



Internship Report On

**Classroom Techniques and Teaching Practice: An
Internship Experience at Borobhari Government Primary
School**

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This Report is submitted to the Department of English, DIU, in Partial Fulfillment
of the Requirements for the Degree of
BA (Hons) in English

Submitted to -

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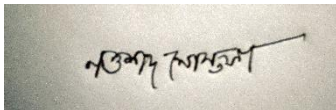
Daffodil International University

04, December 2025

Declaration

I, Noushad Mostafa, affirm that this internship report, titled Classroom Techniques and Teaching Practice: An Internship Experience at Borobhari Government Primary School, is entirely my own creation. It is presented to the Department of English at Daffodil International University to partially meet the criteria for ENG 431 (Project Paper with Internship) as part of my BA (Hons) in English.

The material in this document captures my individual insights and growth from hands-on teaching at Borobhari Government Primary School, guided by the expertise of Fatema Begum Laboni, Assistant Professor in the Department of English. I confirm that this work has not been shared or submitted anywhere else and fully complies with the university's principles of honesty and ethics.



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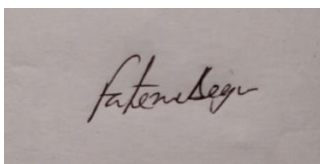
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Certificate of Approval

I confirm that Noushad Mostafa, ID: 221-10-1001, from the Department of English at Daffodil International University, has successfully prepared and submitted this internship report titled Classroom Techniques and Teaching Practice: An Internship Experience at Borobhari Government Primary School, with my direct academic oversight.

This document showcases authentic efforts and achievements from the internship period at Borobhari Government Primary School in Atpara, Netrokona. It fully meets the criteria set for ENG 431 (Project Paper with Internship).

I endorse this report for formal review and assessment.



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Fatema Begum Laboni

Assistant Professor

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Acknowledgement

I want to convey my heartfelt thanks to Fatema Begum Laboni, Assistant Professor in the Department of English at Daffodil International University, for her continuous mentorship, thoughtful suggestions, and steady motivation during this internship. Her expertise played a key role in shaping my journey.

I am truly thankful to Md Golam Mostafa, Head Teacher of Borobhari Government Primary School, for granting me the chance to join their team. I also appreciate the educators and pupils there, whose enthusiastic involvement and teamwork greatly enhanced my hands-on development.

In closing, I recognize the constant backing and inspiration from my loved ones and close companions, who stood by me every step of this educational path.

Abstract

This report documents a teaching internship conducted at Borobhari Government Primary School. This is a part of ENG 431 (Project Paper with Internship) in the Department of English at Daffodil International University. The internship spanned Fall Semester 2025 and involved direct classroom instruction and systematic observation across five classes. The report focuses on instructional strategies employed in primary-level English education. While giving particular emphasis on lesson design, classroom organization, and techniques for fostering maximum student participation. It addresses practical challenges encountered in rural educational contexts and describes adaptive strategies implemented to overcome these obstacles.

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Chapter One: Introduction

Undergoing a practical teaching internship is a mandatory part of studying English at Daffodil International University. It gives students an opportunity to see how teaching really works in a classroom. In my case this internship helped me connect the theories I studied in class with real life situations in a school. This report is based on my experience at Borobhari Government Primary School in Atpara, Netrokona during the Fall 2025 semester. I completed my internship under the supervision of Fatema Begum Laboni, Assistant Professor in the Department of English. At the school, it was the Head Teacher, Md Golam Mostafa, who assisted me to learn from their daily teaching methods.

The main objective of my internship was to watch and learn how classes are conducted in a primary school and try those methods myself. During the Fall 2025 Semester, I planned simple lesson plans, conducted class by myself, and tried to understand real life classroom situations. By working directly with the students, I directly learned how teachers manage their students, how students, how young students respond to different methods, and how using objects, images, and materials can make lessons easier for them to understand.

Throughout the Fall 2025 Semester, I took five English classes as part of my internship at Borobhari Government Primary School. Each class helped me observe how primary school students behave and perceive lessons in the classroom. Which allowed me to try different ways of teaching to see which one is best. I noticed among primary school students that some listen with interest, some are easily distracted, and others show great interest and excitement when something new is introduced.

In the next chapters of this report, I will explain how primary school classrooms work, what I observed from the classrooms, what techniques I used and what I learned.

Chapter Two: Objectives

The main focus of my internship was to connect what I learned in university with real classroom teaching while also preparing myself for future work as a teacher. These goals helped me stay focused during my internship throughout Fall 2025 Semester and guided how I behaved in the classroom and how I conducted each class.

2.1 Experiencing Practical Knowledge

One of my central goals during my internship was to gain real life teaching experience. As a student of the English Department, I believe the education sector can be an important part of my future career. For that I wanted to experience how teaching works in a real classroom. This internship gave me the opportunity to observe and learn from real classroom and observe actual classroom situations. During Fall 2025 Semester I observed how teachers at the primary level operates in the classroom and learn more about their methods. This experience improved my practical knowledge and will be beneficial in my future.

2.2 Development of Teaching Skills

Another goal of my internship was to develop my basic teaching skills. I tried to create simple lesson plans with clear learning targets and choose interesting and new materials for young students. While planning the lessons was important, I also learned how to use the lessons effectively in the classroom and change my approach whenever needed. I also practiced classroom management as primary students easily get distracted and need guidance to stay focused. Through this internship I understood that teaching requires good preparation, and also quick decision making during the lesson.

2.3 Enhancement of Student Engagement

Another key goal of my internship is to increase student engagement in the classroom. I tried various teaching methods to keep students mostly engaged and not distracted. I used pictures, objects and simple materials to help students understand ideas that are difficult to explain only through textbooks. I also learned that story telling works very well, because students enjoy new words, ideas while listening. It helped them think about the message and give their own opinions. I used small activities so that students could give their own opinions. I learned that students learn best when they are involved with both their mind and emotion, not only when the teacher talks.

2.4 Observation and Reflection

Throughout my internship at Borobhari Government Primary School during Fall 2025 Semester I deeply focused on observing students closely and reflecting on my own teaching. I paid attention to things like how students reacted to different teaching styles, what methods to use, how they could stay focused, and how they interacted with each other in the classroom. By observing these I was able to understand how kids process information and which approaches work best for them. I realized that becoming a good teacher is not something that happens overnight, It is a continuous journey of learning and adaptation.

2.5 Professional Growth

Lastly, this internship helped me grow as a whole as an emerging educator. I focused on gaining real confidence in my teaching by practising and having positive experience in the classroom. I also worked on being more flexible and learning to adjust my teaching methods, classroom management, and communication. But professionally was not just about teaching techniques, it was also about my personal commitment to teaching as a meaningful career. I realized that becoming an effective educator is not just about skills, it is about developing your professional identity, clarifying your values and committing to your skills.

All of these goals helped me to guide my internship program at Borobhari Government Primary School. Every lesson, observation, and reflection was taken with these goals in mind, and still allowed opportunities for surprise and new learning.

Chapter Three: Institution Details

Institution Name	Borobhari Government Primary School
Founding Year	01/07/1974
Year of Nationalization	26/01/1991
Land Area	0.5 Acre
Village	Borobhari
Holding Number	11
Plot Number	124/131/151
Building	2
Name of the Land Donor	Late Hor Kumar Dutta
Number of Teacher	5
Number of Students	108
Upazila	Atpara
District	Netrokona
Division	Mymensingh

Chapter Four: Methodology

The methodological framework I used for this internship throughout the Fall 2025 Semester involved theoretical understanding combined with practical classroom situations. Everything is executed through structured planning. The following approaches ensured comprehensive experiential learning.

4.1 Internship Framework

The internship was conducted at Borobhari Government Primary School, Atpara, Netrokona, throughout the Fall 2025 Semester. Academic supervision was provided by Fatema Begum Laboni, Assistant Professor, Department of English, Daffodil International University. I got on-site supervision from Md. Golam Mostafa, Head Teacher, Borobhari Government Primary School.

4.2 Teaching Sessions

I conducted five classes at Borobhari Government Primary School throughout my internship during the Fall 2025 Semester. These classes were designed to expose me to various range of teaching situations and give me practical experience in managing various classrooms.

- i. Class 1 (November 2, 2025, First Period)
- ii. Class 2 (November 4, 2025, First Period)
- iii. Class 3 (November 11, 2025, Second Period)
- iv. Class 4 (November 19, 2025, Second Period)
- v. Class 5 (November 25, 2025, Second Period)

4.3 Lesson Planning

These classes were conducted by a structured planning and framework that provided clear goals and organization for the institution. I carried out structured self evaluation to assess how effectively I had taught. While also identifying areas for improvement and linking my theoretical knowledge with practical experience. This self reflection played key role on my professional growth throughout the internship.

- i. Learning Objectives: Specific, measurable goals for student achievement
- ii. Instructional Materials: Teaching aids including concrete objects, visual diagrams, and narrative texts
- iii. Learning Activities: Interactive tasks such as collaborative work, pronunciation practice, and encouragement to study English
- iv. Assessment Methods: Informal evaluation through oral questioning, behavioral observation

4.4 Reflective Practice

After every class, I engaged in a structured self-evaluation examining my teaching effectiveness. I also tried to identify improvement areas, and connect practical experiences with theoretical frameworks. Throughout the internship these evaluation and reflective processes helped continuously professional development in me throughout the internship.

Chapter Five: Class Observation

During my internship, I had the chance to observe three classes at Borobhari Government Primary School conducted by experienced teachers. These observations gave me valuable insights. I had the opportunity to experience classroom management and teaching strategies directly from them. Which later provided me with confidence conducting my own class.

5.1 Observation 1

Teacher Name: Md. Golam Mostafa

Designation: Head Teacher

Class : 5

Subject: English

Students in class five were taught English Grammar and Composition. The class was disciplined and focused. The teacher taught grammar, especially sentence structure. He used easy and attractive sentences so the students were easily understood. The instructor also used the whiteboard and marker to write and demonstrate. From this class I got to learn how I have to switch between levels to make my lesson easily understood by the students.

5.2 Observation 2

Teacher Name: Salmina Akther

Designation: Assistant Teacher

Class : 4

Subject: English

This second observation was with Class 4 students on English narrative. The teacher adopted a dynamic approach, using repetition and group practice to improve learning. She frequently praised correct answers upholding a light tone. This motivated students to stay attentively

stress free. This observation helped me understand how positivity and effectively this can affect students' learning.

5.3 Observation 3

Teacher Name: Md. Khane Alam

Designation: Assistant Teacher

Class : 5

Subject: General Science

On my observation on day three the class was conducted with Class 5 students on General Science (Parts of Plants). The teacher was using real examples from the school garden. He was showing leaves and stems directly to the students to explain abstract concepts. Students were curious to ask questions and relate the lesson to their surroundings. From this observation I was able to understand the effectiveness of experiential learning and the use of real-life objects in science teaching to explain abstract concepts easily.

Throughout the observation session I was able to deeply observe and understand different teaching techniques. They all used different techniques but had the same interest in student engagement and understanding. They gave me inspiration to try something new to get maximum student engagement. Balance and discipline is key to being a successful teacher. While also encouraging students is also necessary.

Chapter Six: Class Conduction

Throughout the internship at Borobhari Government Primary School during Fall 2025 Semester, five classes were conducted to observe live teaching at Primary School level in Bangladesh. This includes deep observation of students, analysis on the current situation of teaching at primary school. Based on the analysis I applied various classroom techniques and teaching practices to improve my teaching while also gaining valuable experience for the future.

6.1 Class Conduction 1

Date: November 2, 2025

Subject: English

Class: 5

Number of Students: 12

Topic: Basic Information

The first class was something completely different from what I thought to be. It was a staggering moment for me as well as the students. I was very excited and so was they. There were 12 students and they had different reactions and responses from them. Some seemed very excited and eager to learn, some were clueless as I was not their regular teacher, some were curious and some were clueless. I felt something different standing on the teacher's side. It took some time for me to adjust and assess the whole situation as it was also the first time for me. I introduced myself and why I was there in the first place and asked them for their introduction to lighten the tension. Very soon they felt more comfortable and so was I. As it was the very first class I didn't bring any complex matter and only settled on the alphabet and knowing how good they were at vocabulary, pronunciation and reading and writing.

6.2 Class Conduction 2

Date: November 4, 2025

Subject: English

Class: 5

Number of Students: 10

Topic: The Village Fair (poem)

The second class was something completely different as it shifted from simple vocabulary to a poem. Things were on different levels. The selected poem was The Village Fair. The poem is officially included in the Class 5 NCTB English textbook and reflects Bangladeshi traditions, rural community life, and the joy of fairs, which students in both rural and urban areas can understand. At first I asked if anybody wanted to read or could read. Some raised their hands while others were still confused. However I settled on reading by myself so they can better understand. I was happy to read it to them and explain the event in both Bengali and English. Most of the students were attentive and curious while some remained confused. I thought I have to do something for them to make them more attentive. Overall it was exciting and knowledgeable for me also. I started to understand their behavior and adapt myself.

6.3 Class Conduction 3

Date: November 11, 2025

Subject: English

Class: 5

Number of Students: 10

Topic: The Thirsty Crow (story)

The third class involved oral storytelling and comprehension activities with the students. After reading The Thirsty Crow aloud, students participated in discussions involving analyzing the narrative. They were encouraged to consider the protagonist's situation and propose alternative solutions. Their answers were unpredictable and brilliant. Looks like

they were really into it. For the first time I felt everyone was attentive and working to solve the protagonist's situation in every creative way. Their answers were creative and energetic. To me it felt like a real classroom and I understood that they are more responsive in these kinds of classes. Afterall it was both a productive and successful class so far with most of the responses. To me, now I know how to grab their attention and what kind of lesson they like.

6.4 Class Conduction 4

Date: November 19, 2025

Subject: English

Class: 5

Number of Students: 8

Topic: Test Session

This class was focused on getting the outcome from the lessons and to better understand if they were learning anything or not. It was a task for them to write short stories of any kind like they previously studied. The story must have five lines at least and can explore anything they imagine. To spice things up there was first, second, and third prize also to boost their excitement. To my surprise most of them were able to come up with some brilliant ideas. They tried very well, there were grammatical and structural errors here and there but it was understandable. I had a hard time picking the winner as they all tried very hard. I ended up giving all the first prize for trying hard. Everyone in the class got a pen each for trying hard & everyone was announced first prize winner. For this class I wanted to know how much they were willing to try and how effectively the prize can affect them. It was satisfactory and a valuable lesson to me. This really grabbed their attention to me and they were now fully committed to my classes based on what I observed. This technique of rewarding is highly effective in primary school classes.

6.5 Class Conduction 5

Date: November 25, 2025

Subject: English

Class: 4

Number of Students: 11

Topic: National Symbols & Goals Setting

The final class engaged Class 5 students in discussions about national symbols and civic values of Bangladesh while also giving them a glimpse of what lies ahead of them like what they have to do in high school, and college to secure a seat in any prestigious university in Bangladesh. This was like a hint to them to get to know what lies ahead and for what they must prepare for. National symbols and civic values and sneak peaks at future goals were important to them as knowing them they might get motivated for bigger things ahead. This was important as they're not much aware about what lies ahead. By knowing national symbols and civic values and knowing what will be awaiting in future some may aim and set goals for themselves. For the final class of my short journey this was my lesson to them. To me at primary level it is important to show them what awaits them in the near future. This is important because it's very hard to choose an unknown path. As a teacher we must push them to better themselves. By knowing these things ahead, I really hope some will set a good example and remember me and my lesson. This was the conclusion class I took. To them this class was different and out of syllabus but I think it was a good idea to show them and guide them to better opportunities.

Chapter Seven: Findings and Discussion

The internship at Borobhari Government Primary School generated significant insights into classroom realities, students behaviour at primary level. Conducting five classes enabled systematic observation of student behavior, evaluation of teaching methods, and reflection on teaching effectiveness.

7.1 Student Engagement and Motivation

A primary finding is students engage mostly in a stress free environment and based on presentation. They like different topics and get bored in repeated style. I personally observed students are less attracted and engaged in same style of class. If the teaching technique is the same and repeated students easily lose focus and their engagement with teachers becomes low. To keep primary level students fully engaged and motivated there has to be variation in teaching technique, method, activities, and content. They stay very curious to new things so visual, total physical response, reward, audio will keep them engaged and focused. The key to keep primary school students fully engaged there must have to be variation as they quickly lose focus from the same things. They like new things.

7.2 Effectiveness of Teaching Aids

Instructional materials proved essential for students of primary school in Bangladesh. They respond very well to teaching aids. Particularly my students responded well when I presented digital videos and stayed less focused on text based regular classes. Visual diagrams, pictures, videos respond well and effectively for primary school students. Instructional materials seem to work very well to explain abstract concepts. Rewards are also very effective to get maximum effort from them. So to make classes fully effective, Teaching Aids are mandatory for primary level students. Throughout my internship it is very clear to me now. So teaching aids can be very effective and engaging for the primary school students. I tried various teaching aids like I mentioned earlier and the results were very positive

7.3 Classroom Management

Managing young learners like primary school students requires a lot of patience and flexibility. They are shy and often lose concentration very quickly. From what I observed, new things can grab their attention while they easily lose interest in repeated matters. I understood from my internship that proper instructions and positive reinforcement is key to maintaining discipline while encouraging participation. I observed that the lower the class harder to control them. They lose focus very fast and often more into playing or doing task outside studying.

7.4 Development of Critical Thinking

The storytelling activity from my internship successfully demonstrated narrative capacity to foster analytical thinking even in primary school students. Students reflected on the moral lesson in *The Thirsty Crow* and discussed alternative approaches. This reveals stories' potential for developing reasoning and problem-solving capabilities even in primary level students. This finding from the class supports that communicative activities encourage learners to move beyond rote memorization toward deeper understanding.

7.5 Personal Growth as an Educator

The internship opportunity at Borobhari Government Primary also revealed my own growth as a future teacher. During my internship I learned that creativity, adaptability, and patience is key for effective teaching. Enthusiasm and energy from the students inspired me to consider primary education as a meaningful and rewarding career path. Reflecting on each class helped connect theoretical knowledge with practical experience. This internship strengthened my confidence as an emerging educator in the near future.

Chapter Eight: Reflection

The internship at Borobhahi Government Primary School during the Fall Semester of 2025 was a truly transformative experience for me. It allowed me to connect the theories I had learned in my coursework with real classroom practice. Conducting five classes gave me the opportunity to experiment with different teaching methods, observe classroom dynamics closely, and reflect on how I was growing as an educator.

One of the things that stood out the most was the students' enthusiasm and curiosity. Not every student stayed attentive all the time, but I still managed to capture their interest through various activities. Their eagerness to learn new topics brought a lively energy to the room, creating a classroom atmosphere I really enjoyed. Since this was my first experience teaching in such a setting, it felt new and exciting for me--almost like a one-of-a-kind moment in my learning journey.

Throughout the internship, I realized that effective teaching is not just about delivering content. It requires creativity, patience, and the ability to adapt. Some students struggle to concentrate, while others are shy, but with the right guidance and encouragement, they can gradually become more engaged. I learned that being a good teacher means observing students closely, trying out new strategies, and adjusting my approach to help them focus and participate.

Most importantly, my experience during the Fall 2025 semester strengthened my interest in primary teaching as a possible career path. In conclusion, this internship has motivated me to seek more opportunities in the education field and develop the skills needed to become a capable and compassionate educator.

Chapter Nine: Conclusion

The internship at Borobhari Government Primary School during Fall 2025 Semester provided excellent opportunities to apply theoretical knowledge within practical teaching environments at primary level. During my internship conducting five classes allowed me to experience the diversity of primary education. I was also able to explore effective classroom techniques. This experience is valuable to me.

Based on my observations from my internship, I confirmed that student engagement maximizes through non-repeatative interactive methods. Also instructional materials, and learner-centered activities are equally important. Primary school students are very quick to lose focus on the same things repeating. Most of the students suffer to directly understand abstract concepts. For that they need a stress free environment with innovation in teaching techniques. My internship at Borobhari Government Primary School showed the importance of adaptability and innovation in teaching practice.

The internship contributed greatly to my personal and professional growth. This experience strengthened my confidence. While also enhanced reflective skills, and deepened my appreciation for teachers' roles in shaping young learners on primary level. Most importantly, it has inspired me to consider primary education as a meaningful career path.

To conclude, this internship was a very transformative experience for me. It has bridged theory and practice. This experience also enriched my understanding of teaching at primary school. This internship highly motivated me for future contributions to the field of education.

Chapter Ten: Appendices



Figure no: 1 Borobhari govt.primary school



Figure no:2 Conducting Class

10.1 Lesson Plan 1

Date: November 2, 2025

Subject: English

Topic: Alphabet and Simple Words

10.1.1 Learning Objectives:

- From this lesson students will recognize and accurately pronounce letters A through Z.
- After the lesson students will identify simple vocabulary words associated with everyday objects.

10.2 Lesson Plan 2

Date: November 4, 2025

Subject: English

Topic: Poem Reading (The Village Fair)

10.2.1 Learning Objectives:

- To learn how to read a poem.
- Students will discover and understand hidden meaning and themes on a poem.

10.3 Lesson Plan 3

Date: November 11, 2025

Subject: English

Topic: Story Reading (The Thirsty Crow)

10.3.1 Learning Objectives:

- Reading a story and understanding it.
- Students will be able to analyze and discuss moral lessons from narrative texts.

10.4 Lesson Plan 4

Date: November 19, 2025

Subject: English

Topic: Story Writing (task)

10.4.1 Learning Objectives:

- Students will learn sentence structure and making
- Students will use their creativity

10.5 Lesson Plan 5

Date: November 25, 2025

Subject: English

Topic: National Symbols and Values of Bangladesh & Setting Future Goal

10.5.1 Learning Objectives:

- Students will learn to identify national symbols of Bangladesh while also learn about civic roles.
- Students will know about future goals

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