Source	<1%
5	Submitted to University of Newcastle Student Paper	<1%
6	erepository.uonbi.ac.ke Internet Source	<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off