



Internship Report on
“My experience as an English teacher at
Prime International School”

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(A report submitted to the Faculty of Humanities and Social Science in Partial fulfillment of the requirements of degree of Bachelor of Arts in English)

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Declaration of the Intern

I affirm that the internship report entitled "My experience as an English teacher at Prime International School" that I submitted to the Department of English at Daffodil International University is a genuine representation of my own work, completed under the guidance of Mr. Mahmudul Hasan, a Lecturer of English at the same university. Furthermore, I confirm that this internship report was submitted in partial fulfillment of the requirement of the B.A. (Hons) in English, specifically for the course Project Paper with Internship (ENG431), and that it has not been previously presented for any other degree or diploma at any other higher education institution.



Signature of the Intern

Name: Samira Rahman

ID: 193-10-2157

Department of English

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Certification of the Academic Supervisor

I am pleased to certify that Samira Rahman, ID: 192-10-2157, a student at Daffodil International University, has successfully completed his Project Paper with an Internship Course (ENG 431) under my guidance. As part of his internship, she served as an English Teacher at Prime International School in Dhaka and discharged her duties with utmost diligence. Throughout the project, she maintained regular communication with me and I provided her with the necessary assistance whenever she required it. The contents of his project paper are his own original work, which he completed exceptionally well. As her supervisor, I am granting her permission to submit his internship report and I wish her all the best for her future endeavors.



Signature of Supervisor

Mr. Mahmudul Hasan

Lecturer of English

Daffodil International University

Acknowledgements

I am delighted to present my project report titled I “My experience as an English teacher at Prime International School”. I would like to express my gratitude to the Department of English at Daffodil International University and my supervisor, Mr. Mahmudul Hasan, for providing me with the opportunity to gain practical teaching experience.

I am immensely thankful to, the headmaster of Prime International School, Md. Siddikur Rahman, my colleague, and all the staff members who have assisted me in collecting the necessary data for my project work. I would also like to thank my students, who have actively participated in my classes.

This internship program has been an invaluable experience, equipping me with essential skills and knowledge that I will carry with me throughout my career.

Abstract

This report details my experience as an English teacher during my internship at Prime International School in Bangladesh. Through this internship, I was able to gain a comprehensive understanding of current English teaching practices, as well as the learning issues and interests of students. By applying language teaching techniques in a real classroom, I was able to improve my skills and confidence as a teacher and learn about the teaching profession in Bangladesh. Additionally, I gained insight into the academic performance of the college, the facilities provided to students, and the teaching process. This internship provided me with the opportunity for self-assessment and personal growth, and I will also suggest some ways that the college could improve its English language teaching practices.

Keywords: English teaching, internship, language teaching techniques, student learning, self-assessment, personal growth, college improvement.

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CHAPTER 1

1.1: Introduction

Teaching English as a second language is a demanding yet fulfilling profession that demands patience, dedication, and creativity. As an intern at a local school, During my academic studies, I was fortunate enough to get hands-on experience in the classroom, which allowed me to put my knowledge and skills into practice. Before I began my teaching responsibilities, I had a meeting with the school headmaster to discuss the internship's objectives and expectations. Throughout my internship, I taught English to a diverse group of students, ranging from elementary to high school level. This opportunity allowed me to observe and analyze the various learning styles and abilities of my students and adapt my teaching approaches accordingly. Additionally, I had the privilege of collaborating with other educators and school personnel to develop lesson plans and extracurricular activities. In this report, I will discuss my experiences as an English teacher, including the obstacles and triumphs I encountered, the pedagogical strategies and techniques I employed, and the impact of my lessons on my students. I will also reflect on my personal growth and development as an instructor and how this internship has prepared me for a career in education.

This internship provided a significant learning opportunity that enriched my understanding of the teaching profession and the significance of effective communication and collaboration with students, colleagues, and parents. I hope this report will offer insight into my experiences and inspire others to pursue a career in teaching.

CHAPTER 2

2.1: Objectives

The primary objective of this study is to depict and disseminate the journey and professional growth as an English teacher of a high school. The objectives of the internship are given below:

- To discuss the challenges and successes encountered while teaching a diverse group of students.
- To describe the teaching methods and techniques employed and their effectiveness in meeting student learning needs.
- To evaluate the impact of lessons on student learning outcomes.
- To assess personal growth and development as a teacher and how the internship experience has contributed to professional development.
- To provide recommendations for future improvement in teaching and learning English as a second language.
- To demonstrate the ability to analyze and apply pedagogical theories and concepts in a practical teaching setting.
- To showcase effective communication and collaboration with colleagues, students, and parents.
- To demonstrate an understanding of ethical and professional responsibilities as an English teacher.
- To inspire and encourage others to pursue a career in teaching English as a second language.

CHAPTER 3

Methodology

3.1 Choosing the right institute:

Finding the right institution for me was a bit difficult. Because at first, I didn't know how to do the procedure related to the internship at all. I was very lucky that my supervisor helped me by giving me some good suggestions and motivation. I wanted to apply to an institute that is not far from my home. So, there weren't many options. Moreover, most of the school wasn't familiar with interns and some of them didn't have a vacant post at that time. After searching for a couple of days, I found Prime International School which met my criteria and was willing to accept me. That's how I got into the institute

3.2 Class Observation:

To gain practical experience and observe effective teaching techniques, I participated in classroom observations. This involved observing experienced teachers in action and taking notes on their teaching methods, classroom management strategies, and interactions with students. I also used a reflective approach to analyze my observations and consider how I could incorporate effective teaching techniques into my own practice.

3.3 Teaching Practice:

As part of the internship, I had the opportunity to put theory into practice by teaching English language classes to college students. This involved developing lesson plans, delivering lectures and interactive activities, and assessing student progress. Throughout this process, I used a reflective approach to analyze my own teaching performance and identify areas for improvement.

3.4 Data Collection:

To supplement my own experiences and observations, I also collected data from students and other teachers. This included conducting surveys, interviews, and focus groups to gather

feedback on teaching methods and overall teaching effectiveness. The data collected was analyzed to identify common themes and patterns, as well as to inform recommendations for future teaching practice.

3.5 Data Analysis:

The final step in the methodology was to analyze and interpret the data collected, as well as to reflect on my own experiences and development as a teacher. I applied combination of qualitative and quantitative data analysis techniques, such as thematic analysis and descriptive statistics, to identify key findings and trends. The results of the analysis were used to make recommendations for improving teaching practice and to reflect on the overall internship experience.

CHAPTER 4

Institution Details

4.1. History of the Institution:

"Prime International School" is a reputed privately-owned educational Institution of Shah Ali Thana area in Mirpur-1, Dhaka-1216. This institution was founded by MD. Siddiqur Rahman in 2005. Initially, it was a kindergarten but gradually started teaching higher classes. Now the school teaches from playgroup to 10th grade. The school accepts diverse students regardless of their status or situation and committed to provide quality education equally.

4.1 Institution Details at a glance

Name of the Institution	"Prime International School"
Location	Shah Ali Thana, Mirpur-1, Dhaka-1216.
Founder	Md. Siddiqur Rahman
Ownership type	Private
Number of Students	Approx 340
Number of Teachers	30
Dress Code	Boys: Shirt, Pant, Badge Girls: Frock with pant and scarf, Badge
Class Time	Two shifts Morning: 8:00 AM to 12:30 PM Day: 12:30 PM to 5:30 PM
Teachers Qualification	Minimum Bachelor's degree
Library	No
Canteen	No
Transportation	No

4.2 Participants of Internship Institution: Most students belong to middle-class families from different religions, including Muslims, Hindus, and Christians, attend the school. They are aged between 4 to 16 years old.

4.3 List of functions performed by different Divisions:

Academic Division: The academic division focuses on curriculum development, instruction, and student learning.

Administrative Division: The administrative division handles policies, facilities, finances, and student services.

CHAPTER 5

Class Observation

A classroom observation refers to when someone formally or informally observes a teacher while they're teaching in a classroom or other learning environment. I have observed a few classes during my internship period. It is a different thing from teaching itself as it helped me to plan my teaching style and other strategies by observing teachers and students in advance.

5.1 Class Observation 1

Class: 8

Subject: English 1st paper

Lesson/Topic Name: Unit-3, Lesson-1 “Health”

The first class which I observed was in February and it was class Eight. The class was held by one of the senior teachers who take English classes in this school. After completing the greeting and roll call session, he started with a passage from Unit-3, Lesson-1 “Health”. He at first at first wanted to engage all the students in the class by chatting informally with them about their health and how they maintain it. After this, he dived into the textual passage and questions given in the book. After this, he gave some tasks to the students to complete. He communicated in the Bangla language with the students. His voice and pronunciation were good and confident.

Duration	Lesson Segments	Strengths	Weakness
45 minutes	Greetings – 5 min Covered topic–25 min Task – 10 min Ending – 5 min	<ul style="list-style-type: none">• Familiarity with lessons• Encouraged students to ask questions• Mostly Understandable• Questions answer sessions	<ul style="list-style-type: none">• Not effective for all the students• Limited attention span

5.2: Class observation 2

Class: 10

Subject: English 2nd paper

Lesson/Topic Name: 'Passage Narration'

During my second classroom observation, I observed an English 2nd paper class for grade 10. The teacher was different from the previous one, and she focused on teaching the topic of 'Passage Narration'. She started by briefly discussing direct and indirect speech before diving into the rules for changing them according to person and tense. Although the topic had many rules and limited time, she was able to cover the basics of changing direct speech to indirect speech based on the person. She wrote some fundamental rules on the board and asked the students to note them down. She concluded the class by assigning homework to the students. The teacher used Bengali as the medium of communication and was confident in her teaching. She was friendly and always had a sweet smile on her face, and encouraged the students to ask questions.

Duration	Lesson Segments	Strengths	Weakness
45 minutes	<ul style="list-style-type: none">• Greetings – 5 min• Covered topic – 25 min• Task – 10 min• Ending – 5 min	<ul style="list-style-type: none">• Familiarity with lessons• Encouraged students to ask questions• Mostly Understandable• Questions answer sessions	<ul style="list-style-type: none">• Students had Weak study skills• Students had very little prior knowledge• Lack of engagement or motivation• Limited attention span

5.2 Class observation 2

Class: 10

Subject: English 2nd paper

Lesson/Topic Name: 'Passage Narration'

During my second classroom observation, I observed an English 2nd paper class for grade 10. The teacher was different from the previous one, and she focused on teaching the topic of 'Passage Narration'. She started by briefly discussing direct and indirect speech before diving into the rules for changing them according to person and tense. Although the topic had many rules and limited time, she was able to cover the basics of changing direct speech to indirect speech based on the person. She wrote some fundamental rules on the board and asked the students to note them down. She concluded the class by assigning homework to the students. The teacher used Bengali as the medium of communication and was confident in her teaching. She was friendly and always had a sweet smile on her face, and encouraged the students to ask questions.

Duration	Lesson Segments	Strengths	Weakness
45 minutes	<ul style="list-style-type: none">• Greetings – 5 min• Covered topic – 25 min• Task – 10 min• Ending – 5 min	<ul style="list-style-type: none">• Familiarity with lessons• Encouraged students to ask questions• Mostly Understandable• Questions answer sessions	<ul style="list-style-type: none">• Students had weak study skills• Students had very little prior knowledge• Lack of engagement or motivation• Limited attention span

5.3 Class observation 3

Class: 9

Subject: English 2nd paper

Lesson/Topic Name: Composition 'Environmental Pollution'

In the same month, the following week, I attended the third class, which was for class nine. The instructor's name was Mamunul Ahmed, and after the usual roll call session, he started the class by discussing a composition titled 'Environmental Pollution.' He began by highlighting real-life problems, such as how Dhaka is considered the most polluted city in the world and how we suffer daily as a result of this. He encouraged the students to talk about different types of pollution and suggest possible solutions. Many students participated willingly in the discussion. In conclusion, the instructor provided some suggestions on how to score good marks on composition exams.

Duration	Lesson Segments	Strengths	Weakness
45 minutes	<ul style="list-style-type: none">• Greetings – 5 min• Covered topic – 25 minutes• Task – 10 minutes• Ending – 5 minutes	<ul style="list-style-type: none">• Familiarity with lessons• Encouraged students to ask questions• Mostly Understandable• Questions answer sessions	<ul style="list-style-type: none">• Problem with the right translation• Students had Weak study skills

5.4 Class observation 4

Class: 8

Subject: English 2nd paper

Lesson/Topic Name: Voice Change

Another class I observed was class 8, English 2nd paper where the teacher started a new grammar topic for their upcoming exam. He taught voice change. He at first started with an example where he described one example in two form, active and passive. Then he explained how voice works in active and passive form. He then made a chart where he taught how subject and object change their position respectively and the transformation of verb according to that rule. The teacher taught all the crucial point of the topic in a very short way. As a result, student could quickly catch up the lesson. Some students had a bit of confusion when he gave them task based on the lesson he taught just now, so they asked the teacher about this. He patiently tried to resolve their problems.

Duration	Lesson Segments	Strengths	Weakness
45 minutes	<ul style="list-style-type: none">• Greetings – 5 min• Covered topic – 25 min• Task – 10 min• Ending – 5 min	<ul style="list-style-type: none">• Encouraged students to ask questions• Mostly Understandable• Questions answer sessions	<ul style="list-style-type: none">• Students had Weak study skills• Students had very little prior knowledge• Limited attention span

5.5 Class observation 5

Class: 9

Subject: English 2nd paper

Lesson/Topic Name: CV/Resume writing.

I attended in a couple of class observation session by now. It was my second time observing Mamunul Ahmed sir, and class 9. After the usual roll call session, he started the class where he taught how to write a CV. His specialty is that, he always tries to connect his topic with real life situation which makes his class particularly enjoyable. He started with how and where the students can use CV/Resume. He at first taught to write a CV for a position of a teacher, then explained how they can write a CV for different professions by making little changes and encouraged the students to be flexible with their own writing style. He gave home task where students have to write CV for different professions.

Duration	Lesson Segments	Strengths	Weakness
45 minutes	<ul style="list-style-type: none">• Greetings – 5 minutes• Covered topic – 25 minutes• Task – 10 minutes• Ending – 5 minutes	<ul style="list-style-type: none">• Familiarity with lessons• Encouraged students to ask questions• Mostly Understandable• Questions answer sessions	<ul style="list-style-type: none">• Problem with the right translation• Students had Weak study skills

CHAPTER 6

Teaching Experience

6.1 Summary of three months' teaching experience

Over the course of three months, I had the privilege of teaching students from different grades in a classroom setting, which was both fulfilling and enlightening. During this time, I focused on creating an engaging and supportive learning environment that fostered the students' intellectual growth and personal development. At the beginning of my teaching experience, I familiarized myself with the curriculum and teaching materials, ensuring that I had a comprehensive understanding of the subject matter and learning objectives. I also took the time to get to know my students individually, learning about their strengths, weaknesses, and unique learning styles. To cater to the needs of my students, I designed lesson plans that incorporated a variety of teaching strategies, activities, and resources. I employed interactive teaching methods, such as discussions, group work, and hands-on experiments, to encourage active participation and critical thinking. By incorporating technology, visual aids, and real-life examples, I aimed to make the lessons engaging and relatable to the students' lives. During my teaching period, I regularly assessed the students' progress through quizzes, tests, projects, and assignments. This allowed me to gauge their understanding of the material and identify areas that needed further reinforcement. I provided timely and constructive feedback to help students improve their performance and encouraged them to reflect on their learning journey. The bonds I formed with the students and the joy I experienced in witnessing their achievements made this three-month teaching experience truly memorable.

Class Experience:

❖ Class 1

Class details at a glance:

Class: 8

Subject: English 1st paper

Topic Name: Unit 3 ‘Health and Hygiene’, Lesson- 4 “A Dialogue”

Date: 12th February 2023

Duration: 45 minutes (09.00-09.45 pm)

The very first class I taught was in 8th grade. The class teacher introduced me to the students. I knew what I was going to teach them that day, so I came prepared. Since I was new to the class, I introduced myself to the students after greeting them. I started the lesson with a discussion on the topic of "Health and Hygiene," and also reviewed some previous material. My lesson focused on Lesson 4, which was a dialogue. The lesson included a picture with three characters: a patient lying in bed, a man, and a doctor. The dialogue in the book was based on that picture. As it was a dialogue, I took the opportunity to make the class engaging for the students. I randomly selected three students to act out the dialogue. After this, I discussed some questions and answers and talked a little bit about vocabulary.

Teaching Strategies	Possible Teaching Methods	Observed Shortcomings
<ul style="list-style-type: none">• Use visuals to engage students• Incorporate dialogues and role-play activities• Review previous material• Encourage student participation• Use real-life examples	<ul style="list-style-type: none">• Constructivism.• Experiential Learning• Collaborative Learning• Communicative Language Teaching• Task-Based Language Teaching	<ul style="list-style-type: none">• Insufficient assessment for the time shortage• Some students lacked focus• Couldn't focus on all students

❖ **Class 2**

Class details at a glance:

Class: 10

Subject: English 2nd paper.

Lesson/Topic Name: Grammar (Right forms of verbs)

Date: 19th February 2023

Duration: 45 minutes (10.00-10.45 pm)

Like my previous class, the teacher introduced me to the students. After a short greeting, I started with my lesson. The topic is really broad and will take at least 3 or more classes if I get into detail. But having a strong knowledge of tense is fundamental for this topic, so I asked random students about tense. After this, I dived into the topic. I didn't get straight into the structure of each rule; rather, I first gave them examples and then taught them the possible structure for that specific example. I encouraged them to make new examples and not just memorize the structure but to properly understand them. I also picked one or two students randomly to write examples on the board. After this, I suggested some tricks to get a good grip on this topic.

Teaching Strategies	Possible Teaching Methods	Observed Shortcomings
<ul style="list-style-type: none">• Pre-assessment:• Provide explicit instruction• Use examples:• Encourage active learning• Provide feedback• Connect to real-life situations• Peer teaching	<ul style="list-style-type: none">• Constructivism• Cognitive load theory• Multiple intelligence theory• Social learning theory	<ul style="list-style-type: none">• Some students may struggle with understanding the material.• Insufficient assessment for the time shortage• Some students lacked focus• Couldn't focus on all students

❖ Class 3

Class: 9

Subject: English 1st paper (combined with writing part)

Lesson/Topic Name: Unit 2 'Pastimes', Lesson-5 'Pastimes vary'

Date: 23rd February 2023

Duration: 45 minutes (10.00-10.45 pm)

In this class, I was told to cover the text along with the writing part. I'm very lucky to have another class with such a topic that can help me engage with students. In this lesson, the text was in a dialogue form where two girls talk about pastimes and how they changed throughout generations. At first, I talked about how the students of this class spend their pastimes creating a jolly environment. Then, I picked 2 random students to act according to the dialogue. After this, I discussed some vocabulary and concepts which they had difficulty understanding. Then, in the next section, there was a graph in the book showing how pastimes have changed over time. This was the topic related to the writing part. I taught students how to describe a given graph or chart with some basic writing techniques that I followed when I was a student and gave them some additional graphs to practice in the class by discussing with their peers.

Teaching Strategies	Possible Teaching Methods	Observed Shortcomings
<ul style="list-style-type: none">• Engagement.• Role-play• Vocabulary and concept clarification• Descriptive writing• Peer discussion.	<ul style="list-style-type: none">• Constructivism• Role-play and simulation• Direct instruction• Collaborative learning	<ul style="list-style-type: none">• Insufficient assessment for time shortage• Some students lacked focus• Couldn't focus on all students

6.2 Challenges in classes

- **Student engagement:** It was challenging to keep students engaged and interested in the lesson, especially if the topic is difficult or not of interest to them.

- **Time constraints:** Depending on the length of classes and the amount of material I need to cover, time constraints were a great challenge.
- **Different learning styles:** Students have different learning styles, and some students struggled with certain teaching strategies.
- **Assessment:** Assessing student learning was also a challenge, especially when I used teaching strategies, sometimes it didn't have clear-cut answers or outcomes.
- **Classroom management:** Managing the classroom and ensuring that all students are on task and engaged was difficult, especially with larger classes.
- **Limited resources:** The school classrooms had limited resources such as textbooks, technology, or supplies. With some technological resources, my classes could be more effective
- **Different levels of prior knowledge:** Students had different levels of prior knowledge or background, which made it challenging to provide instruction that is appropriate for everyone.

6.3 Acquired Skills during class experience:

- **Planning and preparation skills:** To be an effective teacher, one must be well-prepared and organized. Through the experiences of planning and preparing lessons, I have developed time-management skills, organizational skills, and the ability to create effective lesson plans. It helped me to use this skill in my personal life as well.
- **Communication skills:** As a teacher, strong communication skills are essential since teaching requires a significant amount of both verbal and nonverbal communication. Although I used to be quite shy and hesitant to express my concerns, interacting with my

students, colleagues, and others has helped me gain confidence in communicating effectively.

- **Adaptability and flexibility skills:** Teaching is not always predictable, and situations can change quickly. Working as a teacher helped me to develop my ability to adapt to changing circumstances and be flexible in my approach to teaching as well as in my daily life.
- **Classroom management skills:** Through the experiences of teaching in a classroom, I can now manage a classroom such as creating a positive and inclusive learning environment, handling disruptive behavior, and engaging students in learning activities.
- **Reflective practice skills:** After working as a teacher I have developed the skill to reflect on my practical experiences and make adjustments to upgrade myself. This involves self-assessment, seeking feedback from colleagues and students, and using data to inform instructional decisions.
- **Problem-Solving Skills:** Teaching often requires quick thinking and decision-making. My problem-solving skill grew by analyzing situations, identifying the root cause of a problem, and coming up with effective solutions.
- **Time Management Skills:** I have developed my time management skills by prioritizing tasks, setting realistic deadlines, and creating a schedule that allows for the effective use of time. I didn't want to be late in my class. I had to adjust my schedule accordingly to my personal and professional life.
- **Leadership Skills:** Teachers are often looked up to as role models and leaders by their students. I was a very introverted person before, I won't say it changed much, but I gained confidence more developed my leadership skills by setting a positive example, inspiring and motivating students, and collaborating with colleagues

CHAPTER 7

Constraints of the internship

7.1 Constraints

- **Institution Selection:** One of the challenges I have faced during your teaching internship is choosing the right institution. Factors such as location, class size, and available resources made it harder to decide. It was challenging to find an institution that was suitable for my situation.
- **Adjusting Time:** The internship is about adjusting to the schedule and workload. Teaching requires a lot of preparation and planning, which can be time-consuming. I had to balance my teaching duties with other responsibilities with my other important work such as my university study, personal life, etc.
- **Data Shortage:** I didn't get much more data or resources that could help me to teach better and write a better internship report. I got some but it's insufficient.
- **Limitation in Teaching:** Finally, another challenge you may have faced during your internship is the limitation in your teaching methods. You may have wanted to try out different teaching approaches or experiment with new techniques, but many real-life factors hindered this intention.

CHAPTER 8

Overall Findings

8.1 Findings based on observing the institute:

- **Inadequate resources:** Scarcity of textbooks, technology, and teaching materials.
- **Outdated curriculum:** The curriculum of our education system is changing frequently in recent years or months, as a result, small local schools like this can't able to catch up with changing current educational standards or meet the needs of students.
- **Insufficient teacher training and support:** Other than some specific senior teachers, many of the teachers aren't being trained regularly according to the updated curriculum of the government. It can result in ineffective teaching practices and poor student outcomes.
- **Poor student-teacher ratio:** Many teachers aren't regular here, as a result, a small number of teachers are overwhelmed with large class sizes and cannot provide individualized attention to students.
- **Ineffective communication:** The communication gap between administration, teachers, and students, lead to misunderstandings and misses opportunities for improvement.
- **Language Barrier:** In our country, many schools face the same issue where teachers who are not fluent in English have to teach the language. However, for students to truly benefit from learning English as a second language, it is crucial for teachers to be fluent in English. Unfortunately, due to this issue, many students struggle to speak English fluently, even after reaching the university level. The problem lies at the root of this issue.
- **Inadequate facilities:** The infrastructure of this school isn't that good. It sometimes affects the quality of the learning and teaching environment.

- **Insufficient funding:** Most of the funding comes from student fees, and students are from middle-class families. It limits the institute's ability to provide adequate resources, training, and support for students and staff.

8.2 Findings about Myself:

My SWOT analysis

Strengths:

- Knowledge about ELT due to previous university course
- Ability to apply different teaching methods
- Strong classroom management skills, including approach toward students
- Previous teaching experience
- Familiarity with lesson material
- Passionate about the teaching profession

Weakness:

- Lacking in certain areas of classroom teaching
- Have to be more fluent in speaking English
- Can't focus on many tasks at once
- Need to gain more confidence
- Sometimes forget familiar things

Opportunities:

- Collaborating with other teachers to learn new strategies and techniques
- Will help to build my career as a teacher.
- Gaining Experience
- Opportunities to pursue higher studies in relevant fields.

Threats:

- Lack of motivation to be a teacher sometime
- Incomplete graduation

CHAPTER 9

Recommendations

9.1 Recommendations for the Institution:

From my experience, I would like to recommend some issues that can be improved. I am saying that by considering the current situation that I have observed. These are given below:

- Need an assessment survey to understand the needs and expectations of students and teachers.
- Develop a comprehensive curriculum that aligns with the latest trends and standards in the field of education although the educational institution alone can't do this, the whole education system of our needs to change.
- Provide ongoing professional development opportunities for teachers to enhance their teaching skills and stay up-to-date with the latest research and best practices.
- Invest in technology infrastructure and educational resources, such as interactive whiteboards, multimedia projectors, and digital libraries, to enhance the learning experience.
- Create a safe and supportive learning environment that fosters student engagement and promotes academic success.
- Encourage parent and community engagement in the educational process through regular communication, parent-teacher meeting, and community outreach programs.
- Implement effective assessment and evaluation methods to measure student progress and identify areas for improvement.
- The overall infrastructure of this institute is not that good which needs to be improved.

9.2 Recommendation for Myself:

- Improve fluency and gain confidence in teaching.
- Develop the ability to focus on individual students and their needs.
- Increase energy and be more outgoing in the classroom.
- Be more efficient in lesson planning and time management.
- Increase interaction with both teachers and students.
- Train me to multitask and handle various tasks simultaneously.
- Handle uncertain situations more professionally and calmly.

CHAPTER 10

Conclusion

This teaching internship was an overwhelming experience for me as a teacher, especially in a classroom full of enthusiastic students who always look up to their teachers to learn something new. It takes a strong personality and a lot of effort to be a good teacher, and improving your personality is a must. Adapting to the given situation is also essential because if a teacher can't change his or her personality, it will be an injustice to both the teacher and the students. My teaching internship provided me with valuable insights into the teaching profession. I was an English teacher at a college where I gained significant experience that I believe will be essential throughout my career. These experiences also helped me understand the practical applications of education. The bond between teachers and students lasts a lifetime, making teaching an intriguing profession. Initially, I struggled to feel confident during my classes, especially when teaching literature. However, I gradually improved as the topics became more effective and engaging. This was my first experience teaching at a college, and the entire internship journey was both educational and informative. In my report, I have highlighted the details of my teaching function and activities at Prime International School to the best of my abilities. Any shortcomings in the

CHAPTER 11

References

11.1 References for Institution details

Institution details were taken directly from the Office, Prime International School.

It has been provided by -

Md. Siddiqur Rahman

Headmaster

Prime International School

11.2: Reference for theories-

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CHAPTER 12

Appendices

12.1 Class experience details:

❖ Lecture-1

Class: 8

Subject: English 1st paper

Lesson/Topic Name: Unit 3 'Health and Hygiene', Lesson- 4 "A Dialogue"

Date: 12th February 2023

Duration: 45 minutes (09.00-09.45 pm)

Goals for that class

- To introduce themselves to the students and establish a positive relationship with them.
- Review previous material and ensure that the students have a clear understanding of the topic.
- To engage the students by involving them in the learning process through activities such as role-playing.
- To facilitate the development of language skills, particularly speaking and vocabulary, through the use of dialogue.
- To promote the importance of health and hygiene to the students.

Teaching Materials:

- Desk
- Text Book
- Whiteboard
- Marker

Strategies:

- Use visuals to engage students: The passage mentions that there was a picture in the book that the lesson was based on. Using visuals like pictures or videos can help engage students and make the lesson more interesting.
- Incorporate dialogues and role-play activities: The teacher in the passage used a dialogue from the book and had students act it out. This is a great way to get students to practice their language skills and improve their speaking abilities.
- Review previous material: The passage mentions that the teacher reviewed some previous material before starting the new lesson. This is important because it helps reinforce previous learning and build on students' knowledge.
- Encourage student participation: The teacher in the passage randomly selected three students to act out the dialogue. Encouraging student participation can help increase engagement and make the lesson more interactive.
- Use real-life examples: The lesson in the passage was on "Health and Hygiene." Using practical examples can help students realize the relevance of the topic and apply their learning to real-life situations.

Possible teaching method

- Constructivism: I reviewed previous material before introducing new material, which aligns with the constructivist approach of building on students' existing knowledge.
- Experiential Learning: This theory emphasizes the importance of learning through experience. The role-play activity mentioned in the passage aligns with this approach, as it allows students to engage themselves in the learning process and apply their knowledge in a practical way.
- Collaborative Learning: I encouraged student participation and engagement, which aligns with the collaborative learning approach of promoting interaction and cooperation among students.

- Communicative Language Teaching: The dialogue and role-play activities align with this approach, as they provide opportunities for students to use language in a realistic and interactive way.
- Task-Based Language Teaching: The role-play activity aligns with this approach, as it provides students with a task to complete using the language they have learned.

Lesson Segments

Greeting – 5 minutes

Student-Teacher Activity (30 minutes)

Evaluation (10 Minutes): Overall Q/A session.

❖ Lecture 2

Class: 10

Subject: English 2nd paper.

Lesson/Topic Name: Grammar (Right forms of verbs)

Date: 19th February 2023

Duration: 45 minutes (10.00-10.45 pm)

Goals for that class

- Building engagement with students
- To introduce the topic of tense to the students in an engaging and interactive way
- Encourage students to create their own examples and not simply memorize rules

- Student participation by randomly selecting students to answer questions and write examples on the board

Strategies

- Pre-assessment: Conduct a pre-assessment on students' understanding of tenses to determine their prior knowledge and identify areas where they may need more support.
- Provide explicit instruction: Provide direct instruction on the rules and patterns for tenses, including verb forms, verb tense, and proper usage.
- Use examples: Use real-life examples and scenarios to demonstrate the use of tenses in context. Students can also create their own examples to reinforce their understanding of the concepts.
- Encourage active learning: Motivate students to participate engage in the learning process by asking questions, providing feedback, working collaboratively in pairs or groups.
- Provide feedback: Provide feedback on students' use of tenses, including correction and explanation of errors. This can help students understand their mistakes and improve their use of tenses.
- Connect to real-life situations: Connect verb lessons to real-life situations to make them relevant and meaningful to students. For example, have students write sentences or stories about their daily routines or favorite activities using the correct verb forms.
- Peer teaching: Encourage peer teaching and collaboration by having students work together to identify and correct verb errors in each other's writing or speech.

Methods

- Constructivism: In teaching verbs, I used real-life examples and scenarios to help students understand the use of different verb forms in context.

- Cognitive load theory: I reduce cognitive load by breaking down complex verb structures into simpler, more manageable parts and gradually building up to more complex structures.
- Multiple intelligences theory: In teaching verbs, I used a variety of teaching strategies and activities to appeal to different types of learners, such as visual aids for visual learners and hands-on activities for kinesthetic learners.
- Social learning theory: I encouraged peer teaching and collaboration by having students work together to identify and correct verb errors in each other's writing or speech.

Teaching Materials:

- Desk
- Text Book
- Whiteboard
- Marker

Lesson Segments

Greeting – 5 minutes

Student-Teacher Activity (30 minutes)

Evaluation (10 Minutes): Overall Q/A session.

❖ Lecture 3

Class: 9

Subject: English 1st paper (combined with writing part)

Lesson/Topic Name: Unit 2 ‘Pastimes’, Lesson-5 ‘Pastimes vary’

Date: 23th February 2023

Duration: 45 minutes (10.00-10.45 pm)

Goals for that class

- Engage students with the topic of pastimes by asking them about their own pastimes.
- Help students understand the dialogue in the text by selecting two students to act it out and discussing any vocabulary or concepts they had difficulty with.
- Teach students how to describe a graph or chart with basic writing techniques.
- Provide students with additional practice in describing graphs or charts by discussing with their peers in the class.

Strategies

- Engagement: The teacher engaged the students by talking about how they spend their pastimes. This strategy can be used in other classes as well, where the teacher can find ways to relate the topic to the students' interests or daily life.
- Role-play: The teacher picked two random students to act out the dialogue. This strategy can be used to make the class more interactive and engaging. The teacher can assign different roles to students and have them act out a scene or dialogue related to the topic.
- Vocabulary and concept clarification: The teacher discussed some vocabulary and concepts which the students had difficulty understanding. This strategy can help students better understand the topic by clarifying any confusion they may have.
- Descriptive writing: The teacher taught the students how to describe a given graph or chart with some basic writing techniques. This strategy can help students develop their writing skills and learn how to effectively communicate information through writing.
- Peer discussion: The teacher gave the students some additional graphs to practice in class by discussing with their peers. This strategy can help students collaborate and learn from each other while practicing the new skill.

Methods

- Constructivism: The engagement strategy I used is an example of constructivism, as the teacher encouraged the students to share their experiences of how they spend their pastimes, which can help them construct their own understanding of the topic.
- Role-play and simulation: I used this method as the students were asked to act out a dialogue related to the topic.
- Direct instruction: The descriptive writing strategy that I used is an example of direct instruction, as I taught the students how to describe a given graph or chart using some basic writing techniques.
- Collaborative learning: I gave the students additional graphs to practice in a class by discussing with their peers.
- additional graphs to practice in a class by discussing with their peers.

Teaching Materials:

- Desk
- Text Book
- Whiteboard Marker

Lesson Segments

Greeting – 5 minutes

Student-Teacher Activity (30 minutes)

Evaluation (10 Minutes): Overall Q/A session.

12.2 Pictures

Class Observation



Class Conduction



Student teacher activity





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EIMS Code: 310011291

Date : 02.05.2023

TO WHOM IT MAY CONCERN

This is to certify that, Samira Rahman, D/o. Kazi Muslimur Rahman & Sharmin Rahman. She has been serving in this School as a English Teacher since 01-02-2023 to till now.

She is very sincere and most active during her service period. We have found her very punctual to the School and sincere his job. She bears a moral character. Best of my knowledge she did not take participate in subversive activities against the School.

I wish her every success in life.


Md. Siddikur Rahman
Principal
Prime International School

Md. Siddikur Rahman
Principal

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