



EXPERIENCE AS AN ENGLISH TEACHER:

A REPORT OF AN INTERNSHIP AT

“SHISHU KALLYAN PRIMARY SCHOOL, 77”

Submitted by:

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Submission: 25 November, 2025

This internship report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the requirement for the degree of Bachelor of Arts (B.A.), in English

DECLARATION

I hereby declare that the internship report titled “Experience as an English Teacher: A Report of an Internship at “Shishu Kallyan Primary School, 77” has been prepared and completed by me under the supervision and guidance of Ms. Shamsi Ara Huda, Assistant Professor, Department of English, Daffodil International University.

I also confirm that this report is my own work and has not been submitted to any other university, college, or institution for any academic purpose. I further state that all information used in this report respects copyright rules, and no part of it violates any existing copyright.



.....

Signature

MD. RASHADUL ISLAM

ID: 221-10-1017

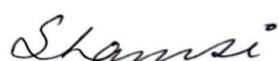
Department of English

Daffodil International University

Dhaka, Bangladesh

CERTIFICATION

I am glad to certify that Md.Rashadul Islam, ID: 221-10-1017, has finished the internship report, entitled, “Experience as an English Teacher: A Report of an Internship at "Shishu Kallyan Primary School", under my supervision. I appreciate his sincere efforts in completing the work. To my knowledge, he has not submitted this report to anywhere else. The intern has utilized a number of teaching approaches like Task-Based Language Teaching (TBLT), Story-telling, Grammar Translation Method (GTM), Total Physical Response (TPR), Visual Aids to make his classes engaging. Although it was difficult for him to work with the young group of learners at the beginning, he gradually overcame the challenges. This internship has made him confident to work with the young learners. The findings and the recommendations that the intern has come up with have significant implications to all the stakeholders who are interested to engage young learners in English language teaching in the primary schools of Bangladesh. I wish him success in his all upcoming academic and professional endeavors.



.....
Ms. Shamsi Ara Huda

Assistant Professor

Department of English

Daffodil International University

ACKNOWLEDGMENT

At the beginning, I would like to express my sincere gratitude to Almighty Allah for giving me the strength and opportunity to complete my internship successfully.

I would like to offer my heartfelt thanks to my supervisor, Ms. Shamsi Ara Huda, Assistant Professor, Department of English, Daffodil International University. Her guidance, suggestions, and continuous support helped me stay confident throughout my internship period. I am truly grateful for the time and care she gave me whenever I needed direction.

I am also thankful to Md. Rafiqul Islam, Headteacher of Shishu Kallyan Primary School, for granting me the opportunity to complete my internship at the school. I sincerely appreciate the cooperation of all the teachers and staff who welcomed me warmly and supported me during my teaching practice. Their guidance made my experience meaningful and enjoyable.

Finally, I would like to express my gratitude to my colleagues Sheikh Moshiur Rahman, Shariful Islam, and Shampa Debnath for their continuous encouragement and support during my internship journey. I would like to give special thanks to Shariful Islam for his extra guidance and cooperation. Their support helped me stay focused and complete this report with dedication.

ABSTRACT

This internship gave me the opportunity to experience real classroom teaching at Shishu Kallyan Primary School, Keshabpur, Jashore. Before joining the school, I believed teaching was only about explaining lessons. However, working closely with young learners helped me understand that teaching is a responsibility that requires patience, creativity, and a caring attitude.

The main purpose of my internship was to gain practical teaching experience for a few months. During this time, I taught different classes, observed senior teachers, prepared lesson plans, and learned how to manage a classroom effectively. I used simple teaching techniques such as storytelling, group activities, and question-based learning to keep the students active and engaged. I also learned how teachers prepare materials, assess students' work, and support learners who need extra help.

This experience helped me develop confidence, improve my communication skills, and better understand how children learn at the primary level. More importantly, the internship changed my perspective on teaching and strengthened my desire to build my career in the field of education. I realized that teachers play an important role in shaping young minds, and being a teacher is truly a meaningful and honorable profession.

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CHAPTER 1

Introduction

Teaching is among the most significant activities and professions since it directly influences the development and future of children. It is not only the teacher who is conducting lessons but is also guiding the young minds, creating confidence and training the students on the necessary skills in life. This responsibility was brought to my closer understanding as a part of my Bachelor Programme in the Daffodil International University, whereby I successfully handled a mandatory teaching internship.

In my case of the internship, I chose Shishu Kallyan primary school in Keshabpur, Jessore. I preferred to choose this school due to the fact that I needed practical learning in terms of working with young learners in an actual classroom setting. Prior to this internship, my teaching experience was confined to personal tutoring, and dealing with a full class of students, together with other students of various levels, was a totally new experience to me.

During the internship period, I managed to attend classes, instruct pupils of Class I to Class V, and discover how an experienced teacher uses lessons, creates discipline, works with young children and adapts the lesson to their needs. This experience made me relate the teaching theories that I studied at the university with practice. It also enabled me to learn the day-to-day tasks and roles of the teachers in primary schools and assist me to develop as a person and in the career.

1.1 Roles and Responsibilities of a Primary Teacher

The role of a primary school teacher is very critical in the formation of the early education of young learners. They are not solely instructors of lessons but they oversee the academic, social, and emotional development of students in their daily classroom sessions and by visiting them regularly. Some of them are listed as follows:

1. Development of an interactive classroom.
2. Monitoring the needs of students individually.
3. Incentives to innovation and creativity.
4. Promoting collaboration and team building.
5. Offering individual direction and assistance.
6. Monitoring attendance and attendance.
7. Connecting the lessons to the life.
8. Arranging little events and educative tasks.

1.2 Skills and Knowledge Needed for Teaching

As a primary school teacher, I need a combination of knowledge, skills, and personal attributes to become an effective teacher. As a teacher one should understand well the subjects, he/she is teaching and how to deliver lessons to the young students in classes 10 to 14 in a manner that is understood and enjoyable. Shulman (1986) mentions that Pedagogical Content Knowledge is mandatory, which implies that a teacher has to know not only the subject matter, but the most efficient methods of passing the subject to children.

Teachers should also learn to know more about the way that children learn such as their mental, social and emotional growth. This will help them to plan lessons in a manner that would appeal

to all the students, and provoke the active interest of all the students. The skills of communication are involved as well, as teachers are supposed to clarify things in an appropriate manner, ask questions to lead the student, listen to the students, and respond to their problems with patience and sympathy.

Feedback and assessment are the other important aspect of teaching. Teacher must constantly check the progress of students and see where they perform poorly and give them advises on how they can achieve better performance. Simple technology devices, interactive and teaching aids may help to make the lesson more interesting and enable to achieve better results in learning. The UNESCO (2018) claims that the simplest technological equipment, when handled appropriately, could be necessary to get the students to work harder and understand more in the elementary bases.

Finally, teachers are supposed to be committed to lifelong learning and career growth. Reflecting on the teaching, experimenting with new approaches and freeing their knowledge on curriculum and methods of teaching makes sure that they will be able to offer high-quality learning experience. Jentsch and König (2021) state that ongoing professional development empowers teachers with their abilities and motivation, along with confidence which positively affects the students.

CHAPTER 2

Objectives

1. As a way of enhancing the general understanding of English language among the students which applies both in speaking, reading and writing, employ teaching strategies that are age friendly.
2. In order to determine and eliminate the hesitation or fear of learning the English language by the students, to make the subject approachable and enjoyable.
3. To determine the weaknesses and strengths of the students in the English language and guide them to overcome English difficulties with the help of practice.
4. To arrange informative activities, games, and mini-classroom tasks that will promote learning English in an exciting and entertained manner.
5. In order to implement my theoretical skills as a student in my university in practical classroom learning, I would like to increase the knowledge of students regarding English.
6. To prepare my own teaching experience, obtain an opportunity to be practically involved, and make a positive contribution to teaching the English language on the primary level.

CHAPTER 3

Methodology

To be able to complete my internship, I did choose Shishu Kallyan Primary School situated in Keshabpur, Jessore. I was assigned as an intern teacher and taught student population of classes I to V and between the age group of about 5-10 years. The school was selected due to its accessibility, favorable teaching atmosphere, and the possibility to obtain practical experience with young students. Prior to the teaching, I discussed lesson plans, teaching practices, and classroom resources with the supervising teachers, as I needed to make sure that my lessons were appropriate to the age and levels of learning of the students (Harmer, 2015).

3.1 Teaching Methods and Approaches

In the internship, I used various student-centered and interactive teaching techniques that were appropriate in the group of young learners:

Total Physical Response (TPR): In the case of younger students (classes 1-3), I applied TPR: students needed to act physically in accordance with verbal instructions. As an example, when I mentioned, touch your knee students did it. It is also an effective way of remembering words and rules and keeping the young learners entertained (Asher, 2009).

Storytelling: I taught the vocabulary, construction of sentences, and meaning using short stories, folktales, and real-life scenarios which are simple to understand. Storytelling promotes

active listening, involvement and focus during classroom lessons which are very effective to young learners (Cameron, 2001).

Grammar-Translation Method (GTM): To assist students to read English texts in their text books I translated English sentences or short stories to Bangla language and vice versa. This assisted students in getting the meaning, vocabulary, and grammar as they linked the new language with the native one. The beginners continue to use GTM within school environments (Richards and Rodgers, 2014).

Interactive Sentence Activities, Group Work, and Visual Aids: Sentence analysis, work in small groups, roles play, flashcards, and charts were also employed by me to make the lessons interesting, realistic and age-appropriate. The methods help in the cognitive and social growth of the young learners (Pinter, 2011).

These techniques helped me to build an interactive, age-related, and practical learning setting which facilitated engagement, enhanced understanding and made lessons interesting to every student.

3.2 Observation Tools and Data Collection

I monitored the learning outcomes and student engagement using:

Classroom Observation: Monitoring of behavior, attention and participation of students during lessons in order to know the learning patterns and difficulties.

Informal Assessment: Brief quizzes, oral questions, writing and speaking exercises to compare the understanding of the material, reading, writing skills.

Daily Records and Teacher Feedback: Writing down the notes on lessons and activities that went on in the classroom, student feedback, and challenges, and reflect on them together with feedback of the seniors, which would help to better the teaching styles.

CHAPTER 4

Institution Details

Name and History of the Institution

The school I was under internship at is called Shishu Kallyan Primary School, 77, Keshabpur Upazila, Jessore District, Bangladesh. It was founded under the Ershad regime and the intention was to offer education to helpless children and children born in worker families. The school aims at providing simple basic primary education and establishing a favorable learning ambience among young students.

Type of Ownership

Shishu Kallyan Primary School- it is a government owned school that adheres to national curriculum and is administered by the local education authority.

Participants (Students)

At the present, the school has a student population of 217 students that include 5 to 12 years in Class I to Class V. The learners are mainly middle- and low-income earners. They are inquisitive and are ready to learn, as well as they react to interactive ways of teaching.

Administrative Structure and Staff

Headteacher:

Md. Rafiqul Islam – Responsible for overall administration, academic supervision, and coordination with teachers and staff.

Assistant Teachers:

1. Sheikh Moshir Rahman
2. Rabina Khanam
3. Shariful Islam
4. Nargis Begum
5. Shampa Debnath

Other Staff:

Jahangir Alam – Responsible for administrative tasks, managing school records, and assisting in day-to-day operations.

Organizational Chart:

Headteacher

|

|— Assistant Teachers

|

|— Class I to Class V

|

|— Administrative Staff

|— Jahangir Alam

Functions of Different Departments/Staff

Headteacher: Takes care of general school administration, planning of lessons, discipline among the school students, supervision of teachers and liaising with the education officials.

Assistant Teachers: Teach classes, make lesson plans, assess the performance of students, and help with extracurricular activities.

Administrative Staff: Administers admissions, keeps records of student attendance, keeps records of school records, and assists the headteacher in his daily operations.

CHAPTER 5

INTERNSHIP ACTIVITY

I was enrolled at the Shishu Kallyan Primary School, Keshabpur on 24 August 2025. The initial two days were used to observe the students and their learning session, their response to a new teacher, and how teachers were in charge of the classroom. The students were also eager and willing to see me on the first day. Some of them went dead to friends, others with their mouths open, and others of them jerked timorously. These minor reactions made me understand that there was a need to win some trust and attention of them.

5.1 Observed Classes

Class: I

Date: 24 August 2025

Teacher's name: Sheikh Moshiur Rahman

Number of Students: 31

Topic: Alphabet Revision

The teacher employed Total Physical Response (TPR) to check the alphabet. The students were requested to shake hands or body per letter. Their examples include, when it came to A they made a triangle using their arms and when it comes to B they clapped twice. Students were in great enthusiasm and they took part actively. Others were a little timid, but upon persuasion nearly all willing were led to join in. I also observed that students recalled letters quicker when moving when they were talking.

Class: II

Date: 25 August 2025

Teacher's name: Shariful Islam

Number of Students: 37

Topic: Words and Meanings

New words were mentioned using simple language by the teacher and required the students to make sentences. There were lots of examples in the everyday life that many students gave. Others had to be given hints and the teacher was very patient with them. I realized that a combination of words and real-life application allowed students to learn and remember better.

Class: III

Date: 2 September 2025

Teacher's name: Shampa Debnath

Number of Students: 29

Topic: Turning Simple Sentences into WH-Questions

The teacher in this lesson assisted students in knowing how to paraphrase simple sentences into WH-questions. She started with some easy sentences on the board like the boy is playing or she lives in Jessore. Then she demonstrated how to make them ask questions such as What is the boy doing? or where does she live? To simplify it, the actions and examples made by the teacher helped the students, and several students were keen to make their own WH-questions. There were those students who required guidance and through it they could get it. The lesson was dynamic and students were happy to use the real-world examples.

Class: IV

Date: 4 September 2025

Teacher's name: Sheikh Moshiur Rahman

Number of Students: 31

Topic: Reading and Question–Answer

A brief passage was read aloud by students. Then, the teacher gave questions to test the understanding. Others responded instantly but others took some time to respond. Pair work was employed too because the students were requesting and responding questions with a partner. This created trust and communication between students.

Class: V

Date: 7 September 2025

Teacher's name: Shariful Islam

Number of Students: 27

Topic: Paragraph Writing – My Family

The teacher demonstrated how a paragraph was to be written step by step. The students would first say their ideas, and then write one by one. The oral presentation assisted the students in writing better. It was through the teacher that they were guided on grammar, order of sentence and punctuations. A few of the students committed minuscule spelling errors though the majority of the students were able to complete the paragraph successfully. Learners appeared cheerful to give personal accounts and thus the lesson became interesting.

5.2 Conducted Classes

Week 1:

The first week that I spent at Shishu Kallyan Primary School was also characterized by the observation rather than teaching. I first noticed Class 1 where the number of young students, around 18 of them, was interested in this new teacher. Others were waving at me or talking to friends. I presented myself, took a short introduction, and observed the process of presenting lessons and interacting with the students by the main teacher.

I assisted through my repetition of instructions using easier words and referring some students who appeared to be in confusion. I observed that there were shy and also the more confident students. At the end of the week, having talked to the headmaster, I received the chance to initiate small classes with Class II and Class III in the following week. This week made me understand kids, how they act, how things are in the classroom, a factor that gave me confidence in teaching.

Week 2:

This week I began teaching Class II and Class III. Some 20-25 students attended each of the classes. I started with salutary expressions, arithmetic, color, simple English words out of their textbooks. I applied the Total Physical Response (TPR) technique in order to make the class interesting. I could ask the students to touch their nose, clap or jump and say words. Majority of the students were keen and enjoyed the activities that assisted them to recite words more quickly. Other students were also not very confident at first, but with repeated instructions and encouragement, they eventually began to participate comfortably. Another thing I began to do

was to use easy translation exercises whereby I gave them simple phrases in English, translated them into Bangali and asked them to repeat them in English.

Week 3:

This was Class III and Class IV. I included simple sentences, simple grammar and simple narration. I provided students with a story and requested them to retell it in simple English sentences after the retelling in Bangla.

Issues that were identified this week:

Poor vocabulary: There were students who were able not to distinguish even the common English words.

Problem with formation of sentences: There were some students who could not form simple sentences and had to repeat it several times.

Mechanical memorizing: some learners were memorizing phrases and could not apply the same in varying contexts.

In order to solve them, I prepared flashcards, encouraged the group activities, assigned more successful students to weaker ones, and repeated exercises several times.

Week 4:

I continued to take Class 4 and Class 5, in which I was required to do reading and writing practice. I would give students easy paragraphs and would ask them to read them and mention the words that they did not understand. I also did some TPR exercises so that my vocabulary and pronunciation is consolidated. Students were fond of labeling the classroom objects in the

English language and I began to give an extremely small homework, i.e., write colors, number or name the objects. By the week conclusion, most students were able to answer during the activities in the class with more confidence.

Week 5:

I used Class II and Class V during this week, which were dedicated to the short storytelling of their books. I had the students read the story after which I required them to summarize the story in Bangla and come up with small English sentences. This assisted in understanding and practice of speaking. In the case of younger students, I was able to employ gestures, drawings and objects to make the meaning clear. I also initiated communal activities that involved students with questions and answers in English, which helped in participating more and gaining confidence.

Week 6:

In this week, I finished my teaching with Class III and Class IV and the focus on the vocabulary and sentence structure with the help of everyday objects in a classroom. I requested students to find parts of the environment and pronounce their English names. To further practice the sentence structure, we did simple dialogues, such as This is a pen or I have a book. I also maintained simple sentence translation activities involving their textbook and, in that way, making the students slowly relate English and their native language.

Week 7:

The lessons that I taught Class I and Class V were based on the basic sentence construction and short writing techniques. To keep the attention, I was using small interactive activities: drawing and labeling, role-play activities, and TPR. As an illustration, in the Class 1, the students were taught words such as chair, table and door by pointing to them and pronouncing the words verbally. In Class 5, I introduced the rules of grammar in simple and conversational style. The vast majority of students were responsive, and a few were required to be reminded of the need to keep up.

Week 8:

I paid attention to Class IV and Class V, and I enhanced my reading comprehension and storytelling. I asked the students to create small groups and reread stories in both English and Bengali. Class 5 also got small paragraph writing activities with me helping them write about such basic subjects as My School or My Favorite Fruit. The children were reluctant initially but once step-by-step instructions were provided, they were able to create short but useful sentences. This week assisted in reducing the lack of confidence in speaking and writing.

Week 9:

I focused on Class II and III, reviewing the previous lessons on the numbers, colors, vocabulary, and sentence structure. I used dictation tasks as a part of the improvement of a listening-writing program including short sentences and simple words. Other learners still require repetitions of explanations, but the vast majority could compose some sentences on

their own now. Small quizzes were also used to assess learning and the students liked them and regarded them as motivation.

Week 10:

This week I was teaching Class I to Class V via reading, writing and speaking. I began with the basic English greetings and brief conversations such as asking names or colors favorite ones. In order to make the course more interactive, I arranged role-plays when the students performed brief dialogue in pairs. Class III, an example of this is where the teacher practised asking and answering of the favourite fruit with two of the students. Some students were initially reluctant to participate, however, by a gentle push, they slowly followed suit.

Another question I posed was an instruction to students to draw or speak a brief sentence in English. In Class V, a student had to explain about a house in simple sentences as other students clapped and dominated him, as he went on. The students who normally were quiet began to contribute, and raise their hands and attempt to construct sentences independently. Towards the close of the week, the majority of students had improved and were willing to converse in English. It was also my advice to the parents to do the simple English sentences at home with their children to make them still learning.

Experience as a teacher

In the course of my internship, I was able to take classes in Classes 1 through 5 in terms of teaching English lessons under the guidance of Shariful Islam. I discussed and offered lessons, I made up classroom materials like simple flashcards, simple charts, simple worksheets, and I kept control over the lesson.

I applied the Total Physical Response (TPR) techniques to make the process interactive where the students would act the words or simple instructions such as stand up, sit down and point to the book. I helped students with their pronunciation, explained instructions in Bengali when needed, and involved those students who were shy or slow in learning. I also observed progresses of students, gave corrections on homework, and accorded individual assistance to enable students in gaining advancement.

By conducting these classes, I acquired a great experience in lessons planning, classroom management, and the implementation of teaching methods that can assist in making the education process interactive and effective among children at a young age.

5.3 Learnings as an Intern

My internship had my experience, which has made me grow as a teacher and as a person. The key learnings are:

1. Creating lesson plans and delivering effective lessons so that students can gain an understanding of the lesson and be engrossed in the lesson.
2. Making students more active, encouraging them to share their thoughts, and believe in their learning skills.

3. Classroom management - A positive and orderly learning environment and well-controlling behavior and participation of the students.
4. Observation and adaptation - Tracking the way students react and changing the style of teaching to suit their specific needs and learning styles.
5. Communication skills -Being clear and efficient when explaining concepts, directing students, and generally communicating and interacting in a positive manner with students and colleagues.
6. Solving problems in teaching - variation Differentiating problems in classrooms and locating solutions to the problems and experiencing smooth learning outcomes.
7. Teamwork and collaboration -collaborating with other teachers, members of staff and mentors in an effort to improve the teaching and learning process.
8. Creativity in instruction- This involves application of new ways, practices, and materials to make lessons interesting and appealing to pupils.
9. Time management- Planning the class activities in ways that help to complete the lesson material within the given time and also keeping the students interested.

CHAPTER 6

Overall Findings

- 1 I observed that a significant number of students were dependent on the direction of teachers and required additional assistance to become independent learners.
- 2 There were classes where teaching resources were limited hence in some instances it was difficult to lead interactive activities.
- 3 The school atmosphere was friendly, and the teachers tended to assist one another in dealing with work pressure.
- 4 Students were very curious, in particular in group activity and language games.
- 5 The routines of the classroom were not necessarily the same in all sections thus impacting on the time management and discipline.
- 6 Digital learning was limited since technology was used in minimal in the lessons.
- 7 Constant contact of the students and the teachers helped to create a positive learning environment.
- 8 As soon as lesson strategies were implemented, like the pair work, simple assessments, student engagement and participation began to increase slowly.

CHAPTER 7

Recommendations

According to my experience as an intern of the 10 weeks in one of the schools, the observations of various classes, and my conversation with the teachers and students, I would like to draw a few suggestions, which in my opinion could help to make the situation in the school in general better concerning education:

- 1 The primary classes will have to be more appealing in terms of charts, colors, and student work so that young children are encouraged and interested.
- 2 As the school has no playground, it may organize a corner of the indoor activity during the breaks when children can play safe physical games, puzzles, or brain-development activities.
- 3 More teachers are to be hired, in the primary part in particular, to delegate the work load and guarantee more attention to each student.
- 4 I also noted that parent teacher meetings are not frequent; hence holding them at least once a term would help in improving the communication process and help in supporting students.
- 5 The school should emphasize more on co-curricular activities such as art competitions, reading circle, storytelling and hand writing so as to make the learning process more entertaining.
- 6 It can be held in the form of weekly activity sessions instead of clubs and include simple skills like drawing, craft, phonics, and simple health-hygiene awareness-activities, inclusive of Class I- vi students.

- 7 To increase the school exposure among individuals in the community, the school can increase its communication and outreach activities and continue to inform people about the go through the notice boards, social media and small-scale local events.

CHAPTER 8

Conclusion

My experience as an English teacher in Classes I-V has been a very precious and unforgettable experience as an intern. The daily interaction with young learners provided me with comprehension of how the learners think, learn, and react within a classroom. Each week I received new knowledge about the techniques of teaching, classroom communication, and the importance of patience in dealing with primary-level children.

My students were active, enthusiastic and ready to share their ideas. Among the most fulfilling rewards of such a voyage was the gradual improvement in their reading, writing and uncomplicated English conversation. They were very enthusiastic and they encouraged me to do new activities, to develop interesting lessons and to communicate in a manner that they understood. The teachers in the school also taught me a lot, their support and practical advice enabled me to become better at how I teach as well as classroom management skills.

Altogether, this internship was important in developing my confidence as a future teacher. It enabled me to practice what I had learned in actual classes, to challenge myself and seek solutions to challenges by experience. I have also learned to be grateful with the opportunity, teachers, and the positive relationship that I developed with the students. The experience has further boosted my interest to teach and inspired me to continue improving in this field.

CHAPTER 9

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CHAPTER 10

APPENDICES

INTERNSHIP CERTIFICATION



Shishu Kallyan Primary School, 77



Certificate of Completion

This is to certify that MD. RASHADUL ISLAM, student ID 221-10-1017 of Daffodil International University, has successfully completed a 3-month internship at Shishu Kallyan Primary School, 77, Keshabpur, Jashore, from 24/08/2025 to 24/11/2025.

This certificate is awarded to him in recognition of his dedicated performance during the 3-month internship program.


28/11/2025

Md. Rafiqul Islam
Head Teacher

Shishu Kallyan Primary School, 77

মোঃ রাফিকুল ইসলাম
প্রধান শিক্ষক
৭৭ শিশু কল্যাণ
জশোর, জামালপুর

CLASS OBSERVATION REPORT

Class I (24/08/2025)

Daffodil International University
 Department of English
 "Experience as an English Teacher" Report of an Internship
 at "Shishu Kallyan Primary School"
 Checklist for class observation

School/College: Shishu Kallyan primary school.
 Teacher's Name: Sheikh Meshur Rahman.
 Class: 1 No. of Students Present: 31
 Course Title: English for today, Room No: 103
 Date: 24/08/2025 Topic Name: Alphabet Revision.

Objectives of Lesson (as perceived):
 I. Help students recognize letters A-F.
 II. Teach the correct pronunciation of the letters.
 III. Engage students in simple actions and repetition activities.

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

Yes, mostly. Students were able to recognize the letters and respond to TPR activities.

S/N	Review Section	In what way? (specify examples/Clarifications)
1	Subject Matter Content (Shows good command and knowledge on subject matter)	The teacher confidently taught alphabet letters. Use example like 'A for Apple.'
2	Organization (Organizes subject matter, states objectives, emphasis and summarizes main points)	Lesson followed a clear order: Revision → new letters → practice activity → recap.
3	Rapport (Holds interest of students, is respectful, fair and impartial; provides feedback)	Students were comfortable with the teacher. He praised them saying very good.
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology; includes variety)	Used repetition, TPR (show your Apple) and picture cards.
5	Presentation (Establishes classroom environment conducive to learning; ensures learners' interest)	Classroom environment was calm. Student participated actively.

Management

Was the time spent properly?

Yes time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?

Revision of previous letters. Introduced letters A-F with pictures. Students matched picture with letters.

Any Critical Situation/events during class?

Nothing.

Strength observed

Used simple language suitable for class. Good use of picture cards.

Suggestion for improvement

Incorporate short 1-2 minute physical breaks to help very young learners focus.

Overall impression of teaching effectiveness:

The lesson was effective for class 1 students. The teacher explained clearly encouraged participation.

Class II (24/08/2025)

Daffodil International University
Department of English
"Experience as an English Teacher" Report of an Internship
at "Shishu Kallyan Primary School"
Checklist for class observation

School/College: Shishu Kallyan Primary School.
Teacher's Name: Shoniful Islam
Class: 2 No. of Students Present: 37
Course Title: English For Today Room No: 104
Date: 25/08/2025 Topic Name: Words and Meaning.

Objectives of Lesson (as perceived):
I. Help students learn new words with simple meanings.
II. Encourage to make sentences using the new vocabulary.
III. Connect words to real-life examples for better understanding.

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

Yes, the students understood most of the new words and tried to make their own sentences.

S/N	Review Section	In what way? (specific examples/Clarifications)
1	Subject Matter Content (Shows good command and knowledge on subject matter)	The teacher introduced words like "clean", "happy" and "matted" with simple definition.
2	Organization (Organizes subject matter, states objectives, emphasis and summarizes main points)	The lesson followed a clear sequence, introduced words, explain meanings, sentence making, feedback.
3	Rapport (Holds interest of students, is respectful, fair and impartial; provides feedback)	Students felt comfortable sharing sentences. The teacher encouraged them by saying "good job!"
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology; includes variety)	Used real-life examples, repetition, and board writing.
5	Presentation (Establishes classroom environment conducive to learning; ensures learners' interest)	The teacher spoke slowly and clearly. Students listened attentively.

Management

Was the time spent properly?

Yes, the lesson pacing was smooth, and all activities fit within the allotted time.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?

Revision of previous vocabulary. Introduction of new words with meaning. Share daily-life example related to the vocabulary.

Any Critical Situation/events during class?

Some students struggled to form sentences.

Strength observed

Clear explanation of word meanings. Encouraged students to think and use the word in real context.

Suggestion for improvement

Use simple drawings on the board to support meaning.

Overall impression of teaching effectiveness:

The teacher handled the class very well. The lesson was meaningful and appropriate.

Class III (02/09/2025)

Daffodil International University
 Department of English
 "Experience as an English Teacher" Report of an Internship
 at "Shishu Kalyan Primary School"

Checklist for class observation

School/College: Shishu Kalyan primary school.
 Teacher's Name: Champa Debnath
 Class: 3 No. of Students Present: 29
 Course Title: English for Today Room No: 102
 Date: 02/09/2025 Topic Name: Turning simple sentences into Wt-questions.

Objectives of Lesson (as perceived):
 I. Teach students how to change simple sentence
 II. Help students understand the structure into Wt-question
 III. Encourage students to practice forming their own questions.
 Were the objectives achieved and to what extent (in your view)?

Yes, learned to form Wt-Questions from simple sentences. Some student need support but teacher guided.

S/N	Review Section	In what way? (specific examples/Clarifications)
1	Subject Matter Content (Shows good command and knowledge on subject matter)	"The teacher introduced sentences like 'The boy playing' the showed how to form Wt-questions."
2	Organization (Organizes subject matter, states objectives, emphasis and summarizes main points)	The lesson followed a clear sequence, write sentence, explain structure, example and student practice.
3	Rapport (Holds interest of students, is respectful, fair and impartial; provides feedback)	Students felt comfortable trying their own questions. Teacher encourage by saying well done!
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology; includes variety)	Used board writing, motions, and real life examples.
5	Presentation (Establishes classroom environment conducive to learning; ensures learners' interest)	Teacher used examples that were easy for students to relate. Students actively participated.

Management
 Was the time spent properly?

Yes, the lesson pacing was smooth, with enough time for demonstration, practice and feedback.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?

Introduction of Wt- questions from sentences. student formed questions individually or with guidance.

Any Critical Situation/events during class?

Nothing.

Strength observed

clear explanation, encouraged students to participate and relate example to real life.

Suggestion for improvement

Add visual aids or simple drawing.

Overall impression of teaching effectiveness:

The teacher conducted the class effectively. The lesson was interactive and motivated.

Class IV (04/09/2025)

Daffodil International University

Department of English
"Experience as an English Teacher" Report of an Internship
at "Shishu Kalyan Primary School"

Checklist for class observation

School/College: Shishu Kalyan Primary School.
Teacher's Name: Sheikh Moshim Rahman
Class: 4 No. of Students Present: 31
Course Title: English For Today Room No: 105
Date: 04/09/2025 Topic Name: Reading and Question-Answer

Objectives of Lesson (as perceived):

- I. Improve students reading fluency by reading about.
- II. Enhance comprehension skills through questions-Answer.
- III. Encourage interaction and confidence through pair work.

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

Yes, most students read the passage clearly and answered questions correctly.

S/N	Review Section	In what way? (specific examples/Clarifications)
1	Subject Matter Content (Shows good command and knowledge on subject matter)	Students read a short passage aloud. Teacher asked question like "What is the main message of the?"
2	Organization (Organizes subject matter, states objectives, emphasis and summarizes main points)	The lesson followed a clear sequence reading comprehension, questions, pair work, feedback.
3	Rapport (Holds interest of students, is respectful, fair and impartial; provides feedback)	Students felt comfortable answering questions. Teacher praised correct answer and help slower students.
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology; includes variety)	Used reading aloud. Comprehension questions. Teacher provided hints for who struggled.
5	Presentation (Establishes classroom environment conducive to learning; ensures learners' interest)	Teacher spoke clearly and encourage students to read and answer. They participate actively.

Management

Was the time spent properly?

Yes, the lesson was well-paced, with adequate time for reading, questioning, and pair activities.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?

Quick discussion on previous reading or related topic. Reading the passage aloud. Teacher asked questions. Feedback given by teacher.

Any Critical Situation/events during class?

Some students needed extra time to answer.

Strength observed

Encourage active reading and comprehension. Built confidence through pair work supportive an engaging classroom.

Suggestion for improvement

Include more group discussion and add visual aids.

Overall impression of teaching effectiveness:

The teacher handled the class effectively. Student participated actively. Lesson developed reading and comprehension skills.

Class V (07/09/2025)

Daffodil International University

Department of English

"Experience as an English Teacher" Report of an Internship
at "Shishu Kallyan Primary School"

Checklist for class observation

School/College: Shishu Kallyan Primary School
Teacher's Name: Shariful Islam
Class: 5 No. of Students Present: 27
Course Title: English for Today, Room No: 103
Date: 07/09/2025 Topic Name: Paragraph Writing - My Family

Objectives of Lesson (as perceived):

- I. Teach students how to write paragraph step-by-step.
- II. Encourage students to express personal ideas.
- III. Improve grammar, sentence order, and punctuation skills.

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

Yes, most students wrote complete paragraphs successfully. Speaking their ideas helped them organize thoughts.

S/N	Review Section	In what way? (specific examples/Clarifications)
1	Subject Matter Content (Shows good command and knowledge on subject matter)	The teacher explained paragraph writing with examples and guided students on grammar and sentence.
2	Organization (Organizes subject matter, states objectives, emphasis and summarizes main points)	The lesson followed a clear sequence, idea sharing, guided writing, individual writing.
3	Rapport (Holds interest of students, is respectful, fair and impartial; provides feedback)	Students felt comfortable sharing personal experience about their families. Teacher encourage participation.
4	Teaching Methods (Uses relevant teaching methods, aids, materials, techniques and technology; includes variety)	Used step-by-step explanation, speaking before writing, individual practice and teacher guidance.
5	Presentation (Establishes classroom environment conducive to learning; ensures learners' interest)	Teacher spoke clearly. Students participated and seemed engaged.

Management

Was the time spent properly?

Yes, the lesson pacing allowed time for idea sharing, writing and teacher feedback.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage?

Discussion about family members. Explanation of paragraph structure and grammar tips. Individual paragraph writing.

Any Critical Situation/events during class?

Nothing critical.

Strength observed

Clear step-by-step explanation of paragraph writing. Provided guidance on grammar, sentence.

Suggestion for improvement

Include sample paragraphs on the board to give students a visual reference.

Overall impression of teaching effectiveness:

The teacher conducted the class effectively. Student were engaged, learn how to organize their thoughts.

PHOTOGRAPHS



Classroom observation



Delivering a lesson to the students.



Engaging with students after the class activity.



student participation during the lesson.



With colleague teacher in the office room.

221-10-1017

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