



A Report on My Journey as an English Language Teacher at Belfast International School

Submitted By:

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Course Name: Project Paper with Internship

Course Code: ENG431

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Declaration

I hereby certify that I have completed an internship report titled "A Report on My Journey as an English Language Teacher at Belfast International School" for submission to the English Department at Daffodil International University. Under the direction and oversight of my distinguished supervisor, Ms. Afroza Akter, a lecturer in Department of English, I wrote this report. The report's contents reflect the knowledge, abilities, and practical teaching experience I acquired during my internship at Belfast International School in Mirpur, Dhaka. The report includes my observations, thoughts, classroom involvement, instructional activities, and overall professional learning results.

Sanjida

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Sanjida Tasnim

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Certificate of Supervisor

It is my pleasure to certify that Sanjida Tasnim (ID: 221-10-986), a student of the Department of English at Daffodil International University, has completed her project paper entitled “Internship Report on My Journey as an English Language Teacher at Belfast International School.” She has completed her project paper under my supervision and prepared it according to my direction and guidance. Her dedication to the internship is worth appreciating. Everything presented here is entirely true. I hope she achieves her next professional goal.



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Ms. Afroza Akter
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Acknowledgement

At the beginning, I would like to express my gratitude to my honorable supervisor, Ms. Afroza Akter, Lecturer at the Department of English, Daffodil International University. Her wise counsel, constant encouragement, and direction have significantly helped me complete my project report on time. Then I would like to express my gratitude to Mr. Rumon Ayan, the distinguished principal of Belfast International School, for providing me with the chance to complete my internship there. He was very supportive and motivating. I also want to express my gratitude to Ms. Shipu Afroz, the English teacher at Belfast International School. Her supportive attitude and guidance inspired me to motivate the classes effectively. Even the school's students were really attentive. I discovered that they were eager to learn new things and were passionate about their academics. They successfully adjusted to my teaching methods within a single class. I would like to express my gratitude to everyone who helped me complete my internship successfully.

Abstract

This internship report highlights the methods used by primary-level English language teachers as well as my own experiences. To learn more about the instructors' approaches, I observed multiple classes. I discovered that they typically employed conventional teaching techniques. I gained more knowledge about their classroom management techniques, time management abilities, and teaching methods. While providing instruction in my classes, I applied the knowledge I gained from both class inspections and academic learning. This paper examines classroom activities and the effectiveness of lesson planning. It also emphasizes the significance of fostering a positive and most effective learning environment within the classroom. The latter parts of this report touch on my internship experience in detail. According to the table of contents, all pertinent material is appropriately emphasized. According to the table of contents, all pertinent material is appropriately emphasized.

Table of Contents

Chapter Number	Contents	Page Number
	Declaration	i
	Certification of the Supervisor	ii
	Acknowledgement	iii
	Abstract	iv
	Table of Contents	v
Chapter 1	Introduction	01-02
Chapter 2	Objectives	03-04
Chapter 3	Methodology	05-06
Chapter 4	Institution Details	07-08
Chapter 5	Internship Activities	09-10
	5.1.1 Class Assessment Activities	10-13
	5.2 Class Conducting Activities	13-15
Chapter 6	Overall Finding	16-17
Chapter 7	Recommendation	18-19
Chapter 8	Conclusion	20-21
Chapter 9	References	22-23
Chapter 10	Appendices	24
Chapter 10	10.1 Appendix1: Internship Certificate	25
	10.2 Appendix 2: Pictures while teaching the class	26
	10.3 Appendix3: Turnitin Report	27

Chapter 1

Introduction

1.1 Introduction

Language is indeed the foundation of effective communication, and English, being a global language, is spoken by millions as a second language. It is also an important communication means in the global world due to its broad application in global business, learning, technology, and diplomacy. An opportunity to gain skills is offered in an internship. In order to fully comprehend it, there are effective teaching and learning tactics that are of importance. I also got a chance to visit classes at Belfast International School, which provided me with an understanding of the techniques used by instructors and the challenges that they face. Moreover, I got to witness with my own eyes a complicated task of a teacher. This report presents an account of my classroom experiences and how I combined my academic experiences and practical teaching experiences, as inspired by my own teaching experiences as well as by the experience courses of observation. Additionally, this internship allowed me to observe how theoretical concepts from my coursework were applied in real classroom situations. These experiences have strengthened my understanding of teaching methodologies and motivated me to reflect on my own growth as a future educator.

Chapter 2

Objectives

2.1 Objectives of the Internship

My internship experience was influenced by these goals. The remaining objectives of the report are given below.

- To contrast theoretical education with actual classroom environments.
- Practice instructional strategies, classroom management, and communication.
- Obtain work experience to pursue a career in teaching English.
- To grasp the teacher's ethical obligations, such as reliability and proper teacher-student boundaries.
- Inspired students to think creatively.
- To cultivate proficient lesson planning and instructional delivery abilities.

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Chapter 3

Methodology

3.1 Procedure for Internship Placement

The process of securing an internship placement is both systematic and crucial for ensuring a meaningful professional experience. The Department of English at Daffodil International University has set up an organized process to help students find internships. At first, students are told about the importance of the internship and what the university expects from them. The department gives students a list of schools that are well-known and possible job openings. But students are also encouraged to look for and suggest groups that match their interests and career goals. The next step is to send in an application that includes a formal letter of intent, a new resume, and any academic transcripts that are relevant. After the student gets the okay from the host school, they have to sign an internship agreement that says what their jobs and responsibilities will be and how long the internship will last. To make sure everything goes well and to deal with any problems that may come up, the university keeps in touch with both the student and the school during the whole process.

3.2 Selection of a specific institution

When selecting the internship location, I was seeking a well-known, conveniently placed school to optimize on the learning, as well as practical experience. Its location in Mirpur and its experience in teaching English-based education offered a rich and reliable atmosphere for professional development. Its convenient location in Mirpur and experience in the English-medium education offered a very fruitful and reliable experience in the professional development. The fact that the decision involved the principal who used to be my instructor further enhanced the importance of the decision. The established level of trust and motivation made me feel respected and ready to contribute to the process. The personal connections combined with professional norms made Belfast International School the most appropriate place where I could start my teaching practice.

Chapter 4

Institution Details

4.1 Institution Details:

Institution Name	Belfast International School
Location	129, Jonaki Road, Ahmednagar, Mirpur, Dhaka.
Date of Establishment	2019
Number of Students	100
Number of Teachers	6
Number of Staff	2
Dress Code	Students must wear a specific uniform, and they are not allowed to go to class without it.
Class Time	For children in Nursery to Second Grade, classes run from 9:00 a.m. to 12:00 p.m. The class runs from 11 a.m. to 3 p.m. for students in grades three through five.
CCTV Security	Available

Chapter 5

Internship Activity

5.1 Class Assessment Activities:

In my internship, I observed several classes, the major notes of which are shown below:

5.1.1 First Class Assessment:

Teacher's Name	Ms. Shipu Afroz
Study compendium	The lesson is taken from English for Today, Class 5, Chapter 9, Lesson 1.
Learning Outcomes	The lesson's main objective was to make students read and comprehend the story titled "Technology in our life" in their textbook.
Teaching Materials	Text Book, Marker, Pen, Duster, White Board.

Experience of the class:

I went to Belfast International School to see my first English lesson on 2nd September 2025. We entered the classroom after a short conversation with the teacher of English, Ms. Shipu Afroz, about certain initial details. It was Class Five. The learners stared at me with interest and this was observed by the teacher. She started me to the class and I started with a brief introduction about myself, communicating with some students. After the introductions had been completed the teacher started the lesson. I got myself seated in a place where I would see the whole class clearly. The number of students present was approximately 25. She then requested the students to open the lesson of English For Today, Unit 5, Lesson 1, the title of which was Technology in Our Life, after visiting the attendance. Her curriculum appeared to be well composed and well presented. She began by providing the summary of the story twice so that the students could understand the primary idea. Then she read the text out to them in English, and had a translation to Bangali so that they could understand the content easily. Then, she requested students to read the story aloud. She also taught them in a way that was very patient, as she assisted them when they could not pronounce or understand some words. The students posed their questions politely and she answered all of them in a clear manner.

5.1.2 Second Class Assessment:

Teacher's Name	Ms. Shipu Afroz
Study compendium	The lesson is taken from English for Today, Class 5, Chapter 3, Lesson 1.
Learning Outcomes	The lesson's main objective was to make students read and comprehend the story titled "Water for Life" in their textbook.
Teaching Materials	Text Book, Marker, Pen, Duster, White Board.

Experience of the class:

I reached the school on 4th September 2025 just before the lessons commenced my second session. It was once again a Class Five class and I accompanied the English teacher, Ms. Shipu Afroz, to the classroom. I sat on a bench corner to watch the lesson at my ease. The number of students present was approximately 20. The teacher gave attendance after which she asked the students to open English For Today, Unit 3, lesson 1, entitled Water for Life. She had planned her lesson in two parts which concentrated on the background and the importance of the subject matter. She started by reciting the lesson in English after which she translated every line in Bangali so that there was clarity in the topic. The lesson is that water is needed to drink, cook, clean, work, and almost all the activities to carry on our daily life. During the session, she used the Grammar-Translation Method, and the students went through the text part by part. She then requested the students to respond to the questions given in the chapter. The students gave her their answers and presented them in writing. She looked through their work in a patient manner and assisted them in rectifying their errors.

5.1.3 Third Class Assessment:

Teacher's Name	Ms. Shipu Afroz
Study compendium	The lesson is taken from English for Today, Class 5, Chapter 6, Lesson 1.
Learning Outcomes	The lesson's main objective was to make students read and comprehend the story titled "Food for Good Health" in their textbook.
Teaching Materials	Text Book, Marker, Pen, Duster, White Board.

Experience of the class:

It was 8th September 2025. I arrived at the school right before the classes to witness my third session. The lesson was in the same group of Class five students. I went with the English teacher, Ms. Shipu Afroz, to the classroom, as usual. I sat on a bench corner in order to see the lesson well. The teacher took attendance and checked the homework of the students after which she requested the students to open English For Today, Unit 6, Lesson 1. It was a poem which was called City Streets and Country Roads. The poem belonged to this unit but the larger chapter concentrated on Food for Good Health. The chapter emphasizes on the right type of food to eat to remain healthy and active. To reinforce the lesson, she posed some short questions which she explained we need different kinds of food so that we grow well, are energetic and strong, we need rice, bread, vegetables, fruits, fish, meat, milk, and eggs. Students responded with confidence. At the conclusion of the lesson, I felt that I had not only witnessed a lesson.

5.1.4 Fourth Class Assessment:

Teacher's Name	Ms. Shipu Afroz
Study compendium	The lesson is taken from English for Today, Class 5, Chapter 14, Lesson 1.
Learning Outcomes	The lesson's main objective was to make students read and comprehend the story titled "The Hare and the Tortoise" in their textbook.
Teaching Materials	Text Book, Marker, Pen, Duster, White Board.

Experience of the class:

I went to school on September 10, 2025, to watch the fourth class. I took Ms. Shipu Afroz, the English teacher, to the classroom again, just like I did in the last lessons. I quietly sat in the back bench, ready to see everything from a distance. There were about 19 students, and they were all lively and paying attention. After taking attendance and looking over the homework, Ms. Shipu Afroz told the kids to read the part of their English book where the fable "The Hare and the Tortoise" is told. The main goal of the lesson was to help students read the story and understand it in a clear and useful way. She started by giving a short summary of the fable and introducing the two main characters: the boastful and quick hare and the slow and determined tortoise. Then she read the story in English, stopping at important parts to explain the words and the meaning. Using the grammar-translation method, she translated important parts into Bengali so that all of her students would know the story well. Ms. Romana pointed out the main ideas in the text after reading it: discipline, persistence, and the problems that come from being too sure of yourself. She told her students to go over certain parts again, which would help them figure out the main ideas

and ask questions about parts that were hard to understand. The kids were very active and polite, and the teacher answered each of their questions with patience.

5.2 Class Conducting Activities:

First Class Conduction:

The 15 th day of September 2025 was the date of my first class and the place was the Belfast International School. The lesson was to be held between 2:10 and 3:00 PM and was about 50 minutes. There were 25 students present. I did not use the textbook since it was my first teaching session. Students were immediately curious when I informed them that I would use the class without books. I told them that the lesson would be about the way to present themselves in English and speak in front of others confidently. I had some bullets as a guideline on what they should have contained in a good self-introduction. Then I broke up the class into a number of groups. The students talked about the points with their group members and made their introductions ready. I then provided them with sufficient time and assigned one minute each to the students to present. They then went forward one by one and presented themselves as per my instructions. Majority of the students could speak in English and made their best attempts demonstrating eagerness and zeal. Some were only reluctant, though I managed to persuade them, and they did not resist. I was constructive in my advice at the end of the activity based on their performance admiring the strengths and advising areas of improvement. I completed the course with satisfaction over their interaction and involvement.

Second Class Conduction:

My second session took place on 18 th September 2025, at Belfast International School between 2:10 PM and 3:00 PM, during which I met 20 students. The session was focused on word identification. I started by giving a definition to a term and further explained it by giving clear examples. I then wrote the definition, properties and other illustrations on the white board to make the same more clearer. I then divided the pupils into various groups and gave them clear instructions. Every category was assigned to a particular group such as animals, food, occupations and similar topics. The students worked in their teams, and were asked to prepare a list of nouns related to their chosen topic. I allocated a certain time period to the task.

Third Class Conduction:

On 22 September 2025, I conducted a 50 minutes session on the basics of conversation practice to 16 students of Belfast International School. The topic was about basic dialogue practice. At first, I talked about the most important ideas in communication and gave a lot of clear examples. Then I told the students to get ready for a live conversation practice session. Then, I split the class into several groups and gave each one a different topic to talk about, along with clear instructions. After that, the students practiced their assigned discussions with their groups. When they were done practicing, each group went to the front of the class in the order that had been set. They started talking when I told them to. Each group spoke one after the other until everyone had finished their

speech. The students worked very hard to make sure their conversations were clear. I praised their performances and acknowledged them during the feedback session. The kids looked happy and clearly understood what they were being told.

Fourth Class Conduction:

I taught my fourth lesson at Belfast International School on September 24, 2025. There were 21 students in the class. The session, which took place from 2:10 to 3:00 PM, was all about writing a paragraph about "The Liberation War Museum." I started by explaining the basic ideas and strategies for writing paragraphs, and then I wrote some helpful bullet points on the whiteboard. Students were put into groups so they could talk about things and write their paragraphs together. After working together, each group's representative read their paragraph to the class. I gave constructive criticism, praised the group with the best presentation, and told the people who made mistakes what they should do next, encouraging them to practice more. At the end of the lesson, the teacher said some encouraging things to all the students.

Chapter 6

Overall Findings

6.1 Observations and Areas of Improvement:

When I think back on my internship at Belfast International School, I see it as a big step forward in both my academic and personal growth. There were times of discovery, difficulty, and growth along the way, and each one helped me understand more what it meant to be a good English teacher in Bangladesh. In this chapter, I will discuss the most important things I learned throughout my internship, including what I saw, what I found difficult, and what I learned.

Use of Bangla in Classroom Instruction: English-medium policy on paper, but Bangla slips in during explanations. Teachers revert to the mother tongue when students struggle, which reduces students' exposure to English.

Small Class Size: The class size should be a bit larger to allow students to fully engage in group discussions and activities. A limited class size often results in disturbances.

No Library Facility: The library is missing, so students are stuck with textbooks. No storybooks, no extra resources. Independent reading habits and research skills can't be developed.

Lack of Playground: No playground anywhere. Physical activity is rare. Kids miss out on sports, fresh air, and the fun social stuff that comes with play.

Chapter 7

Recommendations

During my internship at Belfast international school I realized that people in the school, including the instructors and staffs as well as the children, were mostly guided by the guidelines, procedures and discipline of day-to-day school life. However, based on my observations, I would like to propose several recommendations to further enhance the teaching–learning environment:

- Improvement of Multimedia Facilities
- Develop More Student participation opportunities.
- Assure Frequent Utilization of Evaluation Tools.
- Design a More Inclusive Learning Environment.
- Offer Teacher Workshops and Training.

Chapter 8

Conclusion

8.1 Conclusion:

My internship at Belfast International School was the end of a journey and the start of a new one. It was the conclusion of my undergraduate studies and gave me a chance to use what I had learned in the classroom in the real world. At the same time, it was the start of my journey as a teacher, a path full of learning, challenges, and development. I learned more about good pedagogy, classroom management, and ways to engage students by watching experienced teachers, leading classes, and interacting directly with them. My dedication to the all-around growth of students and my enthusiasm for the classroom were both strengthened by these experiences, which also improved my professional competencies. In conclusion, this journey has equipped me with essential skills, practical knowledge, and a lifelong dedication to learning and growth. This experience has given me a new sense of purpose and a stronger desire to make a difference as a teacher.

Chapter 9

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Chapter 10

Appendices

10.1 Appendix 1

Internship Certificate



BELFAST INTERNATIONAL SCHOOL

House No: 129, Jonaki road, Ahmednagar, Mirpur

Contact: 01762668468, 01557434934

www.bfisbd.com, Email: info@bis-bd.com

Attestation Paper

This is to certify that Sanjida Tasnim, ID: 221-10-986, a student of the Bachelor of Arts in English program at Daffodil International University, has successfully completed her project paper with the internship for the course ENG 431 at Belfast International School from September to November 2025. We are pleased with her work and behavior. She also received positive feedback from the students.

We wish her every success in all aspects of her future.

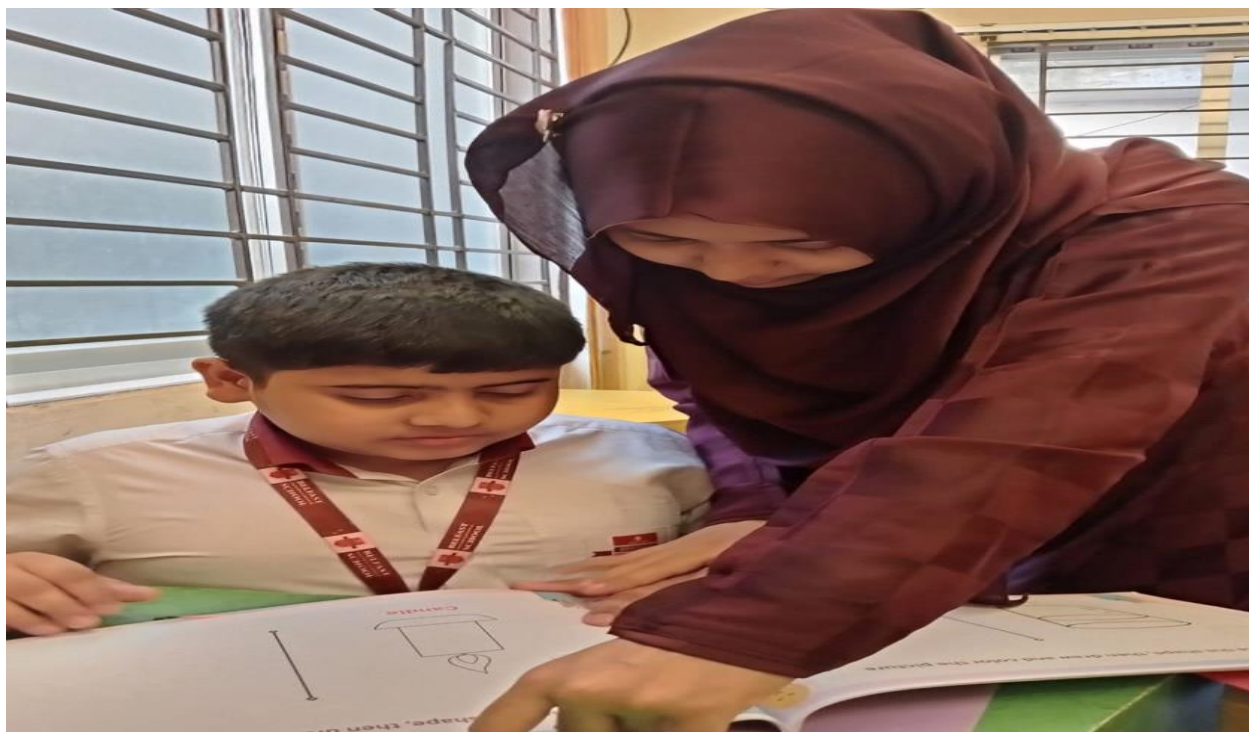
Md. Rahmatuzzaman
Principal
Belfast International School
Mirpur 1, Dhaka 1216



10.2 Appendix 2

Pictures while teaching the class





10.3 Appendix 3

Turnitin Report

221-10-986

ORIGINALITY REPORT

12 %	12 %	1 %	8 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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