



Daffodil International University

**Internship on Teaching Practice
At
Zirabo Residential School and College**

This document is submitted in partial compliance with the academic requirements for the degree of B.A. (Honors) in English.

SUBMITTED TO:
Md. Ariful Islam Laskar,
Assistant Professor,
Department of English
Daffodil International University

SUBMITTED BY:
Zannatul Ferdous
ID: 213-10-783
Batch: 54
Department of English
Daffodil International University

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DECLARATION

This report is the result of my internship at Zirabo Residential School and College, conducted under the guidance of Mr. Ariful Islam Laskar from the English Department of Daffodil International University. I affirm that the content of this report is my original work and has not been copied from any source. It has not been submitted previously to any institution for any academic or professional qualification. To the best of my understanding, all information and findings presented here are accurate and complete.

Zannatul Ferdous. _____

Zannatul Ferdous

ID:213-10-783

CERTIFICATION

I hereby confirm that Zannatul Ferdous's report, titled "Internship on Teaching Practice at Zirabo Residential School and College", submitted to the Department of English at Daffodil International University (ID: 213-10-783), is a requirement for the Bachelor of Arts degree. I supervised the development of this report and have carefully examined its content. This is the original version, completed under my guidance during the summer semester of 2025. It has not been previously submitted, either in full or in part, for academic credit at any other institution or university.



Md. Ariful Islam Laskar

Assistant Professor

Department of English

Daffodil International University

ACKNOWLEDGEMENTS

First and foremost, I am deeply thankful to Almighty Allah for granting me the strength and opportunity to complete this report. I would like to extend my heartfelt thanks to my supervisor, Md. Ariful Islam Laskar, for his valuable guidance during my internship at Zirabo Residential School and College. I also appreciate all the faculty members and staff who supported me during this time. A special thanks goes to my parents and family for their constant love and support, which has motivated me throughout. Lastly, I sincerely appreciate my friends for their ongoing encouragement and help.

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Abstract

This paper is based on my internship experience at Zirabo Residential School and College, where I worked as part of my Bachelor's Degree. During my internship, I got the chance to execute the theories and techniques I acquired from my English Language Teaching course in real-world classrooms. I had faced some challenges, such as managing large groups, keeping students engaged, and handling unexpected situations. These experiences taught me how to adjust my teaching methods and improve my lesson plans. Through my observation and teaching practice, I faced challenges like managing large classes and keeping students interested. These experiences helped me improve my teaching techniques, solve problems virtually, and find more confidence in my future career as an English teacher.

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Chapter-1

Introduction

Background

In this modern era, English is one of the most important language for communication, education and professional growth. In our country, English is taught in every school but most of the students are still struggling to use this language confidently. All schools are focused on memorization rather than helping students to learn English as a language and use it in their real lives. Due to this, students are afraid of English and lose their interest and confidence they also do not get the chance and environment to practice the language properly.

During my internship at Zirabo Residential School and College, I witnessed how English is taught in the classroom and how students respond. I applied the techniques that I have gained from ELT courses to make classes easier and effective. I also tried to teach them English as a language, not a tool. This paper shows my classroom observation, teaching experience, challenges I faced, and how I put in effort to improve my skills as an English teacher.

Chapter-2

Objectives

Objective of this internship

- To increase my confidence in teaching different students in one class.
- To use easy teaching tools like pictures, games, and cards to make lessons fun.
- To learn how to give clear instructions so all students get the point easily on what to do.
- To focus on how students respond in class and change my teaching style if needed.
- To practice giving feedback that is helpful so students know how to get better.
- To talk nicely with students, teachers, and guardians if needed.
- To learn how to keep discipline but also make the class friendly.
- To manage time so I can finish my lesson on time.
- To help shy or weak students join in English activities.
- To practice making small tests or tasks to check students' progress.

Chapter-3

Methodology

I decided to complete my internship at a reputed English version school near my area, but there are no English version schools in my area. then I found Zirabo Residential School and College located in Zirabo Bazar, Ashulia, Dhaka, which is reputed and is three km distance from my home. The school is well-known for its good results, environment, and discipline. Then I dropped my CV at this school and they called me to take my viva and demo class. After that, they selected me as an English teacher.

When I started my internship, the school authority helped me a lot to select different classes to observe. I consciously observed the teaching style, classroom management, and students' participation. After classes, I discussed with teachers to learn more about their lesson plans, techniques, and how they manage with different kinds of student needs. I also communicated with some students who are poor at English and tried to find out their problems personally. I kept notes in and tried to focus on my students' progress and understanding, every class, and I believe it has shown in my learning to find ways to improve my teaching skills for the future.

Chapter-4

Institution Details

Name	Zirabo Residential School and College
Location	Zirabo,Ashulia, Dhaka
Established	2021
Total Teachers	31
Total Students	490
Playground	Yes
Library	No
Canteen	No
Transport	Yes
Laboratory	No
Yard	No
Security	Yes
Contemplation room	Yes
Dress	Yes
Cultural campaigners	Yes
Sports enthusiasts	Yes
CCTV Security	Yes

Chapter-5

Class Observation

Class Observation-1

I observed a class on May 8, 2025, with four English lessons conducted by Mr. Khademul Islam. There were 26 students present; the observation took place during a 35-minute session. The classroom environment was calm, and the students were quite attentive. At the beginning of the class, the students seemed curious about me and they were whispering among themselves and trying to guess who I was. After noticing that, Mr. Khademul Islam kindly took a moment to introduce me to the students as a new teacher who came to observe their classes as part of my educational training. He encouraged the students to welcome me warmly, which made me feel very comfortable. Then he began the class by greeting the students warmly and then introduced the topic of the lesson, which was taken from the English textbook. Throughout the session, he explained the topic clearly and tried to engage the students by asking simple questions and encouraging their participation.. While he managed the class well, I felt he could improve in making the lesson more interactive and using more real-life examples to make learning fun and effective. Overall, he is a good teacher with a friendly attitude, but there is some room for improvement in his teaching approach.

Class Observation-2

I had the chance to sit in on a sixth-grade English grammar class led by Mr. Shakib Hasan. The session lasted about 40 minutes and centered around the topic of “Articles.” Right from the start, it was evident that Mr. Shakib Hasan is not only skilled but also a confident teacher. He welcomed the students with warmth, quickly fostering a positive and engaging atmosphere in the classroom. His teaching style was spot-on, and the students appeared genuinely interested and excited to learn alongside him.

To clarify the use of articles, Mr. Shakib Hasan brought in real-life examples that made the concept much more relatable, especially for those who might struggle a bit. For instance, he held up a pen and said, “This is a marker,” then showed an amla and added, “This is an amla,” which helped the students visually understand the difference between “a” and “an.” He also illustrated the definite article “the” with examples from their everyday lives, like “the moon” and “the river.” His approach involved breaking the lesson down into manageable parts, regularly asking questions, and encouraging even the quieter students to join in. He made good use of the board to jot down clear notes and gave the students a chance to practice by crafting their own sentences.

All in all, the class was lively and enjoyable. Mr. Shakib Hasan’s knack for linking the lesson to real-world contexts, combined with his friendly demeanor, made it easy for all the students to stay engaged. His efforts to support the weaker students through simple explanations and individual attention showed his dedication as a teacher.

Class Observation-3

The grade of four conducted by Ms. Sharmin Akter and I observed . It was a grammar class. The class was scheduled for 35 minutes, and she arrived just two minutes late. However, she began the session with a warm and cheerful greeting, which immediately set a positive tone in the classroom. The classroom was beautifully decorated, clean, and had a cool, comfortable atmosphere that made the learning environment more enjoyable for the students.

The topic of the lesson was “Parts of Speech,” and there were 37 students present. Ms. Sharmin Akter introduced the topic by sharing some of the most important basic information in a simple and clear manner. Although she appeared a bit strict at first, it quickly became clear that she had excellent control over the class and a strong understanding of how to teach in a way that students could easily understand. She used very simple examples for each part of speech and also told a short, engaging story to explain the concepts better. This helped the students relate to the topic and remember the points more effectively.

Her teaching style was impressive, and she kept all students focused and engaged throughout the lesson. I respect her method and she was a talented teacher.

Chapter-6

Class: 1

Students Number:32

Time:40 minutes

Topic: Textbook Passage

Class: Four

Lesson Plan :

	Duration	Teacher Activities	Learner Activities
Warm-up	5 minutes	Greet and welcome.	They responded and welcomed me warmly.
Discussion part	15 minutes	Wrote the topic read it aloud, then provided a translation.	The students stay focused and inquire when needed.
Project Work	15 minutes	Made some groups and gave them topic.	All the students present their work clearly.
Sum up & Feedback	5 minutes	I summarized the entire topic and offered corrections along with a quick review.	The students stood up and said their farewells.

During my internship, I had the exciting opportunity to teach my very first English First Paper lesson to a lively group of fourth graders. Out of the 40 students enrolled, 32 showed up that day. I kicked things off by warmly greeting the class, and to my delight, they responded with bright smiles and cheerful hellos. Their friendly reception instantly put me at ease and boosted my confidence as I began the lesson.

To set a relaxed and engaging tone, I started with a short, funny story.

The students laughed and stayed focused, which made me feel reassured that they were ready to dive into the lesson. I then introduced the main topic for the day, a passage from their English textbook. I read it aloud slowly, making sure to pronounce each word clearly and use the right tone. After that, I broke down the meaning of each section in simple terms, helping them grasp the key points.

I also dedicated some time to the vocabulary section, picking out words that might be new or tricky for the students. I wrote their definitions clearly on the board, and I could see the students were engaged and taking notes, eager to learn. After the lesson, I asked a few straightforward comprehension questions to gauge their understanding. Some students had a bit of trouble with certain parts of the passage, so I took the time to address their questions and provide clear explanations. I encouraged the quieter students to share their thoughts and made sure everyone felt comfortable asking questions if they were unsure about anything.

Throughout the lesson, I kept a respectful yet organized approach. I moved around the classroom to connect more personally with the students, keeping them involved and attentive. At the end of the lesson, I quickly reviewed and summarized the key points. I wrapped up the session on time and received a warm farewell from the students. It was a fantastic experience, and I left feeling confident in my ability to plan and lead my first classroom session.

Class-2

Class:6

Student Number:35

Time:40 minutes

Topic:Tense

Lesson Plan :

	Duration	Teacher Activities	Learner Activities
Warm-up	5 minutes	Greets, writes topic on board.	Make a note of it.
Discussion part	15 minutes	Explains present and past tense with examples.	Ask questions and listen.
Project Work	15 minutes	Divides class into groups, assigns tenses.	Set an example and share as the group leader.
Sum up & Feedback	5 minutes	Reviews key points, gives homework.	Make a note of it and bid it farewell.

On July 7, 2025, I had the pleasure of teaching an English grammar lesson to a lively sixth-grade class. The atmosphere in the classroom was warm and welcoming, making it the perfect place for learning. With its tasteful décor, cool air conditioning, and CCTV cameras, the room provided a comfortable and secure environment for the students.

The lesson ran for 40 minutes, from 10:00 AM to 10:40 AM. I kicked things off by greeting the students with a smile, and their excited reactions instantly put me at ease and boosted my confidence.

To start the class, I introduced the concept of "Tense," giving a brief overview and touching on its various categories. Due to time constraints, I focused only on the Present and Past Tenses

for that day. However, I gave them a basic understanding of the Future Tense to help them grasp it later.

I wrote a short passage on the board with examples of the present and past tenses. For instance:

"I go home."

"I went home."

After presenting these examples, I asked the students to identify which statement represented which tense. Once they were able to differentiate between the present and past tenses, I moved on to explain the four different forms of both the present and past tenses. To help with their understanding, I wrote the examples and structures clearly on the board. For instance:

- Present Continuous: She is writing a letter.
- Past Continuous: She was writing a letter.

I also discussed specific instances where the present tense is always used, such as for universal truths. For example:

- Milk is white.
- The sun rises in the east.

I then combined both the present and past tenses in a short exercise. After splitting the class into smaller groups, I asked the students to identify the tenses and their types in the following passage:

"I get up at six in the morning and brush my teeth every day. I missed my bus yesterday because I woke up late. Yesterday, I arrived at school at nine o'clock, although I usually arrive by eight."

After writing their answers, the students shared them with me. I was pleased to see that most of them correctly identified the tenses and their categories. Throughout the entire lesson, they remained very focused and engaged.

In the final minutes of the lesson, I assigned homework to help the students practice identifying tenses in a short paragraph at home. I also conducted a brief Q&A session where the students asked insightful questions about the use of tenses, and I provided appropriate responses.

The class ended on a positive note. I was pleased to see the students engaged and enjoying the lesson, making it a fulfilling teaching experience.

Class-03

Class:5

Student Number :36

Time: 40 minutes

Topic: Spoken

Lesson Plan :

	Duration	Teacher Activities	Learner Activities
Warm-up	5 minutes	Write the topic on the board and greet the students.	Make a note of the subject.
Discussion part	15 minutes	Give examples to illustrate how to ask and tell the time.	Pay close attention and repeat.
Project Work	15 minutes	Assign students to groups and ask them to come up with discussions.	Present and discuss conversations.
Sum up & Feedback	5 minutes	Review the lecture, fix any errors, and provide homework.	Make a note of your assignment and bid them farewell.

On 22 July 2025, I held a spoken English session at Zirabo Residential School and College for the fifth-grade students. This school offers a spoken class every Thursday, and I had the chance to lead one of those sessions. The class lasted 50 minutes, starting at 10:30 a.m. and ending at 11:10 a.m. There were 30 students present out of 36 that day.

The main goal of this session was to improve students' speaking fluency, pronunciation, and listening skills through fun activities.

To start the class, I used the Communicative Language Teaching approach. I gave a short motivational talk on the importance of speaking English confidently. The students seemed eager to join in when I introduced role play and dialogue practice.

I paired them up and asked each pair to act as friends discussing a common topic. I chose the theme: “A Visit to a Famous Place”.

Before they began writing their dialogues, I helped them brainstorm ideas with some warm-up questions:

- Have you ever visited any special place?
- What would you like to see if you could go anywhere in the world?
- What can you say about monuments or places you’ve heard of?

After this, I showed them a short passage about the Eiffel Tower as a model. Here is the passage I used:

Sample Passage:

The Eiffel Tower is one of the most famous landmarks in the world. It is located in Paris, France. It was built in 1889 attracts millions of tourists every year. From the top, visitors can see the entire city. It looks beautiful, especially at night when it lights up.

I explained a few key words from the passage, such as landmark, tourist, and attract. Then I asked the students to prepare a short dialogue with their partner about a similar place they would like to visit.

After five minutes, some pairs presented their dialogues to the class. At first, a few students hesitated, but once the first group performed, others gained confidence and were excited to join in. I gently corrected their pronunciation and praised their expressions and sentence formation.

Here’s an example of one standout student dialogue:

Student A: Have you ever been to Cox’s Bazar?

Student B: No, but I want to go. I’ve seen pictures of the seaside, and it looks amazing!

Student A: My family went there last year. The waves were so big, and we played on the sand.

Student B: That sounds so fun. I will ask my parents to take me next vacation.

Student A: You should! I’ll show you the photos later.

Before the class ended, I asked for feedback. Many students shared that they enjoyed the activities and wanted more sessions like this. Their active participation and eagerness to speak showed me that spoken classes can help build learners' confidence when they are designed in a fun and interactive way.

I felt accomplished seeing the students improve their speaking fluency in such a short time. I encouraged them to keep practicing English at home by talking to friends or reading aloud daily. This session reinforced the effectiveness of task-based speaking activities for young learners.

Chapter-7

Overall Findings

I noted a number of the institution's strong points as well as several areas that needed work during my inspection.

Advantageous Features

- Some classrooms have air conditioning, and the space is tidy and clean.
- A solid rapport between educators and learners.
- Coworkers are kind and helpful.
- The system of teacher-student counseling.
- Transportation infrastructure.
- A strong link between instructors and parents.
- Explicit guidelines and standards.
- A successful outcome.

Adverse Features

- No playground.
- No library.
- No lab.
- No modern teaching strategy.
- Problems with language barriers.
- Disturbance of noise.

Chapter-8

Recommendation

My awareness of the existing educational system in Bangladeshi schools has deepened as a result of the internship, which was a worthwhile educational experience. I discovered various shortcomings and restrictions throughout my internship. The following suggestions are offered to address these limitations: -

- Facilities for multimedia classrooms should be provided by the authorities.
- A laboratory and scientific data should be provided by the authorities.
- To encourage pupils to communicate in English, the government should supply newspapers in both Bangla and English.
- The instructor ought to motivate the pupils to speak English more often.
- A much-needed English language club to improve proficiency in the language.
- Students must have access to a debate club where they may practice.
- To make things simpler, the instructor should employ simple yet efficient methods.
- To encourage pupils to speak English, the instructor should utilize the language in the classroom.
- They require a tutor with greater expertise.

Chapter- 9

Learnings from the project

I have gained a lot of fresh knowledge during my internship experience that will benefit me in the future. When I apply for the job, it will increase my flexibility and confidence. I may list this experience on my CV as well. I made an effort to pick up fresh knowledge that might benefit me in the future. I was able to witness actual classroom settings, make a conscious effort to participate in teaching and other institutional activities, and apply the concepts I had acquired. In addition to enhancing my teaching skills, the trip has aided in my personal and professional development.

- Improve classroom management.
- Improve lesson planning skills.
- Communication improvement.
- Time management.
- Adaptation in a new environment.
- Teamwork skills.
- Problem-solving skills.
- Confidence in teaching.
- Handling unexpected situations.
- Take challenges.
- Improve my thinking.
- Improve tolerance.
- Relationship building.
- Creativity.
- Listening and speaking skills.

Chapter-10

Conclusion

One of the most significant periods of my academic career has been this internship. It was more than just a prerequisite for my degree; it was a path that helped me face my anxieties, find my strengths, and enter the teaching profession. I sincerely appreciate my university providing me this chance and putting their faith in me to speak on their behalf in a formal capacity.

Every class I took, every student I spoke with, and every challenge I faced taught me something new about teaching and myself. I learned that patience, adaptability, and compassion are as important as subject knowledge in the classroom. This experience has strengthened my passion for education and has shown me the impact a dedicated teacher can have on young minds.

I will always remember the support I received from my teachers, classmates, and the institution during this internship. This journey has not only prepared me for my future career but has also deepened my connection to my university, which has been the foundation of my growth.

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Chapter-11

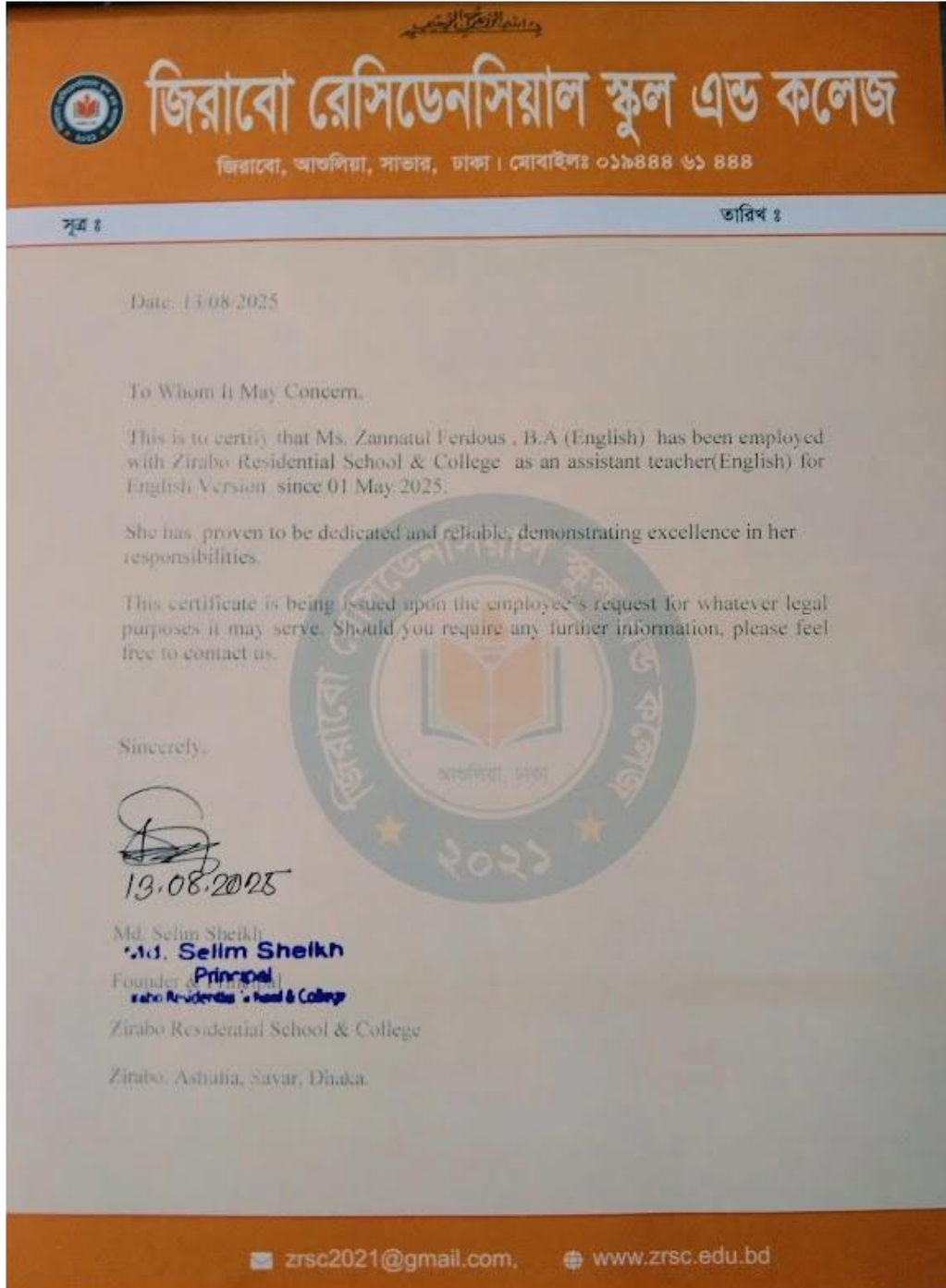
Appendices

Appendix 1: Certificate of Internship

Appendix 2: Internship Placement Letter

Appendix 3: Photographs

Appendix 1



Appendix 2

 Daffodil International University A landmark to create the Future	Faculty of Humanities and Social Science
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Ref: Internship Placement//252	Date: May 19, 2025
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To

The Principal
Zirabo Residential 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 **Zannatul Ferdous, ID Number: 213-10-783**, has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow her to be an Intern at your esteemed organization.

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

With best regards,



.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



Daffodil International University: Daffodil Smart City, Birulia, Savar, Dhaka-1216, Bangladesh
IP Number: +8809617901212, 09617901233, Tel: +8802224441833-4, 01713493051, 01713493141
01841493050, Fax: +8802224441835, E-mail: info@daffodilvarsity.edu.bd www.daffodilvarsity.edu.bd

Appendix 3



Appendix 3.1



213-10-783

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