



Internship Report On

Learning to Teach: My Internship experience in an English classroom at National Bank Public School and College.

Submitted To

Dr. Ehatasham Ul Hoque Eiten
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

Submitted By

Arpita Banik
ID: 221-10-936
Department of English
Faculty of Humanities & Social Science
Daffodil International University

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This Internship Report is submitted to the Department of English, Daffodil International University for the fulfillment of the Partial Requirement for the Degree of Bachelor of English.

LETTER OF TRANSMITTAL

Date: 18/11/2025

Dr. Ehatasham Ul Hoque Eiten,
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

Subject: Submission of Internship Report on “My Internship Experience in an English Classroom at National Bank Public School and College”.

Dear Sir,

With great pleasure, I am submitting my internship report on “My Internship Experience in an English Classroom at National Bank Public School and College,” which was assigned to me as a part of my Bachelor’s Program. I have completed this report as per your suggestions and the necessary information you gave me over time.

I highly appreciate your guidance and consistent cooperation, and I hope that the report will be completed to your expectations.

Thank You

Sincerely yours,



.....

Signature

Arpita Banik
ID: 221-10-936
Department of English
Faculty of Humanities & Social Science
Daffodil International University

STUDENT DECLARATION

I am **Arpita Banik**, with student ID: **221-10-936** from **Daffodil International University**. I hereby declare that this internship report titled **Learning to Teach: My Internship Experience in an English classroom at National Bank Public School and College** is my own work. I completed the internship under the supervision of Dr. Ehatasham Ul Hoque Eiten, Department head of English at Daffodil International University.

This report is submitted to the Department of English at Daffodil International University, as a part of the requirement for my B.A. (Hons) in English degree for the course Project Paper with Internship (ENG 431). I confirm that this report has not been submitted anywhere else for any degree or diploma. I have not copied from any source and all information is true to the best of my knowledge.



.....
Signature

Arpita Banik

ID: 221-10-936

Department of English

Faculty of Humanities & Social Science

Daffodil International University

CLARIFICATION OF ACADEMIC SUPERVISOR

This is to certify **Arpita Banik**, student **ID 221-10-936**, is acknowledged for her engagement in the project paper entitled “**My Internship Experience in an English Classroom at National Bank Public School and College**” for the course **ENG 431**. The entire flow was under my strict supervision. The student was allocated to National Bank Public School and College, where she had the duty of instructing English.

I was in contact with Arpita Banik almost all the time during my entire journey, and she generously accepted my help. If she ever got stuck, I would then provide her with guidance and support until she was able to overcome the difficulties. She was very committed and even demonstrated her commitment to her work.

This document is a testament to her effort and dedication. I do declare that this is the report, now it is ready for submission. I wish her all the best in her future endeavors and hope to see her attain great heights in her life.



.....

Signature of the Supervisor

Dr. Ehatasham Ul Hoque Eiten,
Assistant Professor and Head
Department of English
Faculty of Humanities & Social Science
Daffodil International University

ACKNOWLEDGEMENT

It is a great honor to share my project with you under the title “**Learning to Teach: My Internship Experience in an English Classroom at National Bank Public School and College**”. I am at peace, and I am proud as well, because this work has been done by me, nothing but honest and hardworking. I thank the Almighty God for he has given me strength and blessings. The Department of English at Daffodil International University is the step I am finally on. They opened a great door for me through this internship to enter a world of learning and growth. My heartfelt thanks go to my supervisor, Dr. Ehatasham Ul Hoque Eiten. He has always been so caring and...patient with his guidance. His suggestions brought me to the point where I could begin to appreciate the value of hard work, kindness, and responsibility. I express my gratitude to the Principal of National Bank Public School and College and all the teachers for their support and guidance during my internship. It is Dr. Ehatasham Ul Hoque Eiten, sir, whom I would again name, as he was the one who always helped me. I felt his support so bright and clear, like a light on the right path to me. My students also deserve my gratitude because they made teaching me already twice as much a joy. Their help, cooperation, and energy were essential for my work. I would feel my journey unaccomplished without them.

ABSTRACT

The report on the internship gives an extensive description of my teaching experience at National Bank Public School and College, covering all classes from Nursery to Class 9. It was during the internship that I saw and took part in many classes of various age groups. One of the goals of my assignment was to have a wider understanding of the teaching-learning process, not only from the students' perspective but also through self-reflection. I took great care in watching the classroom atmosphere, the behavior of the students, and the replies of the students to the different methods of teaching. Skill improvement in teaching, overcoming challenges, and putting into practice my theoretical knowledge were the main focuses of my internship. My exploration included various teaching methods for effective classroom management and diverse communication styles. In addition, I monitored the students' participation, engagement, and the influence of the interactive activities on the learning process. This report represents my teaching abilities and shortcomings. I shared my experiences and the adjustments that came with them to make the teaching more effective and welcoming to the students. I made an effort to establish a connection with the students, discern their needs, and prompt them to be lively participants in class.

Moreover, the report brings to light some of the educational practices that are considered important at this institution, such as devising the curriculum, making good use of available resources, and the assistance extended by the school management. Some of the suggestions I have put forward, based on my observation, cover enhancement of teaching methods, students' involvement in extracurricular activities, and development of institutional facilities. The report as a whole paints a vivid picture of my internship experience. It reveals the dual growth, personal and professional, the practical teaching process made along with the quality of education that can be ensured in the future due to this process.

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Chapter 1

Introduction

I am Arpita Banik, an English major at Daffodil International University. As my course internship, I did my internship at National Bank Public School and College in the capacity of a School Teacher. This internship was definitely a turning point in my academic journey. It provided me with a way to put into practice the theories and knowledge that I got in my classes through an actual teaching environment.

Preceding the internship, I had to get through an approval process, which was going to involve communication with the school authority. At the very start, I had conversations with the school staff, posted a formal application, and attached a letter of consent from my university. Once all was completed, my internship commenced formally on the 1st of September, 2025. Internship time was when I got to see and participate in classes from Nursery to Class 9. During the first three months, I was never absent from school and witnessed the teacher's daily activities and the school's daily functioning as a whole. At first, I was apprehensive and uncertain about coping with the various age groups. However, I gradually won their confidence as well as their curiosity. The classrooms were very active and full of life. The rooms were clean and equipped with basic teaching aids, thus making it a learning-friendly atmosphere. This whole period at the National Bank Public School and College made me realize more clearly the teacher's function. I got to know how to control the class, plan lessons, evaluate students' performance, and interact nicely. The gained experiences not only contributed a lot in terms of improving my teaching methods but also gave a great boost to my self-esteem as a teacher. On top of that, my apprenticeship unfolded to me the large-scale significance of the English language. Still, the teaching of English in country schools was conducted through non-interactive methods, which I found to be quite a drawback. The limitation emphasizes the essential requirement of replacing the education system with one suitable for the present times. To sum up, the internship was not just a small addition but an eye-opener of great magnitude, plus a substantial investment in my personal and professional development. It provided me with a real teaching experience, appropriate techniques, and a profound understanding of the problems the career has to deal with. I consider myself fortunate for this chance since it has made my dream of being a dedicated and successful teacher much clearer.

Chapter 2

Objectives of the Internship

This project has primarily one purpose, which is to investigate and comprehend the present English teaching and learning practices at the National Bank Public School & College in Bangladesh. The research will deliver insights into the institution's English language scenario from both teacher and student perspectives.

- Teaching techniques for the English language to be captured from different grade levels.
- Resources and methods used to teach the English language are to be discovered.
- The current classroom environment and students' involvement to be evaluated.
- The teacher's behavior, commitment, and impartiality towards students to be examined.
- The effectiveness and interactivity of lessons are to be measured.
- Suggestions for increasing teaching productivity and students' outcomes are to be provided.
- The classroom management techniques for different age groups need to be understood.
- The assessment strategies used to evaluate students' English proficiency are to be analyzed.
- The challenges faced by both teachers and students in the English learning process are to be identified.

Chapter 3 Procedures And Reasons

3.1 Selection of Educational Level for Internship

From the first day, teaching was my most preferred activity and the utmost career goal. Still, hands-on classroom experience has been scarce for me until this internship. Really, it was a great pleasure for me to be and to learn from students of different ages, as they would show me the entire range of psychological, emotional, and intellectual needs that the kids at various developmental stages have. I intentionally picked a school that provides both primary and secondary education (Nursery to Class 10) for my internship so that I could observe and teach kids aged 4 to 17 years.

It was a thoughtful and ingenious decision. Teaching very young children means that the methods used should be mostly involving and very energetic, while with older students, the methods of logical explanation and critical thinking, as well as grammar-focused instruction, would be most effective. My choice of a school where both levels are taught was meant to not only challenge myself but also to develop my teaching skills and find out how English language pedagogy changes as students grow up. The fact that such schools usually have a well-structured English curriculum running from Nursery to Class 10 and very experienced teachers who can give valuable mentorship was one of the factors that contributed to the successful completion of ENG-431 prerequisites, and were difficult to find in other schools. Hence, after having weighed all the pros and cons, I made the decision to go to a well-respected private school and college with an excellent academic record as the perfect place to fulfill these professional and academic aspirations.

3.2 Selection of Institution

I took some time to assess the different institutions, and after that, I made the final decision on National Bank Public School and College, which is a non-government institution in Dhaka's West Dhanmondi area. This decision of mine was after quite a bit of research and talking with my supervisor at the university.

I had already been to the school once and thus was not new to the disciplined atmosphere, the committed teaching staff, and the school's stronghold in the education world. I went to the esteemed Principal with my internship request supported by the official letter from Daffodil

International University, and he generously gave me permission without any delay. The Vice-Principal, the Head of the English Department, and a few experienced English teachers from the very first day provided me with very warm cooperation. They were very friendly to me, they let me fully observe and teach in different grades, and they talked a lot about their experiences and gave me constant guidance and feedback. Their positive reinforcement and supportive attitude made a perfect setting for learning and professional development. It was the positive atmosphere and the complete backing of the school authority that enabled me to successfully complete my internship at National Bank Public School and College, which lasted for three months and was rich in practical experience.

3.3 Selection of Class

It was a great privilege for me to be in the different educational areas during my three-month internship, as National Bank Public School and College gives the full range of education from Nursery to Class 10. I was almost every day to Nursery, Class 1, Class 3, Class 6, and Class 9 as a full-time intern, thus getting to know the real teacher's responsibilities in the classroom and observing the huge variations in teaching techniques and students' behavior depending on the age and academic level of the teacher and students.

Yet, for the special situation of the systematic observation in class required by ENG-431, I got the special favour of the very esteemed Principal to pay my attention to three classes, which are the representative: Class 1 (age 6–7), Class 3 (age 8–9), and Class 9 (age 14–15). These three levels were intentionally selected as they perfectly depict the major stages of English language learning in the Bangladeshi school system: the beginner stage (students are just starting to produce whole sentences), the lower-primary stage (writing and comprehension are initiated), and the secondary stage (grammatical awareness, critical thinking, and fluency become the main areas). The classroom observation and later the teaching of these different age groups made it possible for me to analyze the teaching methods, classroom dynamics, and student involvement, not only in a certain period of time but also throughout the primary-to-secondary education spectrum. The method I adopted eventually granted me access to a large, diverse, and genuine dataset, which was of great value for the successful accomplishment of my internship report.

3.4 Internship Procedure

In order to obtain a thorough and genuine perception of the English language teaching at the primary and secondary levels in a Bangladeshi school setting, I strictly adhered to a methodical and organized procedure during my three-month internship, which spanned from the 1st of September to the 30 November, 2025.

My internship was comprised of two major stages. I entirely devoted my time and effort to observing the classroom during the first two weeks. I was a silent presence in the regular English classes of Class 1, Class 3, and Class 9. I listened attentively and took down notes on the various aspects, such as teaching methods, language used (English vs. Bangla), student responses, classroom management techniques, materials employed, and overall interaction patterns.

It was the third week onwards when I started the self-teaching process. English was my main subject for at least three hours each day, and I was able to organize the classes in such a way that all the kids from Nursery, Class 1, Class 3, Class 6, and Class 9 participated. To put it another way, I had lesson planning, teaching aids preparation, content delivery through interactive and age-appropriate methods, feedback giving, homework checking, and student performance assessment diversified already. Furthermore, I was keeping a daily reflective journal and having discussions about my experiences with the senior teachers and my university supervisor regularly.

The combination of long observation followed by teaching, among the continuous self-reflection and expert feedback, was the main reason I could obtain rich primary data, identify current practices' strengths and weaknesses, and provide practical, evidence-based recommendations. This whole process was conducted with the utmost respect for and ongoing cooperation with the Principal as well as under my university's close academic supervision, with the help of Dr. Ehatasham Ul Hoque Eiten, my supervisor.

Chapter 4

Institutional Details

National Bank Public School and College is a non-government (private) educational establishment situated at 309, West Dhanmondi, Rayerbazar, Dhaka. The school, which was founded in 1989, is now catering to more than 600 students from Nursery to Class 10, and about 40 teachers and support staff members are working. The campus is equipped with a playground, which is used for sports and other physical activities along with academics.

The institution receives no financial assistance from the government, and therefore its main sources of income are through admission one-time payments, examination fees, and monthly tuition. Part of these funds is used for school development and extracurricular programs, while the rest is spent on the area where academic performance is strong and improving each year. Besides, the institution also engages in cultural and social activities. Moreover, it hosts and organizes frequent sports and other events. Throughout the school year, one can witness the celebrations of Pahela Baishakh, International Mother Language Day, Independence Day, and Victory Day among the millions of festivities. The entire school community reaped the benefits of the classes and cultural programs of the students under the teachers' guidance. Debating and library facilities exist and are underutilized, though sports activities are present but can be expanded. The school environment is disciplined, supportive, and friendly for students.

Chapter 5

Class Observation Report

5.1 Class Observation Report: [Class 1]

Table 01: Observation Report Class One

Field	Details
Teacher's Name	Atika Nasrin
Classroom Details	Moderate-size room, suitable for more than 30 pupils. Very airy, having both windows and fans. Wooden benches arranged in rows. Facilities include a whiteboard with markers and dusters.
Academic Level of Students	Class 1
Average Age	6–7 years
Number of Students	25
Lesson Objectives	Basic sentence formation
Teaching Materials	English For Today, whiteboard, marker
Course Book	English For Today

Experience of the Class: The class had a lot of life, but at the same time was very loud. The teacher resorted to mixing the languages and used Bangla when necessary for clarification. Most of the students were very loud and hardly made any sentences in English. A lot of them were chanting the teacher, but were not confident at all. The teacher was giving easy illustrations and the students received praise for their efforts. I saw a very energetic situation, but with no concentration. Singing songs for ice-breaking purposes worked for a very short time.

5.2 Class Observation Report: [Class 3]

Table 02: Observation Report Class Three

Field	Details
Teacher's Name	Humayun kabir
Classroom Details	A room of moderate size which can hold more than 30 students is very well puffed up with aeration through windows and fans. The students sat in rows on the wooden benches. Whiteboard, markers, and dusters provided for use.
Academic Level of Students	Class 3
Average Age of Students	8 to 9 years
Number of Students	30
Lesson Objectives	Paragraph writing
Teaching Materials	Whiteboard, marker, duster, textbook, class notes
Course Book	English For Today

Class Experience: Students participated a bit more than in Class 1, yet there was still a lot of noise. The teacher wrote a sample paragraph and instructed students to duplicate it. A few queries were raised in Bangla. The level of participation was average. The teacher controlled the noise by giving warnings.

5.3 Class Observation Report: [Class 9]

Table 03: Observation Report Class Nine

Field	Details
Teacher's Name	Toslima begum
Classroom Details	A room of moderate size which can hold more than 30 students is very well puffed up with aeration through windows and fans. The students sat in rows on the wooden benches. Whiteboard, markers, and dusters provided for use.
Academic Level Students	Class 9
Average Age of the Students	14 to 15 years

Number of Students	30
Lesson Objectives	Grammar (Tense)
Teaching Materials	Grammar book, board, examples
Course Book	Advanced Learner's Grammar

Experience of the Class: The pupils were extremely focused, asked questions in English, and their involvement was very energetic. The instructor used the English language for the greater part of the time. The dialogues were profound. The results were excellent. There was practically no disturbance. A very good understanding was reported.

5.4 Overall Class Observation Report

Lesson Structure:

Among the auxiliaries for the observation of the lesson pattern that spanned across Class 1, Class 3, and Class 9, the traditional arrangement was that which was usually seen in the case of Bangladeshi schools. Teachers at the beginning of the day welcomed the children in a very friendly way, and the previous lesson (when applicable) was hastily recapped, the first topic was advanced with simple examples, the material was explained (mostly in Bangla for younger classes and declining in English for Class 9), then practice exercises were done on the board or in notebooks, and finally, homework was set. This routine made everything clear and was the same in all the classes that were observed.

Classroom Management Strategies:

Definite distinctions were evident in the way management techniques were applied across age groups. The instructors in Class 1 and Class 3 were very often singing, clapping, standing up, or giving soft warnings, etc., to control the volume. The same techniques were used for the younger ones, like cheers, along with physical movement and praise. The connection with the ninth graders was established through simple eye contact, questions aimed at particular students, and a somewhat stricter tone. The little ones needed the teacher to continually shift his/her energy, but the teens would accept and follow the teacher's guidance as long as it was based on reasoning and respect.

Materials Used by Teachers:

The teachers used the mandated textbook (English For Today for primary, Advanced Learner's Grammar for Class 9) and the whiteboard as their main tools. They hardly ever used any additional materials like flashcards, charts, or audio-visual aids. There were some handmade posters on the walls, but not many active teaching aids. The use of worksheets or printed exercises was rare.

Language Used by Teachers:

The instruction in Classes 1 and 3 was mainly in Bangla; the teachers immediately changed to Bangla as soon as any misunderstandings arose with the students. In Class 9, the teacher spent around 80-90% of the class using English and only turned to Bangla in cases of complicated grammar rules or hard vocabulary. Children as young as the lower grades received simple English instructions and modeling, but English as a medium of instruction was not lost in Classes below 6 for a long time.

Language Used by Students:

The students in the primary classes (Class 1 & 3) showed enormous reluctance to use English at all. They usually answered in Bangla or by very short, learned phrases. Their pronunciation and the making of the sentences were both poor. Conversely, the 9th-grade students had no hesitation in speaking English, making queries about the meaning in the target language, and constructing grammatically flawless utterances while engaging in oral practice.

Student Interaction:

Age was a very important aspect that had a great impact on the interaction. Lower primary children were very fond of the games and chorus activities; thus, their active participation was obvious, but they quickly lost interest in individual tasks. The teachers' support encouraged the participation of the secondary students in the question-answer sessions, note-taking, and peer discussion. All the students in the main were much more responsive to the interactive and practical tasks than to the traditional methods of lectures and copying, which is a teaching technique where students listen and take notes.

Chapter 6

Reports on Class Conduction

6.1 Report of Class Conduction 1 and 3

Table 04: Class Conduction 1 and 3

Description of students	
Class: Playgroup (Nursery)	Language level: Beginner
Average age: 4-5	Number of students present: 20
Teaching timing: 35 minutes (per class)	
Descriptions of the classroom	
Sitting arrangement: The room capacity is for 30 students. There are 8 rows of benches as well as 2 columns. In addition, ceiling fans are installed in the room.	Ventilation: Ventilation consists of two large windows and a door which are placed on the left and back sides of the room. Sunlight and fresh air enter the room in adequate quantity and quality.
Teaching tools: White board, Marker and Duster.	Teaching aids: Course book
Teaching Materials	
Coursebook: Alphabet books for kids	Topic: Small letters alphabet
Covering: Introduce small letter “a to e” (day 1)	Covering: introducing small letter “f to j” (day 2)
Objectives: To enable students to identify, articulate, and write correctly the small letters of the English alphabet.	Teaching aids: Course book.

6.2 Description of the class

The experience of teaching the Playgroup children became one of the maximum enjoyable and rewarding things throughout my internship period. The twenty small kids, aged from four to five, were very inquisitive, active, and innocent. I divided the alphabet class into two different days in order to slow down the learning process and make it more effective.

To begin with, I sat down on the floor with the kids all around me in a big circle. This was my way of getting the kids warmed up in a non-threatening way. We started off with an energetic

“Good Morning” song and then a very quick round of name greetings. The first day, I used large, brightly colored flashcards and real objects to introduce the target small letters (“a to e” on the first day and “f to j” on the second day). For instance, a plastic apple for “a”, a toy ball for “b”, a cat puppet for “c”, etc. I made sure to pronounce each letter slowly and very clearly while exaggerating phonics sounds, and the kids were having a lot of fun doing actions with me, for example, they rubbed their tummies for “a-a-apple”.

The activity began with the chorus of the song, and then "Letter Hunt" was played; I hid the flashcards in different spots around the room, and the kids ran to find them in delight, shouting the letters at the same time. After, they used their finger to write the letters in the air, and then they got to the small individual whiteboards that I had prepared for them. I was already on the go in the circle, taking their little hands subtly, giving praise, and putting stickers for every small effort made. The whole class completed the day by singing the "Alphabet Song," and the children, with utmost pride, showed their parents the letters they had learned that day. The little ones parted with big grins just like mine and were curious about my next visit. The happiness and rapid progress of the kids were the most important reasons why these sessions were so unforgettable.

6.3 Critical analysis and reflection of own class

Class participation: The level of participation was outstanding, nearly to the point of 100%. The children from the very start of the teacher's first song to the end of the goodbye did not lose their interest and were constantly involved. The use of games, actions, real materials, and continuous movement turned the lesson into a playful activity, which is the only way for the little ones aged 4-5 years to learn. The kids who are usually silent or clingy were also actively engaged in the “Letter Hunt,” and they pronounced the sounds with very high zeal. The way the children were arranged in a circle and that they were all on the floor sitting made the situation barrier-free, and every child could consider himself or herself included.

Teacher activities and qualities: The most important aspect of my approach was a manner of speaking that I intentionally adopted: a very sweet, friendly, and nurturing voice combined with a lot of showing teeth, looking at people, and reacting positively, as well as using small rewards and praising each child separately. Besides that, hugs and all the rest of the kids' physical touch (high-fives, gentle pats, quick hugs) worked wonders with this age group. I never stayed in one

place; I constantly moved among the children, sat at their level, and helped each one individually. Speaking slowly, singing, and exaggerating sounds kept the energy high while maintaining gentle control. The very simple Bangla switched to only when absolutely necessary did not disturb the English-rich environment because the context and visuals made everything clear.

Task accomplishment: All the objectives that were planned have been accomplished and even surpassed. At the end of the two meetings, 18 children out of 20 could not only recognize but also pronounce the small letters from “a to j” without any difficulty, and 14 of them could independently write at least four letters on their mini whiteboards. A few parents talked to me after the lesson and told me that their child had come home singing the sounds and showing with his finger the objects that started with the new letters. The unplanned hugs, the proud grins, and the kids who were asking "Didi, when will you come back to us?" were the most convincing proofs that the teaching was not only effective but also resulted in a love and curiosity for English of the very young ones at the very first stage.

6.4 Report of Class Conduction 3 and 4

Table 05: Class Conduction 3 and 4

Description of students	
Class: 2	Language level: Beginner
Average age: 7 to 8 years	Number of students present: 15
Teaching timing: 35 minutes	
Descriptions of the classroom	
Sitting arrangement: The room capacity is for 30 students. There are 8 rows and two columns of benches	Ventilation: At the left-hand side and at the farthest end of the room, two large windows and one door allow for the passage of abundant natural sunlight and fresh air. Ceiling fans are also provided.
Teaching tools: White board, Marker and Duster.	Teaching aids: Class sheets
Teaching Materials	

Class sheets: Basic	Topic: Article
Covering: The “Indefinite Article” Use of “A” and “An” (day 1)	Covering: The “Definite Article” Use of “The” (day 2)
Objectives: Students can know where and when exactly to apply prepositions conceptually, these intermediary questions must be addressed.	Teaching aids: Class sheets

6.5 Description of the class

To give more context, I was teaching Class 2 the topic of Articles over two days with just fifteen students attending (most of them were sick), which really made a more personal and manageable learning situation.

I started the first day doing a short “What’s in My Bag?” game. As I was saying the sentences one by one and stressing “a” and “an”, I took out real objects one after another (an apple, a pencil, an umbrella, a book). The kids responded with eager mimicking. Then I showed large flashcards with words having vowel sounds and consonant sounds, and with lots of examples, I taught the simple rule. I did the choral practice and then gave out the worksheets where the students had to circle the right article. I went around, assisting each kid one-on-one, rewarding right answers with stickers, and lightly correcting wrong ones.

On day two, I presented “the” through a classroom treasure hunt: I concealed pictures in different spots in the room (the sun, the moon, the blackboard, the teacher’s table) and the kids raced to find them, shouting “I found the moon!” This made the idea of specificity very clear and very fun instantly. Later, we did a couple of work and a fill-in-the-blanks worksheet. By the conclusion of the period, even the most timid pupils were already using “a”, “an”, and “the” in full sentences with a lot of confidence.

6.6 Critical analysis and reflection of own class

Class participation: The small class size, combined with games and real objects, contributed to an above-average participation rate. The treasure hunt and pair work provided the opportunity for each child to speak five complete sentences with correct use of articles at least

once. My giving individual attention to each of the students made their confidence and accuracy rocket to a dramatic level.

Teacher activities and qualities: My mode of speech was to talk loudly and brightly, move constantly around the room, look at the children in the eyes, and give generous praise. Children responded very well to well-made stickers and being called by their names. In the case of that group, speaking slowly and clearly in simple English and aided by gestures and visual materials brought down the requirement of Bangla explanation to almost nothing.

Task accomplishment: Every objective was accomplished to the fullest extent. At the conclusion of the two terms, every student was able to describe and demonstrate the fundamental principles of "a/an" and "the" with absolute certainty. The scores on the worksheets had a significant increase from the mean of 6/10 in the pre-test to 9.5/10 in the last exercise. Many students with a sense of achievement said to me, "Miss, I have learned when to say 'the!'" which was absolutely the strongest evidence of successful learning.

Chapter 7

Findings

With the help of my observations and teaching experience in the National Bank Public School and College, I came up with the following points to share:

- The English subject is taught through traditional ways of teaching.
- The little ones (Nursery to Class 3) are very noisy and require more activities organized in a manner.
- The students of Class 6–9 are more focused, and they are responding well to the instruction completely in English.
- The learning materials consist mainly of texts and basic teaching aids.
- The rooms were clean, and the whole atmosphere for learning was nice.
- The same goes for teachers and students; they seemed to be on time and disciplined.
- The school does not make full use of the extracurricular activities that could enhance debating or library skill development.
- The teacher was always friendlier and had a positive attitude.
- The students are trained to memorize the content rather than to use their creative skills.

Chapter 8

Recommendation

Through my observations and practical experience at National Bank Public School and College as an intern, I am convinced that the teaching and learning of English could be significantly enhanced by several measures. The recommendations given below will not only help students get more involved, improve their language skills, and have a better time in class, but also help teachers to apply more effective instructional methods:

- Library resources are to be developed and improved by adding more English storybooks and references.
- A debating club is going to be set up to enhance spoken English and build confidence.
- Sports and cultural activities will be increased in order to lessen the restlessness in the classrooms.
- Guardians will be involved through parent-teacher meetings and workshops on a regular basis.
- Multimedia tools (projectors, audio) will be introduced to the classrooms.
- Spoken English practice sessions are to be held weekly.
- The freehand writing and creative tasks will be allowed instead of rote learning.
- Teacher training on modern interactive teaching methods is to be organized.

Chapter 9

Conclusion

The internship at the National Bank Public School and College has represented a remarkable and transformative moment in my academic development as an English major at Daffodil International University. Observing and teaching children in different grades from Nursery to Class 9, I acquired practical illuminating about the atmosphere of management, teaching, and student participation. The occasion made it possible for me to connect the dots between the theory and the practice, thus amplifying my knowledge of the field of English language teaching and the idea of what is effective in the area of English language teaching. In the course of the internship, I built up several crucial professional skills such as lesson planning, teaching aids use, interactive instruction, and student assessment. I have also been able to gain the skill of being able to teach children of different ages, different learning styles, and different levels of proficiency. The experience showed the strengths as well as the weaknesses in the English teaching practices of the school; therefore, it served as a good foundation for the future recommendations whose purpose would be to improve the outcomes of language learning.

Eventually, this internship was a source not only of enhancement in my teaching skills but also of development in my self-confidence, professionalism, and commitment as a teacher-in-training. I thank my supervisor, the school board, and the kids for their help and support, and for being so friendly and excited throughout the whole process. I have now gained a significant amount of practical experience that can help me to easily establish myself as a professional teacher in the field of education, and also keep me motivated to keep on working hard to achieve my goal of being a great English teacher.

Appendix:



ন্যাশনাল ব্যাংক পাবলিক স্কুল অ্যান্ড কলেজ
NATIONAL BANK PUBLIC SCHOOL & COLLEGE
 MPO CODE : 2614071302 (SCHOOL), 2614103101 (COLLEGE)
 Email Address : nbpsc1217@gmail.com, Website : www.nbpsc.net

COLLEGE CODE : 1731, SCHOOL CODE : 1002, EHN NO : 108356

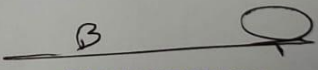
Date: 02.12.2025

TO WHOM IT MAY CONCERN

This is to certify that **MS. ARPITA BANIK**, D/O: Chandan Kumar Banik & Eti Rani Banik is successfully completed her internship since 01.09.2025 to 30.11.2025. She has consistently demonstrated excellence in teaching, classroom management and student mentoring.

So far my knowledge she bears a good moral character and doesn't take part in any activity subversive of the state.

I wish her continued success in all her future academic and professional endeavors.



(DR. BISWAJIT BHADURI)
 PRINCIPAL
 NATIONAL BANK PUBLIC
 SCHOOL & COLLEGE, DHAKA.

10, SHAHID SANGBADIK SELINA PARVIN ROAD (NEW), 70-71, OUTER CIRCULAR ROAD (OLD), BARA MOGBAZAR, DHAKA-1217, PHONE : 48321659
 ১০, শহীদ সাংবাদিক সেলিনা পারভীন সড়ক (নতুন), ৭০-৭১, আউটার সার্কুলার রোড (পুরাতন), বড় মগবাজার, ঢাকা-১২১৭, ফোন : ৪৮৩২১৬৫৯

Fig.1: Certificate of Internship



Fig.2: Class Taking & Observation

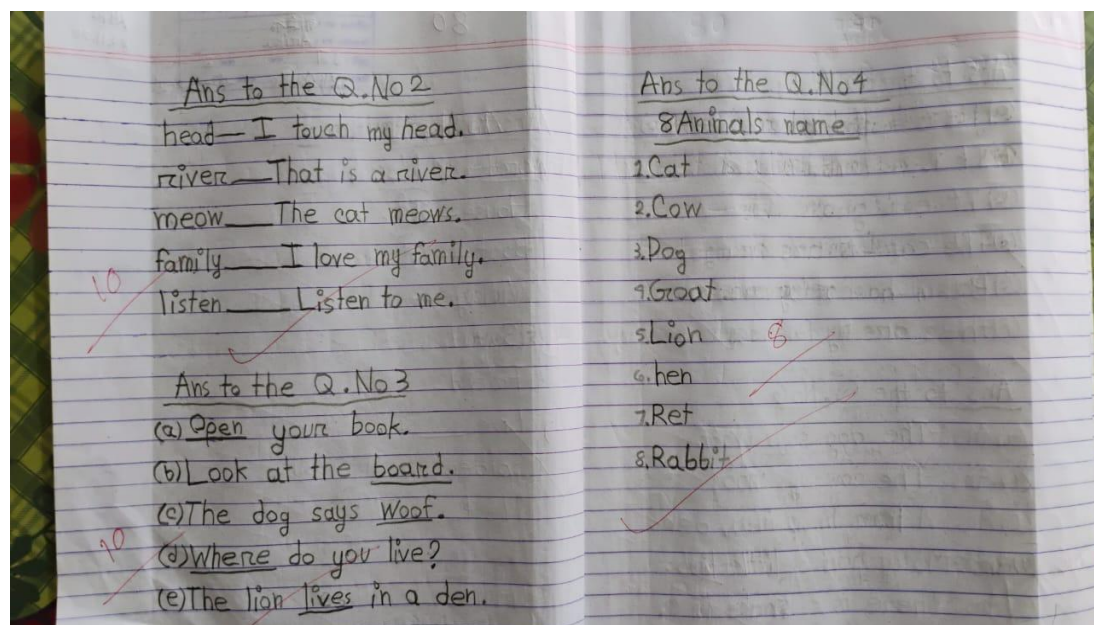
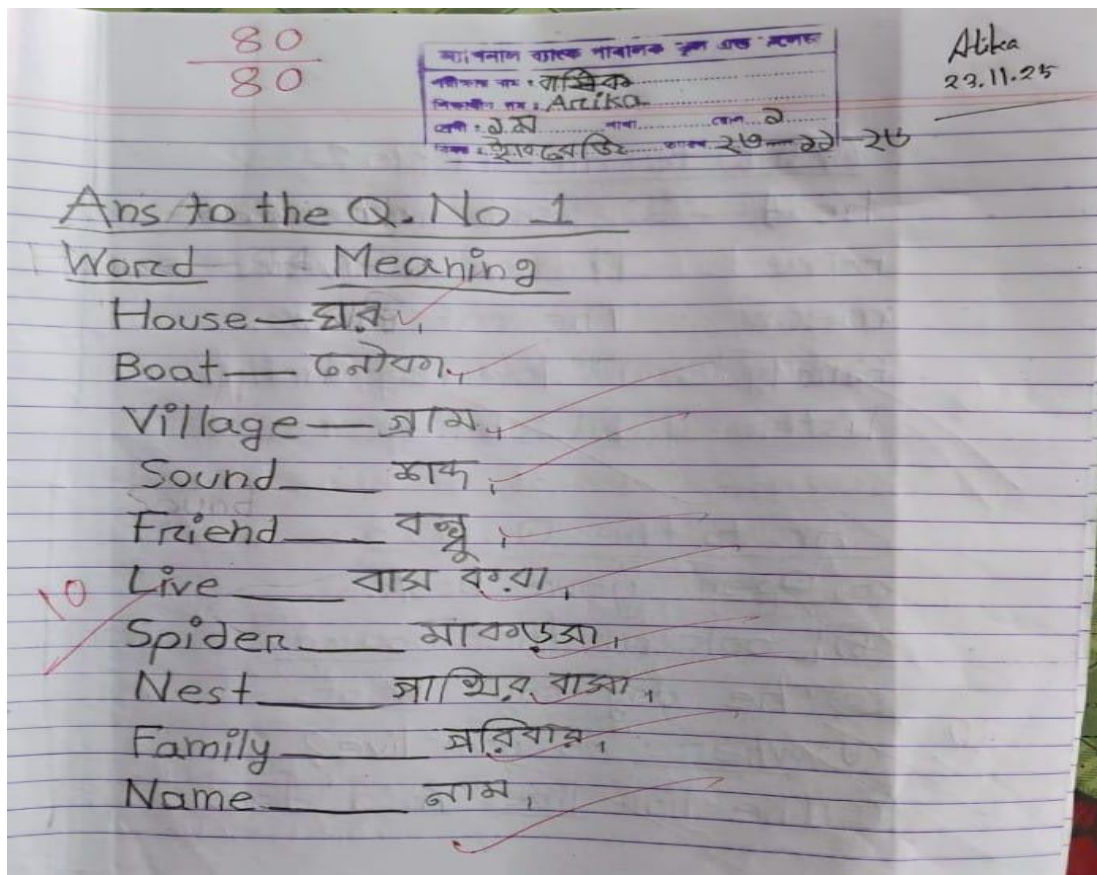


Fig.3: Checking Exam Copy

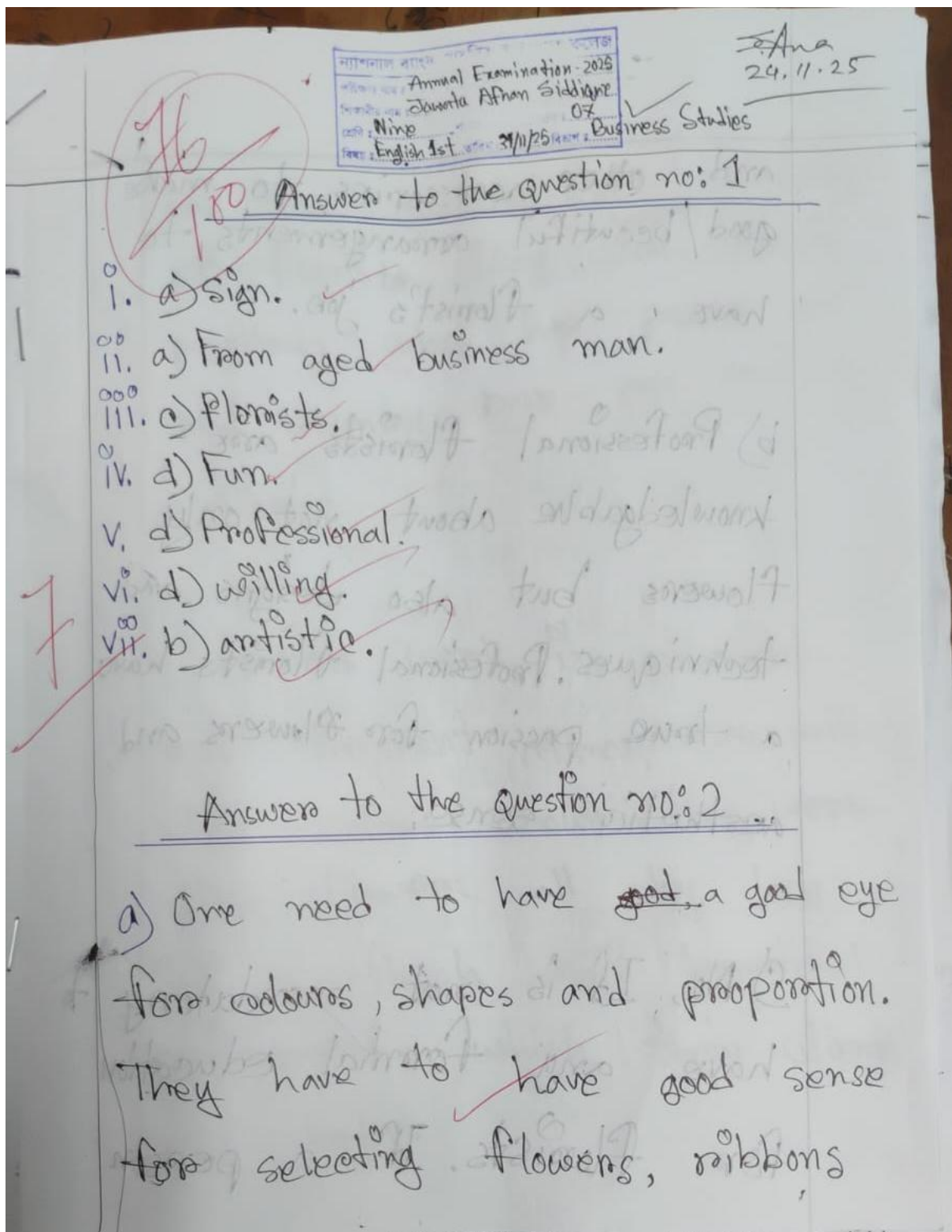


Fig.4: Checking Exam Copy

221-10-936

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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3	irm.wharton.upenn.edu Internet Source	<1 %
4	Submitted to Pathfinder Enterprises Student Paper	<1 %
5	gcc.gnu.org Internet Source	<1 %
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