



**My Internship Experience as an English Teacher at Daffodil University
School and College**

Course Title: Project Paper with Internship

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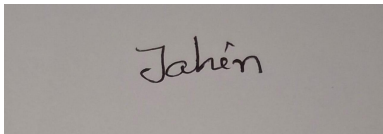
Faculty of Humanities and Social Science

Daffodil International University

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

Declaration

I hereby declare that I have completed my internship report for submission to the Department of English at Daffodil International University as part of partial fulfillment of the requirements for the degree of Bachelor of Arts in English. I also declare that this report has not been submitted, published, or shared with any other institution or organization for any academic or professional purpose.

A rectangular box containing a handwritten signature in dark ink. The signature appears to be 'Jahin' written in a cursive, slightly stylized script.

Ismat Jahin
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Department of English

Certificate of the Supervisor

This is to certify that Ismat Jahin, ID : 221-10-1074, has completed her internship under my supervision and guidance.

During the internship period, she showed honesty, dedication and a professional attitude in carrying out her responsibilities.

I wish her substantial success in her forthcoming pursuits.

A handwritten signature in black ink that reads "Mahmud". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Mr. Mahmudul Hasan

Lecturer

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Acknowledgements

I am sincerely thankful to Almighty Allah for giving me the strength, guidance, and blessings to complete my internship report. I would like to express my heartfelt gratitude to my family for their constant love, encouragement, and prayers throughout this journey.

My special thanks go to the Department of English at Daffodil International University for giving me the opportunity to gain real teaching experience through this internship program. I am deeply grateful to my supervisor, Mr. Mahmudul Hasan, Lecturer, Department of English, for his valuable advice, feedback, and continuous support during my work on this report.

I would also like to thank the Head Teacher, Teachers, and Staff of Daffodil University School and college for their kind cooperation during my internship.

Finally, I dedicate this report to my parents and siblings, whose love and support have been the strongest foundation of my academic achievement.

Abstract

This internship report gives an overview of my teaching experience at Daffodil University School and College, where I used both the Audio- Lingual Method (ALM) and Communicative Language Teaching (CLT) methods in real classroom situations. The main aim of this report is to show how these teaching theories can be applied at the secondary level to improve students' English learning.

During the internship, I taught five lessons from *English for Today*, Class 5, on different topics. Through ALM, I focused on grammar rules, sentence patterns, pronunciation, fluency and practice drills. On the other hand, I applied the CLT method in lessons and Dialogue Practice to encourage pair work, communication, and interaction among students. I also used the story The Hare and the Tortoise for reading comprehension and discussion, which showed the key ideas of CLT in practice.

This report also includes my reflections on classroom observations, teaching challenges, student participation, and the overall success of the lessons. It shows how combining ALM and CLT helps to create a balanced classroom where students learn both correct grammar, fluency and practical communication skills. The report ends with my personal reflections, suggestions, and attachments like lesson plans and teaching materials.

Keywords: CLT, ALM, communication, internship, practice

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Chapter 1

Introduction

1.1 Introduction

This study is grounded in the experiential learning acquired through an internship in English language instruction at the secondary level, undertaken as a requisite component of the Bachelor of Arts in English program at Daffodil International University. The report delineates my direct engagement in English Language Teaching (ELT) during the internship period at Daffodil University School and College, situated in Daffodil smart city. This pedagogical endeavor not only satisfied the academic requirement of ENG-431 (Project Paper with Internship) but also furnished profound insights into authentic classroom practices and the dynamics of student participation. The rationale behind selecting this particular institution was to undertake an empirical observation of English teaching methodologies, which often serve as microcosms of the broader pedagogical and infrastructural deficiencies prevailing in the national secondary education framework.

Chapter 2

Objectives

2.1 Objectives

The internship program was fulfilled as a required part of the course ENG-431: Internship with Project Report, under the English Department at Daffodil International University. The main goal of this internship was to observe, understand, and actively take part in the teaching and learning process in a Bangladeshi school. It was helpful to gain academic knowledge with real classroom experience.

The main objectives of the internship were:

1. To achieved practical teaching experience by taking English classes, planning lessons, managing classrooms, and working directly with young students.
2. To explore the difficulties students face while learning English, especially with pronunciation, vocabulary, and speaking.
3. To teach lessons while maintaining respectful and effective communication with students, teachers, and school staff.
4. To identify the teaching methods used in secondary English instruction and examine how ALM and CLT methods are applied or adapted in the school.
5. To build a better teacher–student relationship, improve classroom interaction, and create a friendly learning environment.
6. To improve translation and interpretation skills, especially when explaining English topics in a bilingual (English–Bangla) environment to help students understand better.
7. To use real-life examples in English lessons to make learning more meaningful, engaging, and communicative according to CLT principles.

Chapter 3

Methodology

3.1 Methodology

Choosing the Internship Institution

Since childhood, I have dreamed of becoming a teacher because my mother is a teacher. Teaching has always inspired me because it is a noble profession. So, when I got the chance to do an internship for my project paper, I immediately knew I wanted to work in a school. My aim was to observe the teaching profession more closely, especially in Bangladeshi secondary school. After sharing my interest with my internship supervisor, Mr. Mahmudul Hasan, Lecturer in the Department of English, I decided to do my internship at a secondary-level institution. With his guidance, I chose Daffodil University school and College, located near my university in Savar, Ashulia. After visiting the school and talking to the Head Teacher, SK Mahmudun Nabi Sir, I received permission and support to start my internship as a teacher of English.

Class Observation

Before taking any classes myself, I observed several lessons conducted by experienced teachers to understand how secondary classrooms work. I watched two senior teachers teach different subjects, including English. In total, I observed four classes. During these sessions, I focused on:

- How teachers greet and communicate with students
- Techniques they use to catch and keep students' attention
- Classroom management and ways to keep students engaged
- The relationship between teachers and students helped me to learn useful teaching behaviors, lesson organization, and how teaching methods are applied in real classrooms.

Class Conduction

During my internship, I conducted five English classes in class 8, using the *English for Today* textbook prescribed by NCTB. The topics I taught were :

1. Health and Hygiene
2. News! News! News!
3. The truthful Dove
4. Vocabulary practice
5. Dialogue practice

Each class followed a clear structure:

Warm-Up/Ice-Breaker: I started with a short activity or fun question to help students relax and get ready for the lesson.

Introduction: I introduced the topic using simple explanations and real-life examples.

Main Discussion: I described the lesson in detail through board work and different activities.

Practice: Students practiced the lesson individually or in groups.

Feedback and Homework: I reviewed what they learned and gave homework.

I also used small gifts and rewards to encourage students to participate and stay motivated. I always tried to maintain a friendly and supportive environment so students felt confident asking questions and speaking in English.

Process of Data Collection

To record my internship experience and help with writing the report, I kept a personal diary throughout the internship. In it, I regularly noted:

- My classroom experiences
- The teaching methods I used
- The challenges I faced and how I solved them

This diary was my main tool for collecting information. It helped me think about my work every day so I could write a clear and detailed report later. By noting down what I observed, how the lessons went, and what the students said, I could assess my teaching methods and understand how the students reacted.

Chapter 4

Institutional Details

4.1 Institutional Details

The name of the school is Daffodil University School and College. It is located at Ashulia, Savar Upzilla of Dhaka District. The Institution was established on 2023. The Institute is full Private School. There are 22 teachers and Head Teacher.

Institution details

4.2 The list is given below

Institution Name	Daffodil University School and College
EMIS Code	310171628
Date of Establishment	2023
Number of Students	370
Number of Teachers	22
Number of staff	2
Class Time	8.45 Am to 2.30 Pm
Library	Available
Digital Classroom	Available
Canteen	Available
Location	DISS Building 2, DSC
Coeducation	Combined
Shift	Morning
CCTV Security	Available

Chapter 5

Internship Activities

5.1 Introduction

I worked as an intern teacher for three months at Daffodil University school and College, which is close to my university. My academic supervisor was Mr. Mahmudul Hasan. Inside the school, the Head Teacher, SK Mahmudun Nabi guided me with the school routine and helped me to solve problems I faced. One of the senior teachers also supported me by explaining daily tasks, classroom procedures, and what is expected from teachers at the secondary level.

I went to school every day and arrived at 8:30 a.m. because classes ran from 8:45 a.m. to 2:30 p.m. During the first month, I only observed classes. This helped me understand students' learning styles, attitudes, and participation levels, as well as the teaching methods used by the regular teachers.

From the second month, I started teaching English to Class 8 using the English for Today textbook. Before each lesson, I prepared my materials, checked my lesson plan, and changed some activities based on what I learned during the first month of observation.

Besides teaching, I kept a teaching journal where I wrote about students' learning problems, participation issues, and areas they needed to improve. After finding the main challenges, I discussed them with the Head Teacher. He later arranged a meeting with other teachers so that we could work on these issues together.

5.2 Class Observation 1

Teacher's Name: Estak Nahar Ana

Class: Eight

Topic: (*English for Today* – Unit-6, "Going on a foreign trip")

Class Duration: 40 Minutes

Number of Students: 45

Method: Grammar Translation Method (GTM)

On the second day of my internship at Daffodil University School and College and with permission from the Head Teacher, SK Mahmudun Nabi Sir, I observed an English 1st paper class in Class 8 taught by Estak nahar Ana . The class lasted 40 minutes, and I entered the classroom exactly at 10:10 a.m., greeting everyone politely.

Estak Nahar welcomed me warmly and introduced me to the students as an intern English teacher from Daffodil International University. The children seemed excited and curious to see a “new teacher” in their room. Some of them smiled shyly and whispered to each other, showing both excitement and nervousness. Hearing them call me “Ma’am” for the first time felt special and made me feel responsible and included.

The class began with a short attendance check. Mrs. Estak Nahar reviewed the homework, praised those who did well, and reminded others to complete their work next time.

To make the lesson more interesting, she used real-life examples. This helped the students understand better and see how the vocabulary is used in everyday life.

At the end of the class, she gave homework: "write the translation from textbook into Bengali".

When the class ended, the students stood up to show respect, and then she left the room.

The teacher was responsible but the class wasn't organized properly and a warm up session was missing.

5.3 Class Observation 2

Teacher's Name: Rashna Sharmin Rimi

Class: Seven

Topic: Unit 6, lesson1 (A day in Zishan's life)

Class Duration: 40 Minutes

Number of Students: 45

Method: Communicative Language Teaching (CLT)

The lesson opened with a warm-up Where the teacher described the importance of maintaining the Daily routine. She then presented Zishan's Daily routine from lesson 1. Then she asked the students simple questions about their Daily routine and describe the importance of following the routine. She also told in the class that Having a routine is important because it helps you to stay organized, a routine gives your day structured, you know what to do and when to do it, so nothing feels confusing or rushed. It saves time when you follow the same pattern everyday, you waste less time deciding What to do next. Everything becomes faster and easier.

Overall, the lesson was engaging and interactive for the students.

The teacher organized the class very nicely but feedback session was missing.

5.4 Class Observation 3

Teacher's Name: Mrs. Shilpi

Class: Seven

Topic: Unit 9(climate change)

Class Duration: 40 Minutes

Number of Students: 45

Method: Communicative Language Teaching (CLT)

The teacher initiated the class by showing pictures of different climate change. She described the effect of climate change and the causes of climate change.

She also described that climate change is making our Earth warmer. Because of this, ice is melting, sea levels are rising, and many places are facing floods and storms. The weather is becoming more extreme — some areas get too much rain, while others face long droughts. Many plants, animals, and even people are struggling to adapt. Climate change also affects farming, health, and the air we breathe. Overall, it is harming our environment and making life difficult for all living beings.

Overall, the class provided a good explanation of climate change which is an important lesson for the students.

The teacher described the topic very nicely but there was no warm up activities or feedback session.

5.5 Class Observation 4

Teacher's Name: SK Mahmudun Nabi (Head Teacher)

Class: Seven

Topic: Parenting (Extra-Curricular Discussion)

Class Duration: 40 Minutes

Number of Students: 45

Method: Communicative Language Teaching (CLT)

During this class observation, I had the chance to watch the Head Teacher's lesson. The class lasted 40 minutes as per the routine.

In this class, the Head Teacher explained an interactive discussion on Parenting, focusing on the roles and responsibilities for their parents. He started by asking open-ended questions such as, "What do your parents do for you every day?" and "How do you help your parents at

home?” These questions encouraged students to share their own experiences, which made the discussion more meaningful.

5.6 Class Conduction 1

Class: Eight

Topic: Health and Hygiene (Unit 3)

Class Duration: 40 minutes

Time: 10:10AM–10:50 AM

Number of Students: 40

Conducted by: Ismat Jahin

Class Materials: Textbook, whiteboard, pictures of healthy/unhealthy foods, marker, duster.

I started the class by greeting the students and taking attendance, which helped create a warm and friendly environment. To introduce the topic, I showed two sets of pictures: one showing healthy habits and another showing unhealthy habits. I asked the students to identify which habits are healthy and explain why. This immediately caught their interest and helped them connect with the lesson.

Next, we moved to the textbook and read the first paragraph aloud with proper pronunciation. I also explained some difficult words—such as “balanced diet,” “exercise,” and “hygiene”.

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

1. Name three healthy foods you eat every week.
2. What is one unhealthy habit you want to change?
3. How does exercise help you?

Each group shared their answer and I encouraged students to participate by asking questions. Finally, I summarized the topic and discussed key points.

I made strong teacher-student relationship, which made enjoyable learning environment for my students. I used interactive teaching methods, such as group activities, questioning techniques and real life examples which helped students stay engaged. I should strengthen my time management skills to ensure that all planned activities are completed within the class period. I should also improve classroom management skill to handle distracted students more effectively.

5.7 Class Conduction 2

Class:Eight

Topic: News! News! News! (Unit-8)

Class Duration: 40 Minutes

Time: 9:30 AM - 10:10 AM

Number of Students: 35

Conducted by: Ismat Jahin

After taking attendance, I began by explaining what is a News? And the importance of news. Then I described that news is information about recent events or important happenings around us. It tells us what is going on in our country and the world. Then I described the importance of News shortly. News keeps us updated about current events, it allows us to make better decisions in daily life, it increases our knowledge and awareness. Then i described about the first newspaper and TV news report. Then I divided the students into three groups and gave them discussion questions like :

1. What is News?
2. Write the importance of news

Each group shared the answers. Finally, I summarized the topic and gave them a simple homework to present in the next class. I used interactive teaching method which made learning enjoyable for mu students but I should develop assessment skills including giving quicker feedback and designing more effective evaluation tasks.

5.8 Class Conduction 3

Class Duration: Eight

Topic: The truthful dove (unit-10)

Class Duration: 40 Minutes

Time: 10:10 AM - 10:50 AM

Number of Students:30

Conducted by: Ismat Jahin

I started the class by reading the story of the text " The Truthful Dove". Then I described that "The Truthful Dove" is a story about a dove who always speaks the truth. She is friends with a crow who likes to lie. One day, a hunter comes into the forest to catch birds. The crow sees the hunter but does not warn the dove. He lies and tells her that everything is safe. The truthful dove believes her friend and gets caught in the hunter's net. When the crow

understands that his lie has harmed his friend, he feels guilty. The dove, even while trapped, tells the truth about what happened. Then I described about the moral of the story that the story teaches us that lying can hurt others, and honesty is always the best path, even in difficult situations.

Finally, I discussed about the moral of the story and wrapped up by assigning them to write the moral of the story as homework.

5.9 Class Conduction 4

Class: Five

Topic: Vocabulary Practice

Class Duration: 40 Minutes

Time: 10:10 AM- 10:50 AM

Number of Students: 35

Conducted by: Ismat Jahin

I started the class with an interesting game. I wrote some description and they had to guess a word by analyzing my description. This helped them to think in English. I introduced 10 target words from the textbook, writing meanings and example sentences on the board. We used repetition for pronunciation and fluency. To help students remember the words, I used a Word Match activity where they paired vocabulary flashcards with their meanings. I finished the class by reviewing all the vocabulary and giving homework.

5.10 Class Conduction 5

Class: Eight

Topic: Dialogue Writing

Class Duration: 40 Minutes

Time: 10:10AM – 10:50 AM

Number of Students: 35

Conducted by: Ismat Jahin

After greeting the students, I explained the basic parts of a dialogue—opening, exchange, and closing. I wrote a short example on the board:

A: “Where are you going?”

B: “I’m going to the market.”

Students then worked in pairs to create their own dialogues based on real-life situations such as going to the market, being at school, or visiting a friend. Their dialogues had to include at least one greeting, one question and one answer.

To make the activity more fun, I introduced a Role-Swap Activity. Pairs exchanged dialogues and acted them out as if they had written them themselves. This helped test their understanding and fluency.

The class ended with a short review of common dialogue phrases and a reminder to practice speaking with family or friends at home.

Chapter 6

Overall Findings

6.1 Class Observation Findings

During the period of my internship I observed some English class taken by the teachers of the institution. I look on the following points:

Lesson Planning

Every teacher was prepared with a clear lesson plan that explained what they would teach and how they would teach it. These plans helped them use their time well and achieve the lesson goals. The Head Teacher also provided lesson-planning guidelines, which all teachers followed.

Teaching System

Teachers explained their lessons easily and student friendly way so that every student can reach the point that teacher wants to teach. They also maintained extra curricular activities to increase their participation and reduce anxiety.

Classroom Management

Classrooms had enough facilities, such as benches, a teacher's desk, a blackboard, a whiteboard, and good ventilation. The environment supported learning with very little noise.

Teaching Methods

Most teachers used the Grammar Translation Method (GTM), especially for grammar lessons. They focused mainly on reading, memorizing, and translating into Bangla to help students understand.

Language Use

Most of the teachers used very simple English during class. For detailed explanations, they usually switched to Bangla to make sure students fully understood the content.

6.2 Findings from My Teaching

Teaching as a teacher was both difficult and rewarding. Through continuous practice and adjustment, I learned several important lessons from my own teaching experience:

Lesson Preparation

Planning each lesson was extremely important because it helped me stay organized and ensured the class ran smoothly. I created a mental “time map” to decide how many minutes to spend on each part of the lesson—introduction, explanation, activities, and feedback. Maintaining the time map made it easier to complete everything within the given period.

Teaching System

I used both the textbook and real-life examples to make the lessons more meaningful for students. I included short breaks, interactive tasks, and group activities to keep them engaged.

I also gave small rewards to motivate active participation. I spoke in simple English to increase language exposure and used Bangla only when students needed extra clarification.

Use of Methods

For textbook lessons, I used the ALM(Audio lingual Method) to encourage conversation and making them fluent . For grammar-based lessons, I followed the Grammar Translation Method to focus on accurate reading and writing. This mix helped me balance communication-focused tasks with lessons that required attention to grammar and form.

Language Use

I tried to speak English as much as possible in a simple, understandable way. When students struggled with difficult ideas or needed clarification, I used Bangla to help them understand better.

Chapter 7

Recommendation

7.1 Recommendations

During my internship, I observed many positive qualities among the teachers, the disciplined behavior of students, and the overall environment of the school. However, there are still some areas that need improvement to strengthen English teaching and enhance students' learning experiences.

Classroom Infrastructure

Some classrooms are large and have enough benches, which makes students comfortable and easily attracted. The school create a more comfortable and effective learning environment.

Technological Resources

Technological resources are available in the school. Teachers use Projectors and multimedia tools which are very interactive digital activities. Introducing these technologies would make classes more interesting and interactive.

Teaching Methods

Many teachers still depend heavily on the Grammar Translation Method (GTM), which gives students limited chances to practice speaking and communication. Using more student-centered and interactive approaches—like Communicative Language Teaching (CLT) or blended teaching methods—would help students improve both accuracy and fluency. Organizing training sessions could support teachers in applying these methods effectively.

Language Use in the Classroom

To help students become more confident in English, teachers should try to use more English during lessons and shift to Bangla only when necessary. Using English regularly in classroom communication will strengthen students' speaking abilities and listening skills.

Recommendation for myself

I maintained a positive communication with students, which created a friendly and supportive environment and I prepared detailed lesson plans which helped me to conduct classes confidently.

Chapter 8

Conclusion

7.1 Conclusion

My internship at Daffodil University school and College, was an enjoyable and exciting moment where I learned a lot of factors which helped me to gain stronger understanding of teaching strategies. Through the internship I achieved a strong strategy of teaching profession. Not only that I also learned how to manage class room and how to increase the concentration of students.

I believe the skills and insights I gained will help me become a good teacher in the future. I also wish Daffodil University school and College, along with its teachers and students, continued success. This internship was not just a simple experience—it has become a solid foundation for my future career in education.

Chapter 9

Reference

9.1 References

Institution details:
<https://dusc.diu.edu.bd>

Chapter 10

Appendices

10.1 Class Observation Checklist

Checklist 1

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Daffodil University School and college
Teacher's Name: Estak Nahar Ana
Class: Eight Section: X No. of Students Present: 45
Course Title & Code: English 1st Paper Room No: 203
Peer/Observer: Ismat Jahin
Date and Time: 10-10-2025, 10:10 am to 10:50 am

Objectives of the lesson (as perceived):

- To teach the main topic of the lesson
- To help students understand the topic
- To make students take part in the class activities.

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

The lesson objectives were partly achieved. The teacher described the topic well, but many students were not fully focused. There was no warm-up activities.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher's thorough preparation gave him strong ability to teach the lesson.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	The class wasn't organized properly, and a warm-up session was missing.

today)		
	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	she managed to keep the students focused and was very helpful and kind
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	she applied the grammar translation method (GTM) and gave proper instruction.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her presentation was well-delivered, and her voice was loud enough for everyone to hear

MANAGEMENT

Was the time spent properly?

she spent the class time properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

she began with attendance, explained the lesson, gave practice tasks and checked students' answers before finishing the class.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was no major problem during the class. The teacher managed any small issues without difficulty.

Strengths observed:

-she was able to make the lesson interesting and enjoyable for the students.

suggestions for improvement: Overall, she presented well, but the class would improve with a warm-up session.

Overall impression of teaching effectiveness: The teacher interacted with his students in a friendly, supportive and pleasant manner.

Checklist 2

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Daffodil University School and College
 Teacher's Name: Rashna Shatmin Rimi
 Class: seven Section: A No. of Students Present: 45
 Course Title & Code: English 1st Paper Room No: 205
 Peer/Observer: Ismat Jahin
 Date and Time: 12-10-2025, 11:10 am to 11:50 am

Objectives of the lesson (as perceived):

- To help students understand the topic from the English 1st Paper lesson.
- To improve student's reading and comprehension skills
- To make students able to answer questions based on the topic.

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

The lesson objectives were only partly achieved. The teacher explained the topic but many students were not fully engaged. But the feedback session was missing

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	she tries to develop a knowledge seeking behavior among students.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	She organized the class nicely and summarized main points of the lesson.

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	today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	There was no feedback session.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She applied Communicative Language Teaching Method (CLT) in the classroom.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her class presentation was very good and established classroom environment conducive to learning.

MANAGEMENT

Was the time spent properly?

she spent the time properly in the classroom.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

- i. The teacher opened the lesson with a warm-up
- ii. she explained the topic ~~so~~ using the communicative language teaching method.
- iii. The class ended without feedbacks.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was no critical event in the classroom. The teacher's explanation and pronunciation was clear.

Strengths observed:

Her voice, pronunciation and confidence were strong enough to conduct the class properly.

Suggestions for improvement: The teacher should include feedback session and assign group works.

Overall impression of teaching effectiveness: The teacher worked hard to deliver the lesson and her voice, pronunciation and confident was very good to conduct the class effectively.

Checklist 3

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Daffodil University School and College

Teacher's Name: Mrs. Shilpi

Class: Seven Section: X No. of Students Present: 45

Course Title & Code: English 1st Paper Room No: 206

Peer/Observer: Ismat Jahn

Date and Time: 17-10-2025; 10:10 A.M to 10:50 A.M

Objectives of the lesson (as perceived):

- To help students understand the topic from the English 1st Paper lesson.
- To improve students reading and comprehension skills.
- To make students able to answer questions based on the topic.

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

The lesson objectives were only partly achieved, the teacher explained the topic nicely. But the feedback sessions and warm-up activities was missing.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher had strong knowledge about the topic and handled it confidently.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	she organized the class nicely and summarized important points from the lesson.

	today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	she maintained students' interest and attention during the lesson.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teachers used Communicative Language Teaching method (CLT) in the classroom.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her voice was clear and loud and her presentation was very nice.

MANAGEMENT

Was the time spent properly?

she spent the time properly in the classroom

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The teacher described the topic and explained the lesson using (CLT) communicative Language Teaching method.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

there was no critical event in the classroom.

Strengths observed:

Her voice was clear and her confidence was strong enough to conduct the class effectively.

Suggestions for improvement: More preparation is needed before teaching and the class would improve with a warm-up and feedback session.

Overall impression of teaching effectiveness: The teacher interacted with his students in a friendly, supportive and pleasant manner.

10.2 Photographs



Class: E
Day: Sat
Date: 10/10/2020
Topic: 10/10/2020
TA: 10/10/2020
ST: 10/10/2020



Internship Certificate

 DAFFODIL UNIVERSITY SCHOOL & COLLEGE	Daffodil smart City, Ashulia, Savar, Dhaka Cell: 01847334734, 01847334735 E-mail: dusc@daffodilvarsity.edu.bd
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18st November, 2025

To,
Ismat Jahin
Department of English
Daffodil International University, Dhaka.

Subject: Successful Completion of Internship in English Teaching and Learning

Dear Ismat Jahin,

I am pleased to inform you that you have successfully completed your internship in English Teaching and Learning as part of the requirements for your program at Daffodil International University (DIU). This letter serves as official recognition of your dedication, sincerity, and successful fulfillment of the internship requirements.

Internship Details:

1. Student's Full Name: Ismat Jahin
2. Student's Department: English
3. Student's ID: 221-10-1074
4. Session and Year: Fall 2025
5. Internship Duration: 2 months (From 15.09.2025 to 15.11.2025)

Performance Evaluation:

Throughout the internship period, you exhibited a commendable level of dedication and sincerity in your role. Your commitment to the tasks assigned to you in the field of English Teaching and Learning was evident, and your active participation contributed positively to the overall learning.

I am pleased to inform you that you have received a satisfactory evaluation. Your engagement in English Teaching and Learning activities demonstrated a strong understanding of the subject matter, and your time management skills were particularly noteworthy.

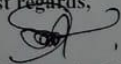
Acknowledgment:

We appreciate your efforts in representing Daffodil International University during your internship. Your commitment to excellence reflects positively on the university, and we trust that the skills and experiences gained during this internship will be valuable assets in your academic and professional journey.

As you move forward in your academic pursuits, we extend our best wishes for your continued success.

May the knowledge and experiences gained during your internship serve as a foundation for your future endeavors in the field of English Teaching and Learning.

Best regards,



SK Mahmudun Nabi
Principal (Acting)
Daffodil University School & College (DUSC)

Ref. dusc/letr/internship/Eng/02

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