



Internship Report on
‘Internship Experience as an English Teacher at Sunshine School and
College’

Prepared By:

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ID: 213-10-792

Batch: 54th

Department of English, (DIU)

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Supervised By:

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Dhaka, Bangladesh

August, 2025

Declaration

My name is Al-Mamun, my ID no. 213-10-792, I am a student of the Department of English, (DIU), do hereby declare that the work presented in this internship report is my own. This report, titled ‘Internship Experience as an English Teacher at Sunshine School and College’, has been prepared as a partial fulfillment of the requirements for the Bachelor of Arts in English degree.

I further declare that this report is original and has not been submitted, in whole or in part, to any other institution for any other degree, diploma, or qualification. All information and data from other sources have been duly acknowledged and referenced.

Al-Mamun

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ID: 213-10-792

Department of English

Daffodil International University

Letter of Approval

August 17, 2025

Md. Nuruzzaman Moral

Assistant Professor

Department of English

Faculty of Humanities & Social Sciences

Daffodil International University

Subject: Submission of Internship Report.

Dear Sir,

This is a summary of an internship report titled "Internship Experience as an English Teacher at Sunshine School and College." The report, a requirement for the B.A. in English program (Course Code: ENG431) at my university, details the author's hands-on experience applying theoretical knowledge in a practical teaching environment.

The report covers the author's duties, observations, and reflections while working at Sunshine School and College. The author expresses gratitude for the guidance received and believes the internship was a valuable and rewarding experience. The author also states their readiness to discuss the report further.

Sincerely,

Al-Mamun

ID: 213-10-792

Department of English, (DIU)

Acknowledgment

First and foremost, I would like to express my deepest gratitude to the Almighty for granting me the strength, knowledge, and opportunity to complete this internship and the subsequent report successfully.

I am profoundly indebted to my academic supervisor, **Md. Nuruzzaman Moral**, Assistant Professor, Department of English, (DIU). His insightful guidance, constant encouragement, and constructive feedback were instrumental in the successful completion of this report. His mentorship has been a guiding light throughout my academic journey.

My sincere appreciation goes to the management, faculty, and staff of **Sunshine School and College, Savar, Dhaka**. I am particularly grateful to the principal and my on-site supervisor for providing me with this invaluable opportunity and for their unwavering support and cooperation. The teachers and staff created a welcoming and supportive environment that greatly facilitated my learning process.

I would also like to thank the students of Sunshine School and College. Their enthusiasm, curiosity, and active participation made my teaching experience both enjoyable and rewarding. They were the true source of my practical learning.

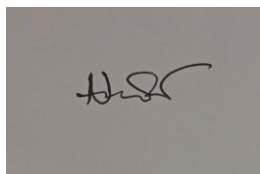
Finally, I must acknowledge my family and friends for their endless love, support, and encouragement throughout my studies and this internship. Their belief in me has always been my greatest motivation.

Dedication

This is to certify that the internship report titled ‘Internship Experience as an English Teacher at Sunshine School and College’ has been prepared by Al-Mamun, ID: 213-10-792, of the Department of English, (DIU). He has completed his internship at Sunshine School and College, Savar, Dhaka, under my supervision.

The report has been prepared in partial fulfillment of the requirements for the degree of Bachelor of Arts in English. To the best of my knowledge, the report is an authentic record of his work and is suitable for submission.

I wish him every success in his future endeavors.



Md. Nuruzzaman Moral

Assistant Professor

Department of English

Faculty of Humanities & Social Sciences

Daffodil International University

Executive Summary

This report describes my internship at Sunshine School and College in Savar, Dhaka, which I completed as part of the Bachelor of Arts in English program at my university. The main purpose of this internship was to gain real classroom experience in teaching English at the secondary level and to see how the theories I studied in university could be used in practice. The internship took place over three months, from May to July 2025.

The report begins with an overview of the internship program, explaining its goals and why I chose teaching as my internship field. It also highlights the methods I followed, such as observing senior teachers, planning and delivering lessons, assessing students' work, and being involved in school activities beyond the classroom.

A large section of the report focuses on the practical work I did and the experiences I gathered. I learned from both observing experienced teachers and from my own teaching sessions. Through these, I was able to explore classroom management, different teaching methods, ways to keep students engaged, and the difficulties that sometimes come up in diverse classrooms. I also included a personal SWOT analysis where I reflected on my strengths, the skills I need to improve, the opportunities I can look forward to, and the challenges I may face as a teacher.

The report ends with recommendations for Sunshine School and College on how they can further improve their English program, as well as suggestions for the English Department at my university on making the internship process more helpful for students.

Overall, this internship was a very valuable experience. It not only gave me practical knowledge about teaching but also helped me become more confident about choosing teaching as my career in the future.

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CHAPTER 1

Introduction

1.1 Introduction

In the Bachelor of Arts in English program at my university, doing an internship is an important part of the final stage of study. The idea behind this program is to give students a chance to experience real work in their own field and to use the theories they learned in class in a practical way.

My internship took place at Sunshine School and College in Savar, Dhaka, where I worked as an intern English teacher. During this time, I got the opportunity to prepare lessons, teach in the classroom, interact with students, and also see how the school is managed. This report is a reflection of that journey, highlighting the activities I was involved in, the challenges I faced, and the lessons I learned as part of the experience.

1.2 What is Internship?

An internship is basically a short-term work experience that connects classroom study with the real workplace. It helps students understand how their academic knowledge fits into professional life.

For someone studying English language and literature, an internship in teaching is especially useful. It gives the chance to practice teaching methods, improve communication skills, and understand how students actually learn in a classroom. It also helps in learning classroom management, student psychology, and the practical use of approaches like Communicative Language Teaching (CLT). In simple terms, an internship is not only about gaining professional experience, but also about self-discovery and preparing for future career paths.

1.3 Why was this project chosen?

I chose to do my internship as an English teacher because I have always been interested in education and wanted to make a small contribution to improving English learning in Bangladesh. English is a global language and is essential for higher studies and better job opportunities. However, many schools, especially outside big cities, face problems in providing quality English education.

Working at Sunshine School and College gave me the chance to:

1. **Apply my learning:** I could use the theories I studied in courses like ELT, Second Language Acquisition, and Phonetics in real classroom situations.
2. **Explore my career:** I wanted to see for myself what it feels like to be a teacher, so that I can make better decisions about my future.
3. **Develop new skills:** This project helped me improve in areas like lesson planning, public speaking, managing classes, and checking students' progress.
4. **Contribute to the community:** Most importantly, I wanted to give something back by helping students improve their English and feel more confident in using the language.

CHAPTER 2

Background and Objective of the Project

2.1 Background

In Bangladesh, English plays an important role in education, work, and communication with the outside world. From the primary level, students are introduced to English in the national curriculum. Still, many of them cannot use the language comfortably in real life. Large classes, lack of practice, and too much focus on grammar rules are some of the main reasons behind this gap.

Sunshine School and College, founded in 2016 in Savar, Dhaka, is one of the schools trying to give students better opportunities in English. Like other institutions, it wants to make sure its students are ready to face future academic and career challenges. As part of that effort, I joined the school as an intern. This internship was meaningful for both sides: I was able to gain real teaching experience, while the school received extra support and new ideas for improving English learning.

2.2 Objective of the Internship

The main aim of my internship was to learn what it really means to be an English teacher in a school environment. More specifically, my goals were:

Primary objectives:

- To watch how experienced teachers conduct their classes and learn from their methods.
- To practice lesson planning, preparing teaching materials, and delivering classes myself.
- To develop skills in handling a classroom and keeping students engaged.

Secondary objectives:

- To apply what I had learned in my English Language Teaching (ELT) courses in a real-life situation.
- To notice the common problems students, face while learning English and think of ways to help them.
- To learn about school administration and activities outside the classroom.
- To reflect on my own strengths and weaknesses as a teacher and decide how I can improve in the future.

CHAPTER 3

Methodology

To complete my internship successfully, I followed some simple methods which helped me both to learn and to practice teaching. My approach was mostly based on observing, participating, and reflecting on what I experienced.

1. Observation

At the beginning, I mostly observed senior English teachers in classes from grade 6 to 10. I carefully noted how they managed the classroom, how they explained the lessons, and how they encouraged students to participate. This helped me to get a clear idea of real classroom teaching.

2. Participation and Teaching

After a few days of observation, I also started taking part in teaching activities. At first, I co-taught with my mentor, and later I took full classes on my own. I taught different topics from the English book, especially grammar, vocabulary, reading, and writing lessons.

3. Lesson Planning

Before going to class, I tried to prepare lesson plans. In those plans, I wrote the objectives of the lesson, the materials I would use, and the steps of the activities. Making plans made me feel more confident while teaching.

4. Material Development

Sometimes I made extra materials like worksheets, charts, or small flashcards to make the lessons more interesting for the students. These small things helped to keep students engaged.

5. Assessment of Students

I was also given the chance to check homework and classwork. I marked scripts and sometimes gave feedback to the students about how they could improve. This gave me a better understanding of their strengths and weaknesses.

6. Reflective Journal

Throughout the internship, I kept a small diary where I wrote down what happened in class each day. I included the challenges I faced, what worked well, and what I could do better next time. Writing this journal helped me to improve step by step.

CHAPTER 4

Organization Details

4.1 Institution's Details

Institution Name:	Sunshine School and College
Location:	Savar, Dhaka, Bangladesh
Year of Establishment:	2016
Number of Teachers:	20
Number of Students:	250
Name of Principal	Shamim Ara Nipa
Number of staff	03
Teacher's Qualification	B.A pass, B.S.S pass, M.A pass
Ownership	Private
Curriculum	National Curriculum (NCTB)
Medium of Instruction	Bengali, with a strong emphasis on English
Tuition Fees	Differ depending on the class.
Social Media link	https://www.facebook.com/sunshinerd2016

Sunshine School and College is a well-known institution in Savar that provides both academic lessons and co-curricular activities. The school aims to make students responsible

and confident for the future. With its classrooms, library, and playground, the campus creates a good environment for learning.

4.2 Institution's Summary

Sunshine School and College is a well-known institution in the Savar area where students study from the primary level up to secondary level. The school is managed under a clear system. There is a Principal, a Vice Principal, and a group of dedicated teachers who look after the students. The students here come from different family and social backgrounds, which makes the classroom environment more diverse.

During my internship, I mainly worked with the secondary section. This part of the school prepares students for their SSC exam, but at the same time the teachers also try to make sure that students have a good foundation in English. I noticed that the English department is not only dependent on rote learning. The teachers are trying to improve students' communication skills as well. They follow the NCTB syllabus, but sometimes they also add extra materials or different methods to make the class more interactive.

The school also arranges different co-curricular activities such as debate competitions, spelling contests, and English clubs. These activities help the students to use English outside their textbooks and make learning more practical.

The average number of students in one class is about 30–40. This has both positive and negative sides. On one hand, it is easy to make group work or pair activities with so many students. On the other hand, it is sometimes difficult for the teacher to give equal attention to every individual student.

CHAPTER 5

Internship Activity

5.1 Class observation Details: "Summary of some observing classes"

Class Observation 1

I got the chance to observe my first class which was taken by Mr. Khairul, the English teacher of Class 9. It was an interesting experience for me because I could see how the class was handled in real life.

From the very beginning, I noticed that Sir was very energetic and well-organized. The topic of the class was “sentence transformation.” He explained the rules step by step in a simple way so that the students could understand easily. Before giving his own explanation, he first listened to what the students had to say. After that, he added more details and gave examples. This way, the students felt encouraged to participate.

The classroom was quite lively. Many students raised their hands and gave answers. Whenever someone got confused, Sir patiently explained again. What I liked most was how he connected the lesson with the basic grammar rules like parts of speech and tense. He made sure that every example sentence was clear. This helped the students not only to learn the rule but also to apply it correctly.

Strengths observed:

1. One of the main strengths I noticed was that the students were actively taking part in the class. They were answering questions and joining discussions, which made the class livelier and more effective.
2. I also saw that Sir was very organized in his teaching. He planned the lesson in a way that was easy for the students to follow and understand.
3. Another strong point was the way he explained the basic grammar rules, like parts of speech and tense. His explanation was very clear and step by step, so the students did not get confused.

While observing the class, I also noticed a few weaknesses:

1. Sometimes Sir explained the rules but did not give enough clear examples from real sentences. Because of this, a few students looked a bit confused.
2. There was less connection between theory and practice. For example, after explaining a rule, he could have given more practice tasks so that students could apply it immediately.
3. The class focused mainly on the rules, but it could have been better if there was more integration of all language skills together, like reading a short passage and then transforming sentences from it.

Class Observation 2

Topic: English Grammar – Suffix and Prefix

Class: 9

Subject teacher: Mr. Khairul Islam

Class Duration: 35

1. Lesson Objectives

- To assist students in comprehending the concepts of suffixes and prefixes.
- To demonstrate how the addition of a prefix or suffix can alter a word's meaning.
- To motivate learners to create new terms and apply them accurately.

2. Teacher's Activities

- The instructor initially clarified the concept of a prefix through illustrations (e.g., happy → unhappy).
- Next, clarified the concept of suffixes using examples (e.g., teach → teacher).
- Provided illustrations on the board and elucidated effectively.
- Requested students to provide their own illustrations.
- Assisted students in incorporating the new vocabulary into sentences.

3. Students' Activities

- Pupils paid close attention to the explanations.
- They took notes on the board's examples.
- Provided answers and made an effort to coin new terms.
- Participated in group exercises to increase practice.

4. Teaching Aids

- Blackboard/whiteboard
- Marker/chalk
- Textbook examples

5. Findings

- The instructor gave a straightforward explanation of the lesson.
- The majority of pupils participated and showed strong interest.
- When adding prefixes and suffixes, several students spelled words incorrectly.
- They gained a greater understanding through group practice.

6. Suggestions

- To enhance learning, brief practice tasks can be included.
- The lesson will be simpler to recall if there are more examples from actual life.
- Additional spelling practice may be necessary for weaker pupils.

Class Observation– 3

Topic: Voice

Subject: English Grammar

Duration: 35

Class: 5

Teacher's Name: Mr. Kairul Islam

He started the class First giving two examples at first, he wrote active sentence then he wrote passive sentence. Through these examples he identifies active and passive definition. The teacher aimed to help students understand the difference between Active Voice and Passive. Actually, he was able to teach the students.

Then wrote down how to change from active to passive. He gave some rules. Students took these rules. Actually, he is good. His Teaching method was good.

But his weakness was before started voice he could clarify about tense because tense is related to voice. Giving idea about subjective and objective form of Subject.

CHAPTER 6:

Learnings as Teaching Experience

6.1 Learnings as an Intern

It was very wonderful, inspiring, and lovely being an intern schoolteacher. It became routine, but I loved the entire process. A couple of days ago, I didn't know how much effort is taken by a single schoolteacher to run a class, but now I am learning how to confront hurdles and succeed. I was able to learn classroom management, classroom dynamics, and managing scholars. Observing and attending classes in this school is a process of enrichment. A variety of things and methods add to the personality development of the instructor as well as the scholars. On-site experience always proves best.

6.2 Teaching experience of Class:

Lesson 1:

My lesson plan Class: Nine

Number of Students: 32

Title: English 2nd Paper

Subject: Right Forms of Verb.

Time: 45minutes

Task	Time	Teaches Activity	Students Activity
Introduction	3 Minutes	I started with introducing myself to my class and explaining my setup and why I am in this position	Students will give me a short presentation to facilitate their learning
Objective of teaching	4 Minutes	I inquired about the students' thoughts on the subject and also requested that they share their experiences related to it.	Students further endeavored to substantiate their hypothesis as thoroughly as possible
Overall discussion	20 Minutes	I try my best to impress my learners through providing brief examples and apt illustrations in an effort to lead them toward understanding the topic more.	My varied examples would likewise help students develop clear ideas
Question and answer session	10 Minutes	Students responded to my questions appropriately, and the practice class was also fine; they even asked me very few pertinent questions as well.	The learners answered my inquiries, and the exercise was successful as well; they also posed a couple of relevant questions
Conclusion	8 Minutes	Ultimately, I shared my thoughts and allowed the class to conclude as an assignment	I informed the students that if they have questions about the material, they are welcome to approach me with eagerness.

I started from class nine, and in the first period, from 10 am onwards, I also reached the class on time. Having no previous experience of working as a teacher in any school, I was in a nervous state. I introduced the class to a small presentation, though they were already informed about the reason for my arrival as a guest teacher. First, I conducted a roll call and narrated a few funny incidents of

my school life and college days to make them comfortable with me. Second, I introduced the discussion topics. We were going through the discussion topic of grammar "Correct Verb Form." Third, I noted the basic rules on the blackboard and requested them to read the rules carefully from their books of grammar so that they would be able to grasp what I was teaching them easily. I then assigned them the task of finding the correct verb forms. They struggled a lot, so once again I tried to make them clear with the concepts. Finally, my class came to an end, and I wished them a great day.

Lesson 2:

My lesson plan Class: Eight

Number of Students: 35

Title: English 2nd Paper Topic: Tense.

Time: 45minutes

Task	Time	Teaches Activity	Students Activity
Introduction	4 Minutes	I first greeted the students and informed them of what I desired the topic to be	Students ought to introduce themselves to me as well
Objective of teaching	5 Minutes	I inquired about the students' thoughts on the issue and also requested them to share their experiences regarding it.	Students also strived to support their ideas as thoroughly as they could
Overall discussion	20 Minutes	Delivering a lecture is nearly "Tense."	Making an effort to understand the lesson and jotting down notes with illustrations
Question and answer session	8 Minutes	My questions are explained by the students, and the exercise proceeded well. They even inquired about certain related issues.	It benefited the students and me in understanding the situation better
Conclusion	8 Minutes	Ultimately, I shared my opinions and allowed the class to conclude as a homework assignment.	Asking questions to the teacher directly

It was the second class. I took my second class, and I was there on time. They let me in and understood why I was sent to teach in their class. Some of them made it to class. At the onset of the class I told an engaging story that managed to capture the full attention of all. Then I tried to explain to them about tenses, but most of them told wrong information. Then I taught them tenses absolutely right and well, I even rhymed it for them. The concept came to them quite easily. Then I asked them questions in the present tense of various kinds, and all replied correctly. And ultimately, they appreciated watching my class, and we ended the class with smiles on our faces.

Lesson 3:

My lesson plan Class: Ten

Number of Students: 30 Course Title: English 1st Paper

Topic: How to write a completing story. Time: 45minutes

Task	Time	Teaches Activity	Students Activity
	3 Minutes	I first made self-presentation in class and stood up and introduced my course topics	The students should also introduce themselves to me.
Objective of teaching	7 Minutes	I inquired about the students' thoughts on the subject and also requested them to share their experiences related to it	Students also tried to support their theories as much as they could
Overall discussion	23 Minutes	I aim to teach my students how to craft a complete narrative, ranging from a short tale to a detailed story on nearly any topic	My unique approach would also assist students in developing coherent ideas
Question and answer session	7 Minutes	The students answered my questions, and communication proceeded well. They also asked me very relevant question	This session enabled both the students and myself to clarify the subject

Conclusion	5 Minutes	In conclusion, I concluded my topic, assigned homework, and requested permission to finish the class	Asking questions to the teacher openly
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It was my final class at the college. That day, the School Leader also assigned me to teach a class.

Second Period: 10:45 am to 11:30 am By this time I was anyway hardly attending any classes, so absolutely no tension. I started my class with an introduction about myself, description of my target and some motivational talk on how good I can perform in SSC. Plus, they're all seniors and I am a baby to them so I made a joke to lighten the mood for them actually being in my presence. And we just did our work but presenting them about the topic of the day. And inquired about it from a couple of the scholars. But people cannot know everything. So, showed everything writing complete story for them He need an idea of the story before you even come planning a story. However, even before that you need to have a broad understanding of what the story is and how it will end up. When it comes to story, the writer benefit is that he will write a good and completing story when he reaches ending. Here is how I sweetened the two of them. And, snatch the book from them and put a story yet to be done in board told them to complete it. Finally finished the class, reviewed what we had covered and said good luck all.

CHAPTER 7

Observations and Findings

7.1 Overall Findings

Based on my three-month immersion at Sunshine School and College, I have gathered several findings regarding the English language teaching and learning environment:

1. **Student Motivation:** Students are generally motivated to learn English, as they understand its importance. However, their motivation is higher for communicative activities (speaking, listening) than for traditional grammar drills.
2. **Speaking and Listening Skills Gap:** While students have a reasonable grasp of reading and writing (often for examination purposes), there is a significant gap in their practical speaking and listening skills. There are limited opportunities for them to practice spoken English in a structured manner.
3. **Resource Constraints:** The school, like many in its category, operates with limited resources. The lack of dedicated language labs, multimedia projectors in every classroom, and a rich library of English storybooks can hinder the implementation of more dynamic teaching methods.
4. **Examination-Oriented Learning:** The education system's strong emphasis on public examinations (SSC) often forces teachers and students to focus on topics and formats that are likely to appear in exams. This can stifle creativity and the development of holistic language skills.
5. **Teacher Dedication:** The teachers at Sunshine School and College are highly dedicated and hardworking. They manage large classes and work diligently to help their students succeed despite the existing constraints.

7.2 My SWOT Analysis

This internship provided an opportunity for self-reflection. The following SWOT analysis outlines my personal strengths, weaknesses, opportunities, and threats as an emerging teacher.

Strengths:

Strong Subject Knowledge: My academic background in English literature and linguistics provides a solid foundation.

Enthusiasm and Energy: I brought a fresh and energetic approach to the classroom, which students responded to positively.

Creativity: I was able to design creative and interactive lesson plans and materials.

Tech-Savvy: I am comfortable using technology and can incorporate digital tools into teaching.

Weaknesses:

Limited Experience in Classroom Management: Initially, I struggled with managing noise levels and keeping all students on task, especially in larger classes.

Pacing: Sometimes I misjudged the time needed for activities, either rushing through content or running out of time.

Handling Diverse Learning Needs: It was challenging to cater to the needs of both advanced learners and slow learners simultaneously in a single class period.

Opportunities:

Professional Development: I feel there are many chances for me to grow in this field. For example, I can join different training programs, workshops, or even go for higher studies like M.A. in ELT or B.Ed. to make my teaching better.

Mentorship: Another thing I noticed is that senior teachers are very supportive. They are willing to guide and mentor new teachers like me, which is a great help for learning and improving.

Threats:

Teacher Burnout: At the same time, I realized that teaching is not always easy. It can be stressful because of long hours and too much work, which sometimes causes teachers to feel very tired or even burned out.

Low Remuneration: Another problem is that the salary in private institutions is not always good. This can make teachers feel less motivated compared to other professions.

Systemic Resistance to change: Also, the education system in our country is still very exam-focused. Because of that, sometimes it becomes hard to try new or creative teaching methods in class.

CHAPTER 8

Recommendation

1. Encouraging Communicative Activities:

I noticed that many students are shy when it comes to speaking in English. To improve this, the school can arrange more activities that focus on communication. For example, there could be a few “English only” days every month where students are encouraged to speak in English inside the classroom or campus. Small debates, role-plays, and group discussions can also make the environment more interactive.

2. Use of Simple Resources:

The school may not always have access to expensive tools, but even small resources can make learning more interesting. A portable speaker, projector, or even short English videos can make lessons lively. Adding more English storybooks to the library could also inspire students to read in their free time.

3. Support for Teachers:

Teachers are already trying their best, but regular short workshops could help them learn new methods of teaching. For example, they could practice using technology in class or share ideas on classroom activities. This would keep the teaching style more updated and motivating for students.

For the Department of English, Daffodil International University

1. Workshops Before Internship:

Before sending students to schools, the department could organize short training sessions. In those sessions, we could learn how to prepare a lesson plan, manage a classroom, and handle unexpected challenges. This would make us feel more confident during the internship.

2. Stronger Link with Schools:

If the university keeps closer contact with the schools where students go for internships, it would be very useful. A university teacher could sometimes visit the school or talk with the school teachers to know how the interns are doing. This would help both the students and the institutions.

3. Different Internship Opportunities:

While schools are a very good option, the department can also give students a chance to work in other areas related to English. For example, internships in publishing houses, content writing, or corporate training centers would give students a wider view of possible careers.

CHAPTER 9

Conclusion

Doing my internship at Sunshine School and College was a really valuable experience for me, and it helped me learn and change a lot. It provided me the rare privilege of converting knowledge gained in a purely theoretical environment in the academy to practical ends in the teaching profession, where theory meets rigorous practice. This experience was marked by deep learning, exploration of the self, and a high sense of personal fulfillment.

At the outset of this internship, I had a basic theoretical grasp of pedagogy; however, I gained significant experience in preparing instructional lessons, observing classroom dynamics, and engaging student participation. I realized that the teaching profession has both an artistic and scientific side to it requires creativity, intuition, and flexibility. The thrill of being in a teaching environment, observing the 'moment of understanding' on a student's face, and being able, to a large or small extent, to positively affect their learning process has been deeply rewarding.

This internship greatly increased my interest in the field of education and provided me with the necessary confidence and skills found essential for pursuing a teaching career. In addition, it further enhanced my understanding of the dedication demonstrated by teachers and the complex dynamics inherent in the educational system in Bangladesh. I would like to thank my university (DIU) and Sunshine School and College deeply for providing this invaluable experience, which has become a necessary part of my undergraduate education.

CHAPTER 10

Appendix

10.1 Certificate of Internship



Sunshine School & College

Zirabo, Ashulia, Dhaka. Mobile: 01732-737385

Email: sunshinerd2016@gmail.com, Estd: 2016

SCHOOL CODE 424800

EMIS NO: 310172830

BIIN NO: BIIN04241

Internship Certificate

This is to certify that

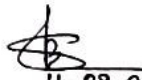
AL-MAMUN

S/O: Rafiqul Islam and Kahinur Begum, village: Under char, Post Office: Shahebrampur, Thana: Kalkini, District: Madaripur has completed his 'Internship' as An Assistant English Teacher at this institute from May 18, 2025 to August 11, 2025

During this period, he has done very positive job with the young learners as well as with the concerned authority. As far I know he bears a moral character.

I really wish him great success in all aspects of his life.

With best regards.


11.08.2025

Principal
Sunshine School & College
Zirabo, Ashulia, Dhaka.



Letter of Recommendation



Faculty of Humanities
and Social Science

Ref: Internship Placement//252

Date: May 9, 2025

To

The Principal
Sunshine School and College
Zirabo, Ashulia, Dhaka.

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Al - Mamun, ID Number: 213-10-792**, has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow him to be an Intern at your esteemed institution.

Please feel free to contact me for further information if required.

With best regards,

A handwritten signature in black ink, appearing to read 'Dr. Ehatasham Ul Hoque Eiten', is written over a dotted line.

Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
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