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**My Experience as an English Teacher at Sunrise Pre Cadet School,
Kotchandpur, Jhenaidah**

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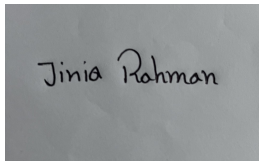
Date of submission: 21 August 2025

This Report is Presented in Partial Fulfillment of the requirements for the degree of Bachelor of
Arts in English.

Declaration

I, Jinia Rahman, declare that this internship report, entitled “My Experience as an English Teacher at Sunrise Pre Cadet School, Kotchandpur, Jhenaidah”, is entirely my own work. The experiences, observations, and information included in this report are based solely on my teaching activities and class observations during my internship from June to July 2025.

I affirm that this report has not been submitted for any degree or certificate elsewhere. It has been prepared sincerely under the course ENG-431 (Project Paper with Internship) as part of the requirements for the B.A. (Hons.) in English program.

A rectangular box containing a handwritten signature in black ink that reads "Jinia Rahman".

Jinia Rahman

ID: 193-10-546

Certification

This is to certify that Jinia Rahman, a student of B.A. (Hons.) in English, ID: 193-10-546, has successfully completed her internship and submitted the report titled “My Experience as an English Teacher at Sunrise Pre Cadet School, Kotchandpur, Jhenaidah.”

She has worked sincerely, followed all instructions carefully, and produced this report under my supervision. I confirm that this report is her original work and wish her every success in her future academic and professional pursuits.



Dr. Ehatasham Ul Hoque Eiten

Assistant Professor and Head

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Acknowledgment

First and foremost, I am grateful to Almighty Allah for giving me the strength and opportunity to complete this internship report. I am deeply thankful to my supervisor for their valuable guidance, support, and encouragement throughout my internship and report-writing process.

I sincerely appreciate the Principal, teachers, and staff of Sunrise Pre Cadet School for allowing me to undertake my internship there. Their cooperation and assistance greatly facilitated my learning. I am also thankful to the students who attended my classes, giving me the opportunity to gain practical teaching experience. At the end, I want to thank my family and friends. Their constant support and kind words really helped me to complete this project.

Abstract

This report is based on my teaching experience at Sunrise Pre Cadet School, Kotchandpur, Jhenaidah, during my two-month internship in June and July 2025. In that time, I first watched classes by senior teachers and later I got the chance to teach English lessons on my own.

The primary objective of this internship was to gain practical insight into classroom management, teaching techniques, student behavior, and my own effectiveness as a beginning teacher. Observing experienced teachers helped me understand strategies for maintaining student engagement, utilizing teaching materials effectively, and creating a positive learning environment. Teaching my own lessons provided hands-on experience and presented challenges such as managing class time and ensuring student participation.

This report details my observations, teaching experiences, and the lessons learned. It also offers recommendations to improve teaching practices and classroom activities at the primary level.

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Chapter 1 – Introduction

English is recognized as a global language that enables people to communicate across cultures and countries. In Bangladesh, students begin learning English from the early stages of their education. However, many struggle to apply the language effectively in real-life situations. Often, the emphasis is placed on memorizing answers rather than developing accurate speaking and writing skills.

To explore how English is actually taught in primary classrooms, I chose to complete my internship at Sunrise Pre Cadet School, located in Kotchandpur, Jhenaidah. This private institution provided me with the opportunity to observe English lessons and conduct classes myself.

Prior to this internship, I had no practical teaching experience. Through this program, I was able to observe how skilled teachers interact with young learners and implement various teaching strategies. I also had the chance to apply my academic knowledge from university courses to real classroom situations. This report documents my entire journey, highlighting both my observations and teaching experiences in detail.

Chapter 2 – Objectives of the Internship

The primary aim of this internship was to gain a deeper understanding of how English is taught and learned at the primary school level. In addition to this main goal, the internship focused on several specific objectives:

- To explore the practical methods of teaching English in an actual classroom setting.
- To observe and analyze the instructional techniques used by experienced teachers.
- To study how students respond to lessons and participate in various class activities.
- To enhance my own teaching skills, confidence, and classroom presence.
- To develop strategies for managing a classroom and effectively engaging young learners.
- To bridge the gap between theoretical knowledge from university courses and practical teaching experience.

Chapter 3 – Steps of My Internship

This chapter outlines the process I followed to complete my internship.

3.1 Choosing the Institution

I selected Sunrise Pre Cadet School as my internship venue because it is a reputed private school in Kotchandpur, Jhenaidah. After contacting the school authority and explaining my internship requirements, I received permission to carry out my program there.

3.2 Observation of Classes

Before beginning my own teaching sessions, I observed three English classes. Two of these classes had 10 and 15 students respectively. During the observations, I paid close attention to how the teachers managed the classroom, delivered lessons, and addressed students' behavior and learning needs.

3.3 Teaching My Own Classes

Following the observation phase, I began conducting classes independently. I prepared lesson plans according to the students' proficiency levels and designed activities to make the sessions interactive, engaging, and enjoyable.

3.4 Data Collection

The findings and reflections presented in this report are drawn from my direct classroom observations, personal teaching experiences, and informal conversations with both teachers and students.

Chapter 4 – Details of Institution

- Name: Sunrise Pre-Cadet School
- Location: Kotchandpur, Jhenaidah
- Founded: 2015
- Number of Classrooms: 10 (Primary level)
- Number of Students: Around 200
- Number of Teachers: 15
- Playground: Yes
- Electricity: Available, with fans and lights in each classroom
- Library: Small library with storybooks and textbooks
- Cultural Activities: Celebrates Pohela Boishakh, International Mother Language Day, Victory Day, and other school events
- Environment: Friendly, clean, and well-disciplined. The teachers were very supportive, and the students took part actively in the class.

Chapter 5 – Class Observation Reports

During my internship at Sunrise Pre Cadet School, I got the chance to watch several classes led by senior teachers. These sessions helped me understand how a classroom really works—how teachers deal with different situations and how students respond to various teaching styles and activities.

Observation 1

- Class: 2
- Number of Students: 4
- Topic: Names of Animals

When I entered the classroom, the students were already seated and waiting for the lesson. The teacher greeted them warmly and asked a few simple questions to get their attention. After that, she introduced the topic “Names of Animals” with the help of colorful flashcards and pictures.

The teacher kept the session interactive by asking students to identify each animal and repeat the words after her. To make the class lively, she also added some fun questions. At the end, she arranged a short game where the children had to match pictures with the correct animal names. The atmosphere remained cheerful, and the students participated with interest.

What I Learned:

From this session, I understood how effective visual aids can be in teaching young learners. I also noticed the value of using a friendly and encouraging voice to keep children active and motivated throughout the class.

Observation 2

- Class: Nursery
- Number of Students: 8
- Topic: Alphabet Letters (A–F)

The nursery classroom was bright and colorful, with charts and posters all around. The teacher started the class by singing the alphabet song with the children. Then, she introduced letters A to F using a big chart and asked the students to say each letter aloud.

To make the lesson fun, she connected each letter with something familiar, like “A for Apple” and “B for Ball,” and showed pictures to help them understand. The students also traced the letters in their exercise books. The class ended with the alphabet song again so the children could remember the letters well.

What I Learned:

I learned that repeating letters and linking them with familiar objects helps children remember better. I also realized that songs and rhymes make learning enjoyable for preschool students.

Observation 3

Class: 1

Number of Students: 6

Topic: Simple Sentences

The teacher started the class by writing a few short sentences on the board, like “Tam is a boy” and “She is a girl.” She read each sentence aloud and asked the students to repeat after her. Then, she explained what each sentence meant and invited students to read from the board one by one.

To make the lesson more interesting, the teacher used role-play activities. Students pretended to introduce themselves to the class. She gently corrected their pronunciation and encouraged shy students to join in. The class ended with a short oral test, where each student had to say one sentence correctly.

What I Learned:

From this class, I learned that role-play helps students improve their speaking skills. I also saw that giving positive feedback boosts their confidence and makes them willing to try again without fear of mistakes.

I completed my observations and then went on to teach a few English lessons by myself. I found that applying the methods I had observed was both difficult and extremely satisfying.

Class Conduction 1

- Class: 3
- Students: 9
- Topic: Fruits Vocabulary

I greeted the students and asked them to name fruits they already knew. Answers like “apple,” “mango,” and “banana” came quickly, and I praised their effort.

I brought out colorful flashcards and encouraged students to guess the fruit before I revealed its name, which made them giggle and stay curious. A matching activity followed, pairing pictures with words. Homework involved writing five sentences using fruit names. I felt confident seeing their enthusiastic participation.

Class Conduction 2

- Class: 4
- Students: 11
- Topic: Describing People

I introduced vocabulary to describe appearance, using pictures and words like tall, short, young, old, and hair colors. Students worked in pairs to describe pictures while classmates guessed who was being described. Their laughter and excitement made the lesson lively. I realized interactive activities make learning fun and effective.

Class Conduction 3

- Class: 2
- Students: 5
- Topic: Colours

I introduced colors using objects such as a red apple, a blue pen, and a yellow ball. Students found similar colors around the classroom, like green on the blackboard and leaves outside. At the end, we sang a short “Colors Song” together. I noticed how much joy learning can bring when it is connected to real-life objects.

Student Feedback and My Reflections

Many students shared that they enjoyed the activities, games, and use of pictures. Even shy learners participated more than before.

From teaching these lessons, I learned:

- Hands-on activities make lessons memorable.
- Visual and real objects support better understanding.
- Positive reinforcement encourages students to participate.
- Patience and flexibility are essential to meet diverse needs.

Teaching these classes strengthened my skills, improved my classroom management, and gave me the happiness of seeing students learn with enthusiasm.

Chapter 7 – Overall Findings

Based on my classroom observations and teaching experiences, I identified the following key points:

- Teachers often rely on Bengali to explain English lessons, especially when introducing new concepts.
- Students show greater interest and enthusiasm when the lessons are interactive and engaging.
- The use of visual aids, such as pictures and flashcards, significantly supports vocabulary learning and retention.
- While many students appear shy at first, they respond positively when given praise and encouragement.
- The classrooms are well-maintained, and the overall environment is welcoming, with teachers maintaining a friendly approach.
- Most instructional practices are traditional and textbook-oriented, with little to no use of modern technology in teaching.

Chapter 8 – Recommendation

Based on my observations and teaching experience, I suggest the following measures to enhance the quality of English teaching and learning:

- Increase the use of English during lessons so that students become more familiar and comfortable with the language.
- Incorporate more interactive activities—such as games, songs, role-play, and pair work—to make classes lively and engaging.
- Encourage students to speak English confidently, without worrying about making mistakes, and create a safe, supportive learning environment.
- Use a variety of teaching aids, such as flashcards, charts, and short videos, to make lessons more engaging and memorable.
- Conduct regular training sessions or workshops to help teachers improve their skills and learn new, innovative teaching methods.
- Introduce digital tools like projectors or smart boards to make lessons more interactive and keep students engaged.

Chapter 9 – Conclusion

This internship gave me a valuable opportunity to gain hands-on experience in classroom teaching. I learned how to plan lessons effectively, manage class time, and communicate with students in ways that support their learning.

During this experience, I noticed that children learn best when lessons are simple and the classroom environment is warm and welcoming. The internship not only improved my teaching skills but also increased my confidence as a future educator.

I am very grateful to my supervisor, the staff of Sunrise Pre Cadet School, and the students for their cooperation, encouragement, and support throughout this journey.

Chapter-10

Appendices

Appendix 01: Certificate of Internship

Appendix 02: Photographs

Certificate

**SUNRISE PRE CADET SCHOOL**
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TO WHOM IT MAY CONCERN

This is to certify that Jinia Rahman, ID: 193-10-546, a student of B.A in English Department at Daffodil International University, has successfully completed her internship at Sunrise Pre-Cadet School.

She worked with us as a Junior Teacher from 1st June 2025 to 31 July 2025, under the supervision of Md.Emon Ali. During her internship, she demonstrated great enthusiasm, dedication, and professionalism. Her communication skills, classroom engagement, and commitment to learning were commendable.

We appreciate her contribution and wish her all the best in her future endeavors.

Sincerely,


10-08-25
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Class observation



Teaching experience



