Internship Report

On

My Internship Journey at 108 No. Changaon Government Primary School

Presented by:

Shakib Sheikh

ID: 221-10-1073

Department of English

Daffodil International University

Supervised by:

Rubaiaat-E-Tarik Prithwee

Lecturer

Department of English

Daffodil international University

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Transmittal Letter

Date: 5 December 2025

Rubaiaat-E-Tarik Prithwee

Lecturer

Department of English

Daffodil International University

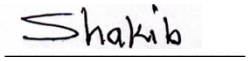
Subject: Prayer for accepting my internship paper.

Dear Ma'am,

I am pleased to inform you that I have completed my internship report titled "My internship journey at 108 No. Changaon Government Primary School." This report fulfils the requirements for my internship. The experience gave me valuable insights and helped me better understand the teaching and learning environment. I am very grateful for this opportunity.

Over the 3-month internship, I focus on learning, observing and gaining practical experiences. I have included my key experiences, reflections and findings in this report. The internship was very informative and supported my academic growth. Please forgive my any unintentional mistakes.

I kindly ask you to accept my internship report and share your helpful feedback.



Signature of the Intern

Shakib Sheikh

ID: 221-10-1073

Department of English

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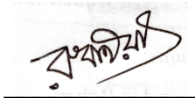
Certification of The Supervisor

I am pleased to inform you that Shakib Sheikh, ID: 221-10-1073, has completed his internship at 108 No. Changaon Government Primary school in Ashulia, Savar, Dhaka. His report My Internship Journey at Changaon Government Primary School. Share the experiences and observations he achieves during this time. Throughout his internship he kept in touch with me and asked for guidance when needed. He showed sincerity, actively participated and was excited to learn as evidence by how he handled his tasks and recorded his findings.

He has met all the academic requirements and formal steps for the internship course, so he is now ready to submit his report to the examinations committee. He will also present the main part of his report to the panel of assessors during the final assessment.

I wish him ongoing success in his studies and future career.



Supervisor

Rubaiaat-E- Tarik Prithwee

Lecturer

Department of English

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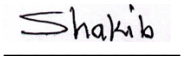
Acknowledgement

I want to thank my supervisor, Rubaiaat-E-Tarik Prithwee, for her steady guidance, helpful advice and support During my internship. Her mentorship deepened my understanding of the field and helped shape my career goals. I am also grateful for her help in reviewing and improving my internship report, who's made it much better.

I also want to thank MD. Mohoram Ali, the Head Teacher of 108 No. Changaon Government Primary School, as well as the teachers and students. Their help and friendly welcome made my internship both important and fun.

Finally, I want to thank my parents for always loving, supporting and encouraging me. Their belief in me has always been my biggest motivation and source of strength.



Shakib Sheikh

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Abstract

This internship report gives an overview of my teaching experience at Changaon Government Primary School, a Bangla medium primary school in Ashulia. Under the guidance of the Mrs Shahana Aktar, lecturer of the English subject. I learnt how to teach by doing it, seeing how the classroom worked and improving my most important teaching abilities.

I gave lessons, watched courses and assessed student while I was an intern. This job allowed me test out new techniques of teaching, see how students learn and find strategies to keep them interested in class. This was my first actual job at a school, so I had to deal with problems like working with pupils of varying levels of ability, keeping the classroom in order and not having enough supplies. These events helped me improve as a professional.

In this report, I talk about the most important things I did during my internship, such watching classes, giving courses, assisting with test and applying various talents. I too have some problems and learned how to deal with them. I learned how to be a better English instructor in the future by going through these things. I have some suggestions for how to make the classroom more fun, enhance the way teachers teach and get students to engage more based on what I observed and learnt.

Keywords: Internship, English teaching, Changaon Government Primary School, teaching techniques, student-teacher interactions, classroom challenges, primary education, educational development.

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Chapter- 1

1. Introduction

I am Shakib Sheikh, B.A. in hons at Daffodil International University. As part of my degree, I recently finished an internship at Changaon Government Primary school, a Bengali medium school. This experience has provided me with some hands-on experience in teaching and a clearer idea of how schools operate.

As an intern, I served under the supervision of an Assistant Teacher in the English subject by the name Mrs Shahana Aktar as an in English teacher. I was taught different teaching techniques, interacted with diverse students and acquired useful experience in my future profession. I also came to know more of the struggles and the duties that teachers go through.

This report gives an overview of my internship, including the skill I learned, the challenges I faced and the insights I gained. I also share some suggestions to improve the student- teacher learning experience based on what I observed.

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Chapter- 2

2. Objectives

The internship will assist me in developing practical skills in teaching, gaining a deeper insight into the way English is taught in the Bangla-medium schools and contemplating the aspects that are effective in teaching and classroom practices.

a) I focus on my teaching proficiency through observation and experimentation of the various teaching methods with the help of senior teachers.

b) I look forward to learn about the interaction between students and teachers and how these relation influences the classroom experience.

c) I would like to recognise and meditate on the difficulties associated with controlling a classroom and ensuring students remain active.

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Chapter- 3

3. Methodology

Observational learning and active engagement.

During my internship, I learned by observing experienced teachers, especially under the guidance of Mrs Shahana Aktar, a lecturer in the English subject. I paid close attention to their teaching methods, classroom management and ways to engage students. I then put what I learn into practise by joining classroom activities, helping with lessons and leading group exercises. This hands-on experience let me try out different teaching techniques and see how well they worked right away.

Reflective practice and feedback integration

I kept a reflective journal during my internships to track my daily experiences, challenges and progress. I regularly asked my supervising teaching teacher and colleagues for feedback to help me improve my teaching and communication. Using their advice, I made changes to my approach as I went along. This process helps me improve my teaching and showed me where I could still improve, which influenced the recommendations in this report.

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Chapter- 4

4. Institution Details

The school is called 108 No. Changaon Primary School and is located in Ashulia, Savar Dhaka. It was established in 1991 as a full government school. The staff includes seven teachers and a head teacher.

Institutional Details:

Institution Name	108 No. Changaon Government Primary School
EMIS Code	310179022
Date of Establishment	1991
Number of Teachers	8
Number of Students	140
Number of Staff	2
Class Time	9:00 AM-4:00 PM
Library	Not Available
Digital Classroom	Not Available
Canteen	Not Available
Location	Ashulia, Savar, Dhaka
Coeducation	Combine
Shift	Day
CCTV Security	Available

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Chapter- 5

5. Internship Activities

Introduction

I spent three months as an intern teacher at 108 No. Changaon Government Primary School, which is close to my University. My academic supervisor is Rubaiaat-E-Tarik Prithwee. At the school, the head teacher is Md. Mohoram Ali, guided me through daily routines and helped me solve any problems. Also, some other teacher supports me by explaining classroom procedures and expectations for primary teacher. I went to school every day arriving at 9:30 AM for classes that run from 10:00 AM to 4:00 PM during my first month, I focus on observing classes. This helped me learn about the student, learning styles, attitude and levels of engagement, as well as the teachers teaching methods used by the regular teachers.

In addition to teaching, I keep a diary where I wrote down problems my students were having with learning, participating in class and things they need to work on. After determining the primary difficulties, I spoke with the head teacher about them and he then called a meeting with other educators to discuss these problems.

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Class Observation- 1

Teacher Name: Mrs Shahana Aktar

Class: Five

Topic: Days of the Week (English for today-lesson)

Method: Grammar Translation Method (GTM)

On the second day of my internship in the Changaon Government Primary School, the head teacher, Md. Mohoram Ali Sir, allowed me to observe an English 1st paper lesson in a 5th class conducted by Mrs Shahana Akter. The lesson lasted 45 minutes. I reached at 10:15 AM and shook hands with the teacher and students. Upon arrival Shahana Aktar greeted me and presented me to the student as an intern English Assistant Teacher of Daffodil International University. The students were eager and interested in having a new teacher in the classroom. Others grinned timorously and whispered to one another, and betokened excitement and nerves. It was an unforgettable moment when they addressed me by the first time by the name Sir and made me feel belonging and worthy. The lesson began with attendance and homework taking by the class ma'am. The Shahana ma'am has examined the homework and complimented students who did well as well as reminding others to complete their work. She asked some questions to the students before the lesson, for example;

i) How many days are there in a week? to make them remember what they had already known.

ii) What will after Wednesday? and

iii) What do you prefer best, the day of the week, and why?

There are a lot of students who wanted to answer, and some of them are not initially quite confident but become more confident. To bring about interest in the lesson she took real life examples such as market days, school sports days, and religious events associating each to the right day of the week. This was to assist students to know and visualize the vocabulary with regard to their everyday life. She also assigns homework at the end, where she makes her write the names of the days of the week three times each in their notebooks, making sure that they spell them correctly and in sequence. At the conclusion of the lesson, the students stood at the end to express their respect to the teacher. Then she left the classroom.

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Class Observation- 2

Teacher name: Aisha Siddik

Class: Five

Topic: Sport

Method: Situational Language Teaching (SLT)

The instructor then opened the lesson by presenting images of such sporting activities as football, cricket, badminton and swimming. She made students name each sport and did the pronunciation as necessary. She introduced new words with example sentences, such as “I play football every Friday” and “She swims in the pool.” To help students understand, she used substitution drills like “I play football” and “I play cricket.” Afterward students matched sport names to the correct pictures of short descriptions.

The lesson clearly used SLT principles by presenting vocabulary in a structured way, giving example sentences and guiding students through practise. Although the teacher led most of the lesson, the activities helped students learn new words in situations they were familiar with, which is an important part of SLT.

The course consisted of explanation and practice, which supported the students to memorize and use the new vocabulary in a familiar context.

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Class Observation- 3

Teacher Name: Md. Mohoram Ali (Head Teacher)

Class: Five

Topic: Parenting (Extra Curricular discussion)

I observed the head teacher's class during a scheduled 45-minute session. Since everyone already knew me, I simply sat at the back with the students. The teacher led an interactive discussion on **"parenting"** focusing on how students see their parents' rules and responsibilities. He began with open-ended questions such as asking what the parents do to them on a daily basis. and "what do you do to help your parents back at home? These questions assisted in encouraging the students to share their personal experiences and facilitated the development of the meaningful conversations. The teacher also introduced words like, care, guidance, discipline and support, in context. Then, students practice in pairs to develop the brief dialogues or role plays regarding the interaction between parents and children and then acted it out before the rest of the classroom.

The teacher can achieve this by posing questions that the students can relate to and hence give personal experiences as well. This assisted them to gain confidence and to have a better grasp of the subject. Teamwork was encouraged through group work and the role play activities provided the students with an opportunity to apply what they learned in real life scenario.

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Chapter- 6

6. Class conductions

Class conduction- 1

Class: five

Topic: Be healthy (content 7)

Class duration: 1 hour

Time: 10:00 AM- 11:00 AM

Number of students: 25

Conducted by: Shakib Sheikh

Class materials: Textbook, whiteboard, marker, duster, pictures of healthy and unhealthy food, flashcards.

The introduction to the class was my greeting of the students and taking of the attendance so as to make the environment welcoming. To present the issue, I indicated two sets of images: on the first photo, the healthy lifestyle such as eating fruits, exercising and sleeping well, and on the other one, the poor ones such as eating junk food, not sleeping enough and not eating breakfast. I requested the students to answer what habits make us stay healthy and why. This piqued their interest and helped them connect with what they already knew. Then we read through the textbook. I spoke the first paragraph aloud and paid attention to the right pronunciation and asked some few students to read some short passages. Students in pronunciation difficulties were corrected in a soft and calm manner, and the whole class repeated the right pronunciation. I even wrote complex why such as, balanced diet, exercise and hygiene in the board with their meanings in Bengali. To help them understand better, we played a quick healthy habit sorting game, students took turns coming to the board and placing flashcards under either Healthy or Unhealthy. This hands-on activity keeps everyone involved.

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After a short break, I divided the students into three groups and gave them discussion questions:

a) Name three healthy foods you eat every week.

b) What is one unhealthy habit you want to change?

c) How can exercise help you?

Each group share their answers and I encouraged quieter students to join in by asking them follow up questions. At the end, I went over the main ideas again and gave a simple homework assignment: draw your one healthy day plan to share in the next class.

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Class Conduction- 2

Topic: Story- “The Hare and the Tortoise” (content 14)

Class duration: 1 hour

Time: 10:00 AM – 11:00 AM

Number of students: 26

Conducted by: Shakib Sheikh

Class materials: Textbook, whiteboard, story flashcard, marker, duster, moral value chart.

I began the class by asking, who do you think wins in a race between a Hare and a tortoise? The students quickly become excited and curious. Before we started reading, I explained what moral story is. I read the story aloud, using different tones to make it more interesting and pause at key points to ask questions like, what do you think happens next? This kept everyone involved. After that some student took turns reading short parts of this story. We talked about new words such as, Overconfident and Determined. To help everyone better understand the story. I gave small groups picture cards showing different events and ask them to pull them in order. This activity made it easier for all students including those who struggles to follow long.

During our discussions, we talked about the lesson, Slow and steady wins the race and how it connects to school life. The students shared their own examples, which made the story feel more real to them. At the end, I give them homework to write another short moral story.

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Class Conduction- 3

Class: five

Topic: Dialogue writing

Class duration: 1 hour

Time: 10:00 AM- 11:00 AM

Number of students: 24

Conducted by: Shakib Sheikh

Class materials: Whiteboard, marker, sample dialogue sheets and textbook.

I started the class by greeting the students and then explained the basic parts of a dialogue: the opening, the exchange and the closing. I showed a short example on the board.

Q: Where are you going?

A: I am going to market?

Students worked in pairs to write dialogues about everyday situations, such as going to the market, beings at the school or visiting a friend. Each dialogue needed to have at least one greeting, one question and one answer.

I work around the classroom to help each pair, giving connections and suggesting new words when needed. Some students volunteered to present their dialogues to the class, which helped them feel more confident speaking.

To make the activity more interesting, I introduced a role sweep activity. Couples shared their conversations and acted them like they had written. This was to test their knowledge and oral ability.

The final part of the class was a review of various common phrases of dialogue and I advised students to use it when talking with their family or friends at home.

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Chapter- 7

7. Skills I Used

Skills	Steps
1. Communication	❖ I explained lessons to students in clear, simple language so they could understand the concepts. ❖ I kept communication open with students and encouraged them to ask questions and share their ideas
2. Lesson planning and organization	❖ I created lesson plans that matched the students' needs and understanding. ❖ I organised class schedules and ensured sufficient time for teaching, discussion and assessment.
3. Classroom Management	❖ I created a disciplined and respectful classroom by setting clear rules and exceptions for my students. ❖ I used interactive activities to keep students focused and interested in this subject.
4. Analytical and problem-solving skills	❖ I watched how students behaved and took part in class to see how they were doing and find out where they could improve.

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	❖ As an examiner, I paid close attention during exams to ensure everything was fair and in accordance with the rules.
5. Interpersonal	❖ I connected well with students and helped create a positive, collaborative classroom enrolment. ❖ I worked closely with order teachers to organize exams and exchange ideas about teaching methods.
6. Adaptability	❖ I adjust my teaching to fit different classroom environments and learning styles, ensuring all students felt included and engaged. ❖ I manage unexpected situations, like answering questions during discussions for fixing technical problems during lessons.

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Chapter- 8

8. Limitations

a) Time constraints: Because class periods were shot, it was hard to cover every topic in depth. As a result, some students found it difficult to understand more complex ideas.

b) Varied learning skills: student could grasp lessons understands in varied rates and thus making it challenging to establish a piece that suited all. The slow learners would require additional assistance whereas the fast learners are at times bored.

c) Lack of resources: it was difficult to engage student by using interactive or visual means because of the lack of adequate teaching resources such as multimedia tools or reference books.

d) Classroom size and noise: Large classes and noise would sometimes become an issue and I would need to maintain control and control the attention of all the students.

e) Limitations of the assessment: Students did not necessarily receive feedback that would help them to improve since time was not sufficient to go through answer scripts.

f) Student participation problems: There were students who were not much interested in lessons and it was difficult to focus their attention within the limited period of time.

g) Absence of high-level training: I keep felt difficulties to handle tough students or use technology effectively during the classroom sessions, in some cases, without the high-level training.

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Chapter- 9

9. Overall Findings

Class observation findings

While interning, I watched several English classes taught by the school's teachers. Here are the main points I noticed:

Lesson planning

Every teaser brought a clear lesson plan to class, outlining what to teach and how to teach it. These plans helped them use time well and meet lesson goals. All teachers followed the head teacher's planning guidelines.

Teaching system

Teachers explained topics in a way that was easy for students to understand. They focus on the main subject and adjusted their explanations to match students need. All class activities, including teaching, checking homework and giving feedback, were finished during the lesson. Teachers were friendly, encourage student to join in and help them feel less nervous.

Classroom management

Classrooms had benches, a teacher's desk, a blackboard, a whiteboard and good ventilation. The environment supported learnings and was mostly quiet. However, some rooms in other buildings had fewer seats and were not as well designed.

Teaching methods

Most teachers used the Grammar Translation Method, especially for grammar lessons. They focused on reading, memorising and translating into bangla to help student understand. This method worked for some topics but gave students fewer chances to practise speaking and listening on this sport.

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Language use

In the classroom, teachers normally talked in basic English. To elaborate further, they would resort to use Bangla so that the students could comprehend.

Finding from my teaching

Teaching as a beginner was a challenging experience which was rewarding at the same time. I was able to define the following in my own teaching experience that I identified through practice and adaptation.

Lesson preparation

Lesson planning played a critical role to give a proper map of the activities in the classes. To divide the time on each of the stages, I created a mental time map to distribute the minutes: introduction, explanation, activities and feedback. Pre-preparation allow a smooth delivery of the classes within the scheduled time.

Teaching system

I used textbook and real-life examples to make lessons to be relatable. Taken in between, interactive games and group activities to keep the students interested. Rewards, however, small, and given to encourage active participation. Utilised the simple English as far as possible to develop language exposure with the assistance of Bangla.

Use of methods

Used the dogme approach to textbook based instruction, which encourages discussion and interaction of text. In grammar-oriented lessons used grammar translation method and gave more emphasis to reading and writing correctness. Such a mixture helped me to equalize communicative work and from focused teaching.

Language use

Made conscious attempts to talk in English during the class in a simple to comprehend style. Powers Bangla in terms of using it selectively when speaking about complex or explaining clarifying doubts.

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Chapter- 10

10. Recommendation

While interning at the school, I noticed strong teaching staff, good student discipline and a positive school environment Nevertheless there are still some aspects that can be further enhanced to make the process of teaching and learning English language even more successful.

Classroom infrastructure

Other classrooms are so small and do not contain sufficient seats that can cause discomfort and distraction to the students. Students also focus and health are another issue of poor ventilation in some of the rooms.

Technological resources

Learnings could be enhanced in the school through addition of more classroom space and increasing ventilation. Adding these technologies would give teachers more ways to teach and help students stay engaged. The school should get basic audio-visual equipment and train teachers to use it well.

Teaching methods

Relying mostly on the Grammar translation method (GTM) limits student chances to practice speaking and communication. Teachers could try more learner centred, communicative methods, such as Communicative language teaching (CLT) or a mix of approaches that balance accuracy and fluency. Workshop could help teachers learn and use these new methods.

Language use in the classroom

To help students become more comfortable with English, teachers should use English more often in class and use Bangla only when needed for explanations. Using English in daily classroom talk can boost students confident in speaking and improve their listening skills. Such alterations might transform the way English classes are conducted and equip the students to face future problems better.

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Chapter- 11

11. Conclusion of my Internship

I had great learning experience in my internship at 108 No. Changaon Government Primary School, which was full of surprises. Previously I did not know how to approach teaching and associate with young students. Their motivation and eagerness to participate moved me and made me develop personally and professionally in the process of my stay there.

I gained this experience and it made me realize more of how I can teach, classroom management and the need to customize lesson plans to the needs of the students. Not only learnings will be remembered but the moments when the students knew something new and felt confident will always be kept in mind. This experience will give me motivation in furthering my education.

In the future, I want to believe that I can become an effective caring teacher because of the skills and lessons already obtained. I hope Changaon Government Primary School, teachers and the students all the best in their future. This internship did not only constitute an experience to me, it is my beginning in the teaching career.

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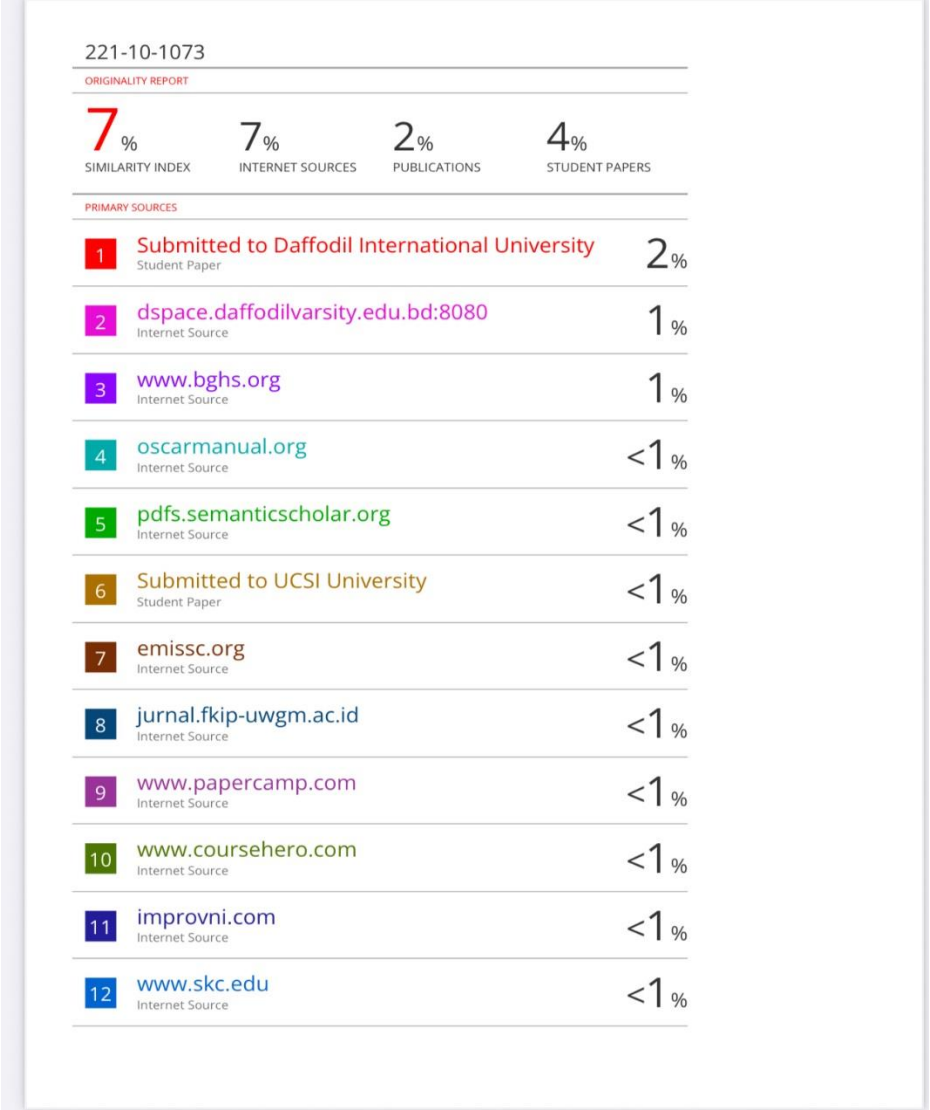
Chapter- 12

12. Plagiarism checking



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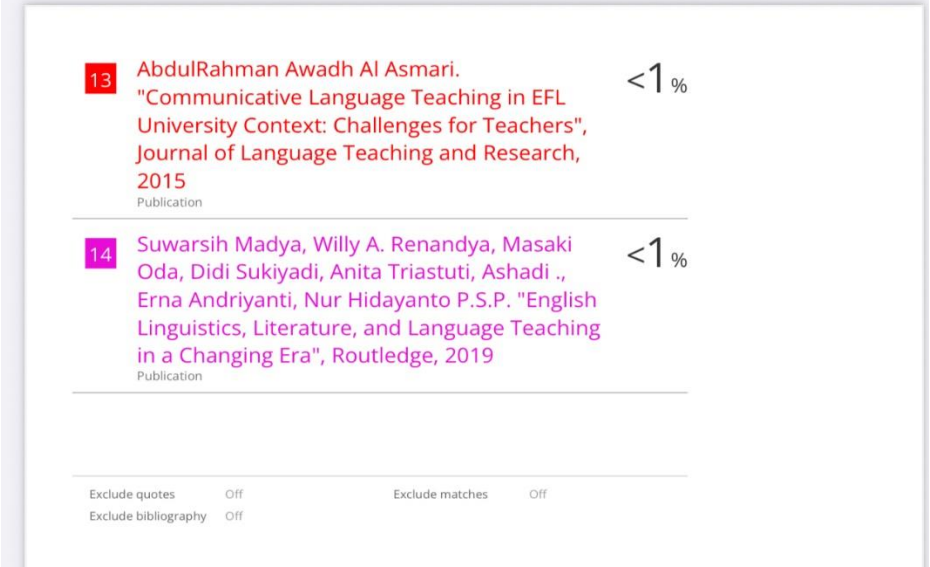

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Chapter- 13

13. Recommendation Letter

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Faculty of Humanities and Social Science

Ref: Internship Placement//253

November 09, 2025

To

Head Teacher
108 no.Changaon Govt. primary school.
Ashulia, Savar, Dhaka.

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Shakib Sheikh, ID Number: 221-10-1073,** has completed 117 credit hours in 39 courses from the Department of English. It would be highly appreciated if you could kindly allow him to be an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With best regards,

9.11.2025

Dr. Ehatasham Ul Hoque Eiten
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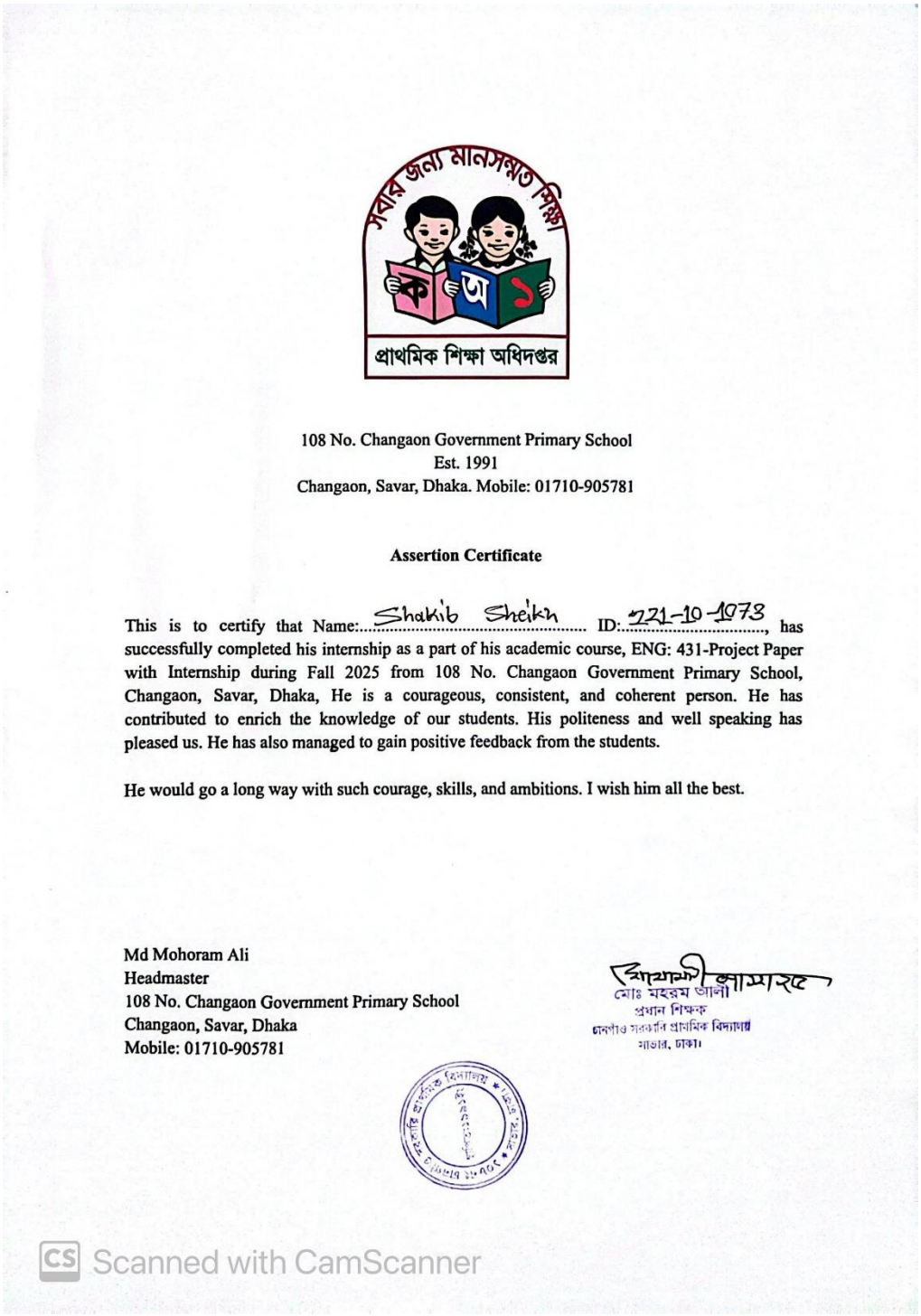
Chapter- 14

14. Certificate of internship



108 No. Changaon Government Primary School
Est. 1991
Changaon, Savar, Dhaka. Mobile: 01710-905781

Assertion Certificate

This is to certify that Name: Shakib Sheikh ID: 221-10-1073, has successfully completed his internship as a part of his academic course, ENG: 431-Project Paper with Internship during Fall 2025 from 108 No. Changaon Government Primary School, Changaon, Savar, Dhaka, He is a courageous, consistent, and coherent person. He has contributed to enrich the knowledge of our students. His politeness and well speaking has pleased us. He has also managed to gain positive feedback from the students.

He would go a long way with such courage, skills, and ambitions. I wish him all the best.

Md Mohoram Ali
Headmaster
108 No. Changaon Government Primary School
Changaon, Savar, Dhaka
Mobile: 01710-905781

মোঃ মহরম আলী
প্রধান শিক্ষক
চানগাঁও সরকারি প্রাথমিক বিদ্যালয়
সাভার, ঢাকা।

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15. My internship pictures

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