



Internship Report on

“From Learner to Educator: A Bangla-Medium Student’s Path into English-Medium Teaching at Cherry Blossoms International School & College.”

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Declaration

I hereby certify that my internship at Cherry Blossoms International School & College served as the basis for this report, "From Learner to Educator: A Bangla-Medium Student's Path into English-Medium Teaching."

The report has not been exchanged for a degree or certificate at any other university or institution.

Student's Signature: Sharah

Name: Kimunnesa Sharah

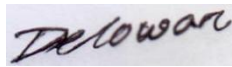
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Certification of Supervisor

I am glad to certify that Kimunnesa Sharah, ID: 221-10-910, Department of English, Daffodil International University, has completed the internship report (ENG431), Fall 2025 on “From Learner to Educator: A Bangla-Medium Student’s Path into English-Medium Teaching at Cherry Blossoms International School & College” successfully under my supervision, I announce that the report is an original work. This internship report is recommended for submission to the Development of English, Daffodil International University.

I wish her successful life,



Md. Delowar Jahan

Lecturer

Department of English

Daffodil International University

Acknowledgement

Above all, I want to express my gratitude to God for giving me the strength, perseverance, and opportunity to complete my internship successfully. I would like to show my highest respect to my supervisor, Md. Delowar Jahan, Department of English, Daffodil International University, for guiding me at every stage of my report writing. I would like to express my gratitude to the administration of Cherry Blossoms International School & College for letting me finish my internship there. I want to thank all of the teachers and staff in particular for their help, guidance, and encouragement. Last but not the least I am completely indebted to my parents for their unwavering love, support and courage.

Abstract

This report details my internship experience at Cherry Blossoms International School & College, where I initially found it difficult to adapt to a setting. As I am a student of the Bangla version and I didn't get many opportunities to communicate in English in my school, college, university, and in my family as well, I felt very nervous in the first few days interacting with my students and other teachers.

However, through communication, observation, and classroom practice, I gradually increased my confidence and improved my fluency in English. I learned how to guide students, supervise classes, assist more seasoned teachers, and professionally handle duties.

Keywords: Internship, English Communication, Teaching Practice, Classroom Management, Professional Growth.

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Chapter-1

Introduction

I had the chance to finish my internship at Cherry Blossoms International School & College, a renowned English-medium institution, while I was a student at Daffodil International University, Department of English. This internship was a pivotal moment in my academic career because it gave me the opportunity to observe actual classroom instruction in a setting where everyone spoke English.

I had a Bangla-medium education, so at first, I found it difficult to adjust. There was also a continuous interaction between the teachers and the students throughout the school day, who were fluent in the English language. This environment is also what provided me with an excellent opportunity to practice speaking English and hone my teaching skills by practicing and engaging in real life interactions.

This report explains how I have changed as a timid student to a confident teacher who can communicate and teach English. I was always afraid to speak and make mistakes and worried that my students would not hear me. However, with time, I began to feel better as the days passed as I had been exposed to the English speaking environment. I gained a lot of experience in how my senior teachers related with students, controlled the class and talked confidently, by closely monitoring them. I started imitating them in terms of their speech pattern, tone, and even fluency, which in the long term improved my communication with other people as their positive feedback made me feel more comfortable. As I was engrossed with the parents and teachers either giving instructions or explaining a lesson, I started realizing that I was becoming more confident. I grew into a teacher who could overcome the challenges of an English-based environment and communicate in the language without feeling shy with the help of constant practice, real-life talks, and the experience in a classroom. I slowly realized that I was gaining confidence in either explaining a lesson, issuing instructions or both talking with parents and teachers. With practice and experience in the classroom, I managed to become a teacher capable of negotiating the difficulties of an English-medium setting and succeed in articulating herself in the language.

Chapter-2

Objectives

My internship's primary goals were as follows:

- a) To obtain hands-on experience teaching in an English-medium classroom.
- b) To increase my confidence and ability to communicate in English in authentic settings.
- c) To watch and study contemporary teaching strategies in English-medium schools.
- d) To learn how to manage the classroom and comprehend how students behave.
- e) To use linguistics and education theory in real-world instruction.

Chapter-3

Methodology

My internship involved applying a variety of skills and methods to develop my training and communication skills in an English-speaking environment. My first experience was not that bad as I was a student learning in Bangla medium and I used as much opportunity as I could to observe senior teachers to learn and apply new techniques in the classroom.

One of my strategies was observation

Observation was one of my major strategies. I had been paying close attention to the way my senior teachers related with the students, taught, and controlled the classroom. When they spoke English, I had been keen on their tone, pronunciation and fluency to ensure that I become more confident and improve my fluency in English whenever they used certain statements or phrases I would attempt to replicate their pronunciation and speech pattern (Richards and Farrell, 2011).

Exercising active communication with students

I also resorted to active communication with my students. I also made it a point to reply to them as much as I could in English when they addressed me in the same language without any hesitation or nervousness. This also increased the English-speaking nature of the classroom besides improving my self-esteem as language skills are improved through meaningful interaction (Brown, 2007).

Interaction with students through the use of questions

I attempted to listen and interact with the students posing various questions whenever I would hear them talking to each other. This made them start talking to me in English and natural communication between us occurred.

Developing vocabulary and pronunciation by correcting oneself

Early in school, I would make an attempt to present my lessons using English. Whenever I had problem with particular words vocabularies or pronunciations, I could easily get the right way of usage and pronunciation through Google or web dictionaries. This practice resulted in progressive enhancement of my language and accuracy in pronunciation.

As a rule, my interest in practice was directed towards communication, learning was directed towards observation, and self-improvement was directed towards self-correction. The strategies made me flexible to the English-language classroom and enabled me to become a more competent and confident educator.

Chapter-4

Institution Details

Name	Cherry Blossoms International School & College
Location	Block - A, House - 7 Rd Number 4, Mirpur-6,Dhaka 1216
Establishment	1996
Time	(Playgroup-Kg 2) 9.00am-11:40am (STD 1- STD 4) 9.00am-1:20am (STD 5- O-Level) 9:00am-2:00am
Number of Students	650 (both boys and girls)
Number Of Teachers	25

Teacher's Qualification	B.A (Honors) and Masters in particular fields with experience
Dress Code	The students have a particular dress code
Canteen	Yes
Library	Yes
CCTV security	Yes
Laboratory	Yes
Playground	Yes

Chapter-5

Internship Activities

I had my internship experience with Cherry Blossoms International School and College where a number of teachers assisted me when the need arose.

The early challenges in English-Medium environment

In the initial days, I was so afraid to communicate and socialize with the teachers and the students since everybody spoke English with a lot of fluency at all times. As a student in the Bangla-medium, I did not get many opportunities to talk English on a standard practice. I was timid and feared I could be saying the wrong things, thus I was not comfortable to speak.

Learning classroom duties

But gradually, I found myself at ease after I was appointed to be with Shumona Ma'am in the KG-2 class. She was very clear to me and explained to me what I was and was not supposed to do in both the classroom and the school. She also guided me on how to take roll calls and look at the diaries, classwork, and homework copies of the students. She also provided some useful ways of ensuring that the students remain quiet and maintaining order in the classroom. The classes were usually headed by Shumona Ma'am with my assistance of keeping the students in line and ensuring they are quiet and attentive. This experience has taught me vital classroom management skills and helped me become self-confident. Effective management of the classroom is necessary (Scrivener, 2011).

New responsibilities in KG-1

Shumona Ma'am and another senior teacher were already teaching in the KG-2 classroom since the school policy had that only two teachers could be allocated to the same class. Consequently, later on I was sent to the KG-1 classroom of Irana Ma'am. I learnt there under her the tricks of classroom management and attracting attention. She even at some point gave me specific topics to discuss with the students to allow me experience in dealing with them and practice in communication skills. She paid a lot of attention to my orientation, provided me with feedback on the ways I could become a better teacher, and corrected my mistakes.

Training communication skills through communicating with younger students

Since KG-1 and KG-2 students are younger, and they do not speak English as effectively as students in higher grades, it has been easier to communicate with them since the very time I started working with them. By addressing them in a Bengali language and English, I was more comfortable in the classroom. These classes were also a great opportunity that helped me practice speaking English and as such I was able to speak more English. Interaction among young learners should be supportive (Ur, 2012).

Learning to manage proxy classes and be self-sufficient

Most of the times, I was forced to take proxy classes in Nursery, KG-1 or KG-2, STD 1, STD 2 classes when a teacher was not available. I have gained confidence in handling a classroom independently and adapting myself to different teaching situations due to the experiences.

Daily routine and the transition to the higher classes

From 9:00 to 11:40 a.m., I was required to accompany the Nursery, KG1, KG2, STD 1, STD 2. The teachers took a short tiffin break between 11:40 a.m. and 12:00 p.m. after the class. Usually, I attended classes in Standard 5, 6 and 7 after the break and occasionally even Standard 8, I did not follow a long-term regular timetable. The main responsibility was assisting the senior teachers whenever they were unavailable. When the senior teachers were out of the classroom, I would be expected to assist the students in their studies. I also checked their assignments on a regular basis, addressed their problems, and ensured that they mastered the subject.

Struggles with Advanced Classroom Content

The higher classes were not easy to work with at first since my curriculum and textbooks were so different with theirs. I feared that I could not teach them at first sight because I saw their books. The students were friendly and helpful in spite of the fact that they had another curriculum and spoke English much better. During the first two or three days, I felt anxious and mostly remained silent in the classroom. But since I was a new intern teacher, the students were actually enthusiastic about talking to me. I shortly started speaking to them with confidence and felt free to use English. Still, since most of my students belonged to the Alpha Generation, they were very intelligent, articulate and conscious about modern ideas. It is worth mentioning that I borrowed a great deal of new vocabulary, expressions, and phrases of them and this improved my communication and interaction with them in a more organic way. Vygotsky (1978) has opined that students learn optimally in guided support zones.

After school activities and teacher assistance

The school closed at 2:00 p.m., where the teachers exit time was 2:20 p.m. Between 2:00 and 2:20 p.m. I would have to remain with the senior teachers and assist them in a number of different tasks such as checking exam papers, printing question papers or working on multimedia projects such as creating PowerPoint presentations. I helped them in these tasks to facilitate their work and make it more productive. Teachers in the school formally closed after 2:20 p.m.

Altogether, the experience of the internship at the Cherry Blossoms International School and College contributed to my professional and personal development. It helped me to gain better classroom management, enhance my communication skills and had invaluable experience of teaching in an English-media environment (Richards and Farrell, 2011).

Chapter-6

Overall Findings

My internship experience provided me with some useful knowledge, which helped me grow professionally and personally. One of the most important lessons was to learn how to communicate successfully in English with the teachers and the students. Also, I was able to learn about different classroom management strategies, such as the ability to maintain order, silence the classroom, ensure that students are listening, and make classes more engaging and lively.

These experiences provided me with additional opportunities to interact with a heterogeneous group of students especially when I was assigned with proxy classes. The experience of working with students of different ages helped me to be more patient and flexible in numerous classroom situations because the students were willing to learn more about me. Working with students of varied ages was rewarding and enjoyable as the students were equally interested in getting to know me. My ability to communicate also improved as I kept on using the English language in a working environment.

Due to the necessity to supervise a number of classes and follow strict schedules, the internship helped me to learn the lesson of being responsible and time-conscious, as well. The experiences enhanced my confidence to handle classrooms independently and enhanced my ability to develop a healthy relationship with students.

Based on my overall perception of things, students of Bangle medium are slightly weaker than English medium students in their understanding and application of the English language. My behavior, teaching techniques, and communication skills have been able to develop with this experience as a guide in my future teaching profession.

Chapter-7

Conclusion

My internship experience with Cherry Blossoms International school & college was an eye opener and life transforming. It allowed me to experience practical teaching, break the gap between the theory and practice and improve my English communication skills.

My background of Bangla medium was the initial problem but the conducive environment and constant interactions made me get over that problem. I am now more comfortable teaching and talking in English.

This experience shows how I went through the process of being a student and becoming a teacher and has enhanced my ambition to be a committed English teacher in future.

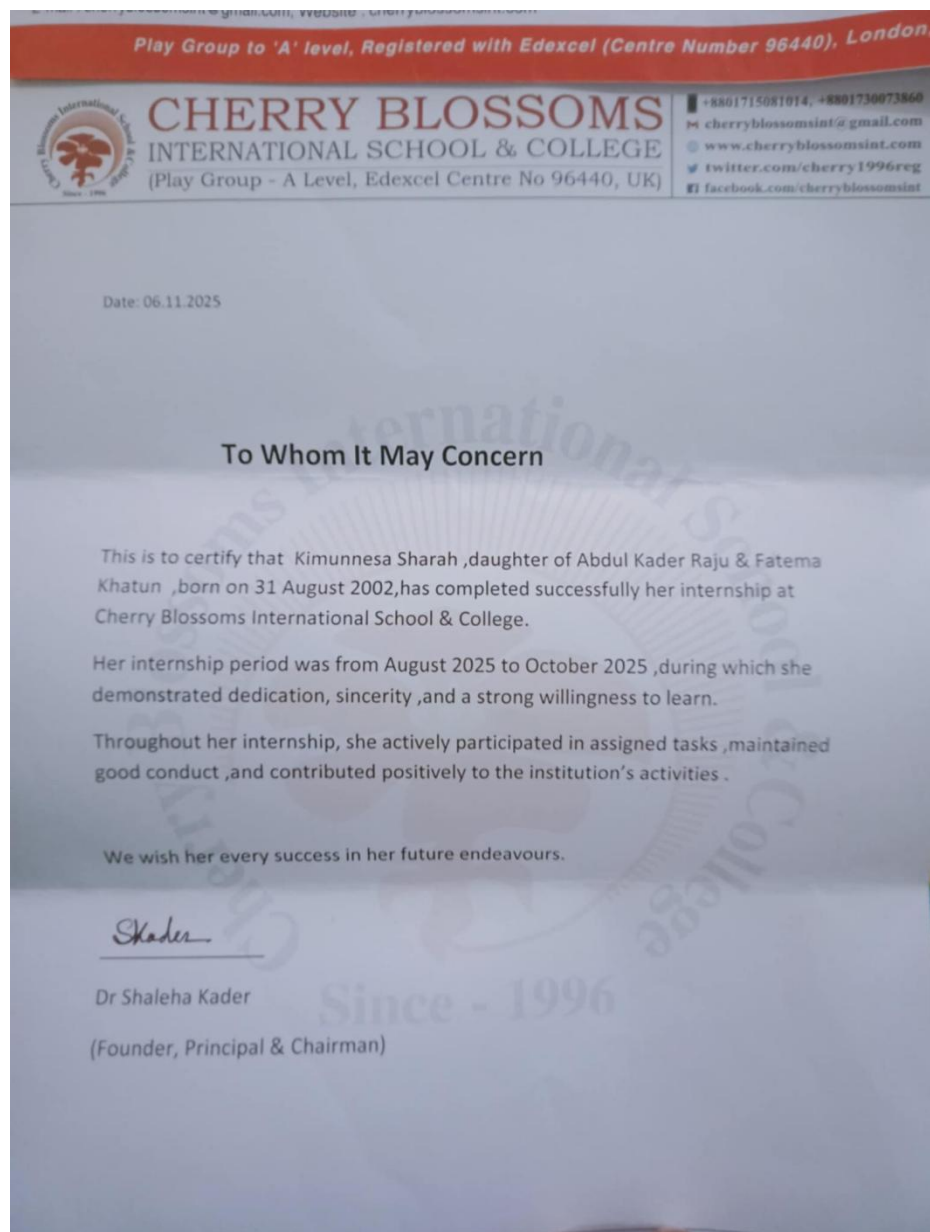
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Chapter-8

Appendices

Appendix 1:Certificate of Internship



Appendix 2-Photographs





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ORIGINALITY REPORT

5%	5%	3%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Daffodil International University Student Paper	2%
2	Submitted to Universidad Francisco de Vitoria Student Paper	1%
3	eflcafe.net Internet Source	1%
4	Submitted to University of Technology, Sydney Student Paper	1%
5	Submitted to Mauritius Institute of Education Student Paper	1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		