



Daffodil
International
University

Internship Report

On

**My Experience as an English Teacher at Rowshon-Ara Smriti
Mohila Degree College**

Submitted by:

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Declaration

I do state that the Internship Report is submitted to the Department of English, Daffodil International University. In order to complete my project paper titled “Project Paper with Internship” (Course Code: ENG 334), for the B.A. (Hons) in English program, Daffodil International University is an authentic source.

I have been assigned to complete an internship on “Class Observation and Teaching”. The report is written under the supervision of Mr. Md Ariful Islam Laskar, Assistant Professor, Department of English at Daffodil International University.

Debzani Das

Signature of the Intern

Debzani Das

ID: 191-10-1898

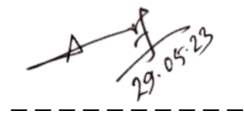
Department of English

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Certification of Supervisor

This is to clarify that Debzani Das completed her internship at Rowshon-Ara Smriti Mohila Degree College, on the topic of " My Experience as an English Teacher at Rowshon-Ara Smriti Mohila Degree College."

She has proven that she can inspire herself to pick up new skills during her internship. She finished the assignment timely, and her work impressed me. Throughout the entire procedure, she kept in touch with me and frequently requested advice.



Handwritten signature and date: 29.05.23

Supervisor

Mr. Md Ariful Islam Laskar

Assistant Professor

Department of English

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Acknowledgment

First of all, I would like to express my sincere appreciation and humble submission to the Almighty God, who gave me the opportunity to study at Daffodil International University and to complete my internship there, without whose assistance I would not have been able to finish the enormous task of writing this internship report by the deadline.

The internship report is a crucial component of the undergraduate program because it allows students to learn within three months by participating in the day-to-day activities of their chosen organization. In this regard, Rowshon-Ara Smriti Mohila Degree College has set up my internship.

I appreciate Mr. Md Ariful Islam Laskar, Assistant Professor, Department of English at Daffodil International University, who served as my supervisor and helped me to prepare this report. I am also appreciative to Md Jahangir Al Azad, principal of the Rowshon-Ara Smriti Mohila Degree College, for allowing me to complete my internship there.

The staff at Rowshon-Ara Smriti Mohila Degree College, who greatly assisted me during my internship, has my sincere gratitude and respect.

With regards

Debzani Das

ID: 191-10-1898

Department of English

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Abstract

The complicated socio-cultural, political, and economic environment of Bangladesh has made English language teaching (ELT) a considerable problem there. Many teaching methods have been used in the nation over time to raise the standard of ELT, but the results have been inconsistent. This research paper seeks to evaluate the efficacy of the ELT techniques now in use in Bangladesh. The paper also intends to offer recommendations for successful ELT approaches that could be applied in the nation based on international best practices and experiences. Interviews, observations, and document analysis are some of the primary and secondary sources of information used in this study. The research finds that a more task-based, communicative, and student-centered approach is required to make English Language Teaching more efficient and easier to learn. I did my best to present my real-world experiences in the report in the ideal and proper manner.

Keywords: ELT, standard, experience.

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1. Introduction

English is a universal language, and its significance in the modern world cannot be overstated. It is the most extensively used language worldwide (Crystal, 2003). It is unfortunate that the English learning system in Bangladesh is so poor. Because of ineffective instructional strategies, we have difficulties to learn English (Hossain, 2018). Because English is a foreign language, we are unable to fully comprehend its core reading, writing, listening, and speaking skills. It's excellent that so many fresh approaches, concepts, and strategies have recently been offered to aid with our English-language development. Internships are one type of labor that will help us perform better on the job market. Our professional advancement will also be aided by this experience. English is seen as an essential tool for communication, education, and employment prospects in Bangladesh. The paper also intends to offer recommendations for successful ELT approaches that could be applied in the nation based on international best practices and experiences. This study's main objective is to identify the typical approaches teachers take when teaching English to school-aged students. Moreover, to think of strategies to help students become better at speaking, listening, writing, and reading.

In this paper, I will talk about my experiences working as a teaching intern at Rowshon-Ara Smriti Mohila Degree College. I gained a lot of knowledge about the steps, methods, and other abilities necessary to conduct classes, as well as how the teachers performed their own classes. It also helped me to comprehend how lessons are planned out and carried out with the use of the proper materials. Internship programs are a great way for students to prepare for their future careers and as professionals (Nauta, 2010). They enable businesses to quickly identify adaptive, seasoned, and extraordinarily qualified job applicants while providing students with work-related experience. I want to express my gratitude to my supervisor for his unwavering support, tolerance, and guidance, all of which enabled me to successfully complete my internship.

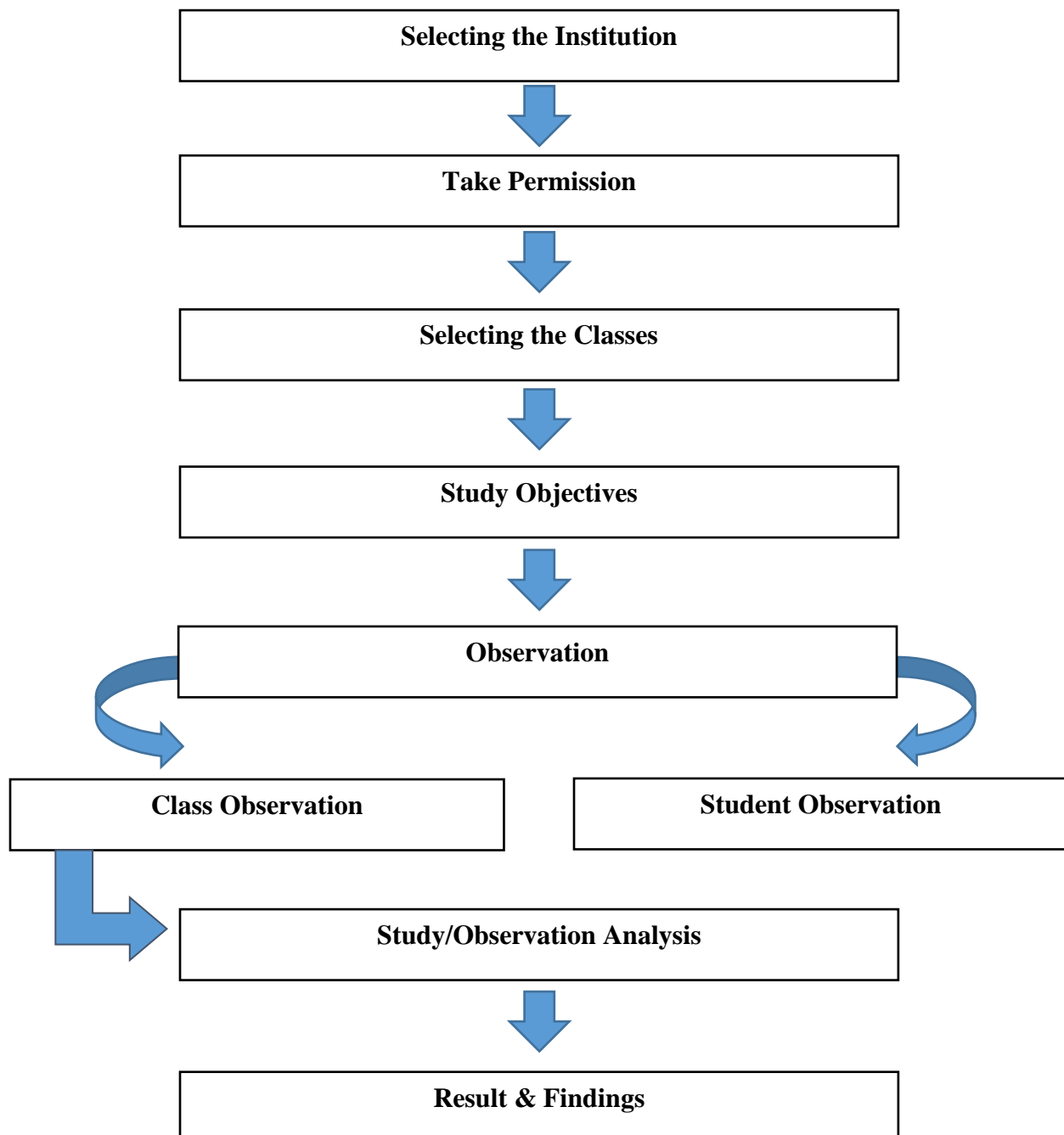
2. Objectives

The following are the goals of this research paper:

1. To observe classes and determine how teachers and students interact.
2. To determine each student's strength and weakness.
3. To evaluate the skills and teaching methods of the teachers of Rowshon-Ara Smriti Mohila Degree College.
4. To be able to conduct a class normally, with the aid of a particular lesson plan, resources, and educational activities.
5. To put my own skills that I acquired in classes to teach.
6. To gain practical experience of giving and observing classes.

3. Methodology

Methodology is a crucial framework for achieving the final product. It covers a wide range of topics, including goals, methods for organizing your research, gathering data, and data analysis. I have observed and gave practical classes. Based on that experience, I have prepared my paper. It is a mixture of qualitative and quantitative research. For my paper the methodology I followed is given below:



The brief analysis of this methodological framework is given below:

3.1 Selecting the institution

Choosing an institution to write about in a project paper must be one of the most difficult tasks. I must choose an institution because I am completing an internship to become an English teacher. I went to Bagerhat and visited numerous schools there and select Rowshon-Ara Smriti Mohila Degree College for doing my internship. As soon as I arrived at the school, I was given permission to finish my project by the school administration.

3.2 Take permission:

To complete an internship at a school or college, approval from the institution's administration is required. If they agree to the proposal, they will provide a letter of approval bearing the principal's signature, guaranteeing the internship. The first step in our approach to begin the internship is to obtain authorization from the authorities or supervisor of our own institution after receiving the approval letter.

3.3 Selecting classes:

I chose the classes where I thought would give me the most knowledge and experiences because I had previously been given the go-ahead to enroll in classes at any grade level, from sixth to tenth. I consequently taught English in a school at all levels, starting with Class 6 and ending with Advanced (Class 9).

3.4 Study objectives:

To complete the paper, several objectives are chosen. These goals have to be adhered to during the whole process of writing this paper and also our working process too.

3.5 Observation:

Teacher observation is more important for an intern student, because an intern student is still a student and tries to observe the teaching process so that he or she may also take the class in a mature and standard style. Even the thought of someone watching them teach makes teachers uncomfortable, but it's an essential aspect of their professional growth. Although while inexperienced teachers, in instance, may spend hours each evening planning their classes, if they don't receive a thorough review, they could never be able to determine whether they are effective

in the classroom without first observing the progress of their students. Since many teachers rely on receiving a favorable observation report, it is crucial that the process be fair, accurate, and helpful.

3.5.1 Class observation:

I observed multiple English classes taken by two different teachers. It is the first step toward developing a better grasp of how English classes are typically managed, how students and teachers interact in class, and how teachers in higher-level schools inspire their students to accomplish the objectives they set for them.

3.5.2 Student observation:

Not just observation of teachers and classes, along with examining the teachers' methods of instruction, I also saw the students' reactions to the teachers during my time spent monitoring the classrooms. As a result, I was able to develop original lesson plans that would enhance the lessons' productivity, interest, and engagement. To gauge how well they understood the material I had just finished or was about to cover, I gave the students a test at the start of each lecture. This made it easier for me and the students to understand one another.

3.6 Study/Observation analysis:

After carefully monitoring teachers, classrooms, and students, I developed several interesting ideas bringing creativity into teaching which was not there before. I also became aware of how much the teaching and learning processes vary based on where they are conducted. Also, I learned certain attention-holding strategies as well as leadership and communication abilities. I learned new ideas and developed as a person as a result of my teaching mistakes. Now that I could evaluate my performance, I could see myself as a teacher.

3.7 Result and Findings:

I can find the results I was looking for after the analysis of the observation or study. The study will look at how teachers and students interact as well as the educational system and the caliber of the teachers. Based on the observation, I am very certain that it will increase my confidence in my ability to become a competent teacher and will also perform an effective ELT approach.

4. Institution Details

Institution Name: Rowshon- Ara Smriti Mohila Degree College.

Location: Morrelganj, Bagerhat, Bangladesh.

Year of Establishment: 1987.

Principal's Name: Md Jahangir Al Azad.

Number of Teachers: 25

Number of Students: Above 500.

Section: For classes six through eight, there are A and B sections. Additionally, there are two faculties for classes 9 through 12: Science and the Arts.

Teacher's Qualification: B.A pass, B.S.S pass.

Ownership: Private.

Tuition Fees: Varies class to class.

Rowshon-Ara Smriti Mohila Degree College was established in 1987, and it is an educational institution approved by the Government of Bangladesh. The college area of the academic building is a four storied building. There is total twenty rooms in the building. Eleven are used for classrooms, one is for the principal sir, one is for the female teachers, one is for male teachers, one is for college library, one is for computer lab, one is for science laboratory, one is use for female common room, one is for storeroom, one is for prayer hall, one is for indoor games. Around four hundred students study here and twenty-five teachers are engaged to teach and guide them. The teachers are well qualified. Seven people work as staff including two security guards. There is no canteen facility in the college

Some important benefits given by the institution:

- Free bags are provided to all new students.
- Poor students that demonstrate merit receive waivers for certain grades.
- Teachers are permitted to offer lessons at the school, but not when classes are in session.
- The institution offers English and Math coaching lessons for each class.

- Other than for admission and form filling, there are no further payments for students.
- If necessary, teachers may detain students for additional hours.
- Every year, a variety of events are held to motivate the students, including dancing, singing, games, and the recital of poems, with rewards for the victors. And before the big match, some professional teachers rehearse all the drills for a month. On the day of the championship match, there are certain contests that anyone can enter to win prizes.

5. Class Observation Reports

5.1 Class observation 1

My first day as an intern teacher at Rowshon-Ara Smriti Mohila Degree College was on 1st February, 2023. That day was spent by sitting in on Mrs. Nadira's class as an observer. The lesson started at 10 a.m. sharp and ended at 11.10 a.m. despite the fact that the lecture was supposed to last 50 minutes. She was the teacher for the sixth-grade sentence-related class. She first introduced me to each student in the class before moving on to her lesson. In the meanwhile, she asked questions about storytelling and gave them a brief warm-up on the topic. She also asked the children to provide examples. The teacher regularly used the white board to present the topic to the class so that the students may write down everything in their note in case they are unable to keep up with the teacher. She distributed several sheets for them to subsequently memorize.

After fifteen minutes, she asked each student a question about the instructions for the topic from the document. In order for them to gain a thorough understanding, she also gave them the instruction to read and write all of the examples from the book. Due to everyone's focus on their studies, the first few minutes of class were very quiet. Following that, a few students inquired about their issues, and the teacher made an effort to explain them as clearly as possible. Once the teacher had handed the students their assignment for the following class, the bell rang. Once the teacher requested more time for the attendance, both she and I exited the class.

In the first observation class, I liked the teacher's calmness that how easily she conducted her class with passion and not just teaching her lesson, she also solved student's problems in a very different and creative way.

5.1.1 Interviewing the Teacher

I got the chance to speak with Mrs. Nadira after her lesson. I questioned her about her teaching strategy and whether she thought it needed to be changed. The replies from Mrs. Nadira, who said that students get used to teachers' teaching approaches at a young age, helped me grasp the topic better. She indicated that every student has been receiving their teachings in this way since they were young by stating that her teacher had taught her in a similar way when she was a youngster. She said she concerns that her teaching style might change abruptly and the students won't like it.

5.2 Class Observation 2

The very next day, I went to Mrs. Sadia's class to observe. She enrolled in the class 8. The class ran from 10 am till 10:50 am. She took the attendance first, and then she introduced me to everyone. The reading passage for the English first paper, which is about Bangabandhu Sheikh Mujibur Rahman, was the topic of the class that day. She appeared to be well-liked by the students. As soon as she walked into the class, the students began to show excitement for the new subject. Several even questioned whether they would be answering questions or reading passages during class. The teacher selected the topic. She requested that the students read the essay out loud. While the student was reading and writing, the teacher translated it word for word. Each word the student read aloud was translated word for word by the teacher, who also wrote the meaning of each term on the board. The students paid attention to it.

The teacher then started responding to the questions and rearranging some of the lessons. She also told the students to find the answers in the book after translating the questions into Bangla. Only a very tiny percentage of students understood the main idea of the response. The teacher gave them instructions to write exactly what was written in the book and to refrain from attempting to build their own words. Once the students reproduced the response from the text, she gave an explanation and changed the tense in which the question was posed. Tenses were also a topic of conversation in class. The student's task was to memorize the definitions of the terms the teacher had written on the board. The teacher translated the chapter into Bengali and then gave the students homework that involved remembering the definitions of the terms she had written on the board. Soon, the lesson ended.

The class was just like any other classes I had previously attended. I did not particularly enjoy the class because the word-for-word translation prevented students from brainstorming and inferring the meaning, which is undoubtedly preventing them from expanding their understanding of how to learn a new skill on their own. There was undoubtedly a process in place to ensure that the students understood the material. Also, the teacher told them to copy the content verbatim, which is a barrier in and of itself that stops students from using their imaginations in their writing, thinking, and word choice.

5.2.1 Interviewing the Teacher

After class, I went to Ms. Sadia's room, where she graciously gave me some of her time. She teaches Bengali, but occasionally she also teaches English because there aren't enough teachers and some of them aren't regular. The classes of the other absent teachers must therefore be taught by the current teachers. She asserted that she conducts the lessons in the same manner as she did as a student because she is not very familiar with the English class lesson plan.

6. Teaching Experience

6.1 Class 1

My lesson plan for 1st class

Subject: English Grammar

Class: 6

Topic: Tense

Time: 50 minutes

Phase	Duration	Lesson/Activities
Segment-1	5 Minutes	Introduction and Warm up
Segment-2	25 Minutes	Topic discussion and give real life example related with the topic
Segment-3	10 Minutes	Check assignment
Segment-4	10 minutes	Provide feedback

This was my first time teaching a class and I had no prior experience, which made me quite nervous. However, the other teachers were a great help, providing me with motivation and inspiration, which was very helpful. On February 4th at 10:50 am, I arrived for my first class with a group of sixth-grade students. I had prepared a lesson on the topic of tense, which I introduced after chatting with the students and asking about their personal experiences. Their humble responses boosted my confidence and I proceeded to teach them the fundamentals of tense. When I asked some of the students to summarize the lecture, the majority provided accurate responses. After that, I explained the stage thoroughly and questioned them to test their comprehension. I was happy to see that most of the students had an excellent understanding of the topic, and I was able to teach them clearly. One student had a question about "Perfect Continuous," which I clarified for her to ensure that she understood. Then, I asked them to write a sentence about the entire topic,

and most of them responded within a sentence. Lastly, the students gave me feedback, and I learned a lot from teaching the class.

6.2 Class 2

My lesson plan for 2nd class

Subject: English 1st paper

Class: 8

Topic: Health and Hygiene

Time: 50 minutes

Phase	Duration	Lesson/Activities
Segment-1	5 Minutes	Introduction and Warm up
Segment-2	10 Minutes	Reading session done by students
Segment-3	20 Minutes	Topic discussion with real life example
Segment-4	15 minutes	Problem solving session

On my second day as a teacher, I led a class of eighth graders for their first paper English lesson, which focused on "Health and Hygiene." The class lasted from 10:00 am to 10:50 am and 25 out of the 30 students were present. To start the lesson, I asked the students about their sleeping patterns and how much time they spent on social media or playing video games, which confused them at first. However, they eventually opened up and shared their experiences, with most admitting to staying up late. I then asked if they believed that going to bed on time was beneficial to their health, to which they responded positively. I asked them to guess the topic of the lesson, and almost 60% of the students accurately predicted it. I then asked them to examine the illustration in the book, which was placed above the section, and write down their thoughts on it. I encouraged them to make educated guesses about what might be in the upcoming paragraph on hygiene and

health. The students brainstormed and their work was excellent. They read the paragraph aloud and compared it to their written responses, inferring the meaning of unfamiliar words through collaborative efforts. I corrected any errors or incorrect interpretations and sought each group's interpretation of the chapter. Finally, I provided feedback on their progress and assigned homework for the next class.

To summarize my approach to teaching over the course of a week, I engaged my students by making the lesson material relatable to their everyday lives. I asked them to write down words that came to mind when they saw certain pictures and corrected their mistakes. Despite initial struggles with adapting to my teaching style, my students eventually gave their best efforts.

6.3 Class 3

My lesson plan for 3rd class

Subject: English 2nd paper

Class: 8

Topic: Surprise Test

Time: 50 minutes

Phase	Duration	Lesson/Activities
Segment-1	5 Minutes	Warm up
Segment-2	20 Minutes	Take surprise test
Segment-3	15 Minutes	Checking and marking answer sheet
Segment-4	10 minutes	Solve individual's problems

In the next class, I started by getting to know my students' names and checking in on their well-being. After discussing their recent assignments, I surprised them with a task to write an essay about their personal experience with a boat journey. This task was meant to encourage their

creativity and innovation skills. I also assigned them a task to write a report about an accident they witnessed the next day.

6.4 Class 4

My lesson plan for 4th class

Subject: English Grammar

Class: 9

Topic: Narration

Time: 50 minutes

Phase	Duration	Lesson/Activities
Segment-1	5 Minutes	Warm up
Segment-2	20 Minutes	Teaching Narration
Segment-3	5 Minutes	Asking question session
Segment-4	20 minutes	Assign task and solve individual's problems

For my fourth class, held on a Wednesday, I tested my students' language proficiency and comprehension skills by teaching them about narration. I provided guidelines and examples and allowed them to ask questions. After that, I gave them short task of fill in the gaps. They responded well and were enthusiastic about the task, which involved choosing the correct answer and filling in blanks. After collecting their completed task and declaring a winner, I encouraged all students to put in effort and reach their goals.

6.5 Rest of the classes

Overall, after a week of teaching, I gained confidence and maturity and approached each class with passion and intensity. My internship period last till 30th April, 2023. I aimed to provide my students

with new experiences and make learning more enjoyable and attractive. I also tried to identify and help struggling students. Through this process, I discovered new things about myself as a teacher.

7. Overall Findings

I observed two classes and later conducted some official classes in a school where I found the teachers to be very supportive and student-friendly. They went above and beyond to help their students in the best possible way, and they also assisted me during my entire internship period. To assess the students' competence, they were given a variety of tasks, which helped the teachers to understand their mindset.

7.1 Observation Analysis of My Class

In terms of my class, I developed three innovative lesson plans to increase the students' creativity and encourage them to think outside the box. I sought the advice of the school's teachers before finalizing my plans, and although there were some delays due to students, I did my best to deliver the information successfully. I provided additional assistance to those who had difficulty understanding, and I believe I was able to teach them effectively.

7.2 Positives

The school provides ample space for sports activities, and its lush surroundings help to create a peaceful environment for relaxation. The teachers are dedicated and student-friendly, always striving to address students' problems. Special classes are also available for weaker students, and students are encouraged to think about various topics after class.

7.3 Negatives

Although the school has been founded on its own place, the school is not very clean, with dirty classrooms, playing fields, and trash cans scattered throughout the premises. Students and some teachers are also observed leaving trash around. The teaching methods are conventional, lacking creativity and innovative lesson plans to make the learning process more exciting for students. The school does not use technology such as computers or projectors, as there is no internet access. As a result, the teachers are unable to experiment with different teaching techniques and provide real-life examples to students. Additionally, due to a shortage of teachers compared to students, some teachers have to teach subjects outside their expertise, creating additional pressure.

8. Recommendations

The institution is in need of significant improvements, and the following recommendations have been outlined to address some of the pressing issues:

1. Students should be taught fundamental values such as cleanliness and respect, which are essential for their personal growth and development.
2. To improve time management and enhance the effectiveness of lessons, teachers should prepare comprehensive lesson plans for each class.
3. Students should be encouraged to participate in a wide range of extracurricular activities, including quiz competitions, games, and debates, to boost their communication and creative skills.
4. Modern technology should be incorporated throughout the institution to simplify tasks such as class presentations, exam scheduling, result management, and student data collection.
5. Teachers should prioritize listening to students' opinions, rather than solely focusing on teaching the subject matter, to create a more inclusive learning environment that values student input.
6. Teachers should focus on improving their pronunciation to ensure that students learn correct pronunciation, which is crucial for effective communication.

Overall, by implementing these recommendations, the institution can strive towards creating a better learning environment for students, promoting holistic development, and enhancing their academic performance.

9. Conclusion

The importance of education cannot be overstated in the progress of any society, and the methods of instruction utilized have a significant impact on the standard of education provided. The education system of Bangladesh has experienced substantial changes in the recent past with the goal of enhancing the quality of education provided within the country. The main focus of this research paper is to investigate the teaching methods that are employed in schools within Bangladesh and how they impact the academic performance of students. The study also delves into the various obstacles that teachers encounter while implementing these methods and proposes potential solutions for addressing them. Furthermore, the paper sheds light on the perspective of an intern student who took on the role of a teacher in a Bangladeshi school, providing valuable insights into the practical challenges and possibilities of teaching in the education system of Bangladesh. The entire process of this internship was a roller coaster ride for me as it was a completely new challenge for me in my life. But it gave me a lot of experience and also gave me the confidence to be a leader and discover new things. I am incredibly appreciative of the people who offered their helping hands to me as long as I was not done because the entire procedure has made me a skilled observer. The internship taught me a great deal, including how to remain composed in challenging circumstances, how to interact appropriately, how to run classes, and many other things. I learned about my strengths and weaknesses throughout my internship, which helped me feel much more confident in myself. Unquestionably, my self-esteem has also increased. And these achievements will surely help me a lot in my future career.

10. References

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11. Appendix

11.1 Certificate from Rowshon-Ara Smriti Mohila Degree College

বিশ্ববিদ্যালয়ের স্বাক্ষরিত পত্র

ফোন : ০১৬৫৫৬-৫৬৬৬
ফ্যাক্স : ০১৬৫৫৬-৫৬৬৬

রওশন-আরা স্মৃতি মহিলা ডিগ্রী কলেজ
প্রতিষ্ঠাতা : ড. মিয়া আব্বাস উদ্দিন (সাবেক সসেন সদস্য)
ডাকঘর : মোরেলগঞ্জ, উপজেলা : মোরেলগঞ্জ, জেলা : বাগেরহাট।
স্থাপিত : ইং ১৯৮৭

College Code - 4402, National University - 0111, Eln - 115155, Email rowshonarasmitimohilacollege@yahoo.com, Web- rowshonarasmitimohilacollege.edu.bd

স্মারক সংখ্যা : তারিখ :

Date: 27 february
name: Debzani Das
Address : Morrelgang, Bagerhat
Debzani Das,

Congratulation! This is to inform you that, you have been selected for the post of a probationary Assistant English Teacher on the basis of your excellency. Your job location will be Rowshon-Ara Smriti Mohila Degree College and the timing will be form 8.30 am to 04.30 pm form Saturday to Thursday.

As per the discussion you are appointed for 3 months namely February, March and April as an intern staff members on the 1st of February 2023

The Following criteria will apply to this provisional appointment offer.

Acceptance of the offer
joining latest by 1st February.2023
Submission of recommendation letter from the department where you have studied

Kindly send us a signed copy of the appointment letter along with a copy relevent documents as a confirmation of your acceptance of the letter

Best wishes


Yours sincerely,

Md Jahangir Al Azad
Principal
Rowshon-Ara Smriti Mohila Degree College
date:
E-mail:
contact:

Figure 1: Certificate from Rowshon-Ara Smriti Mohila Degree College

11.2 Images from Classes



Figure 2: Images of classes

11.3 Turnitin Originality Report

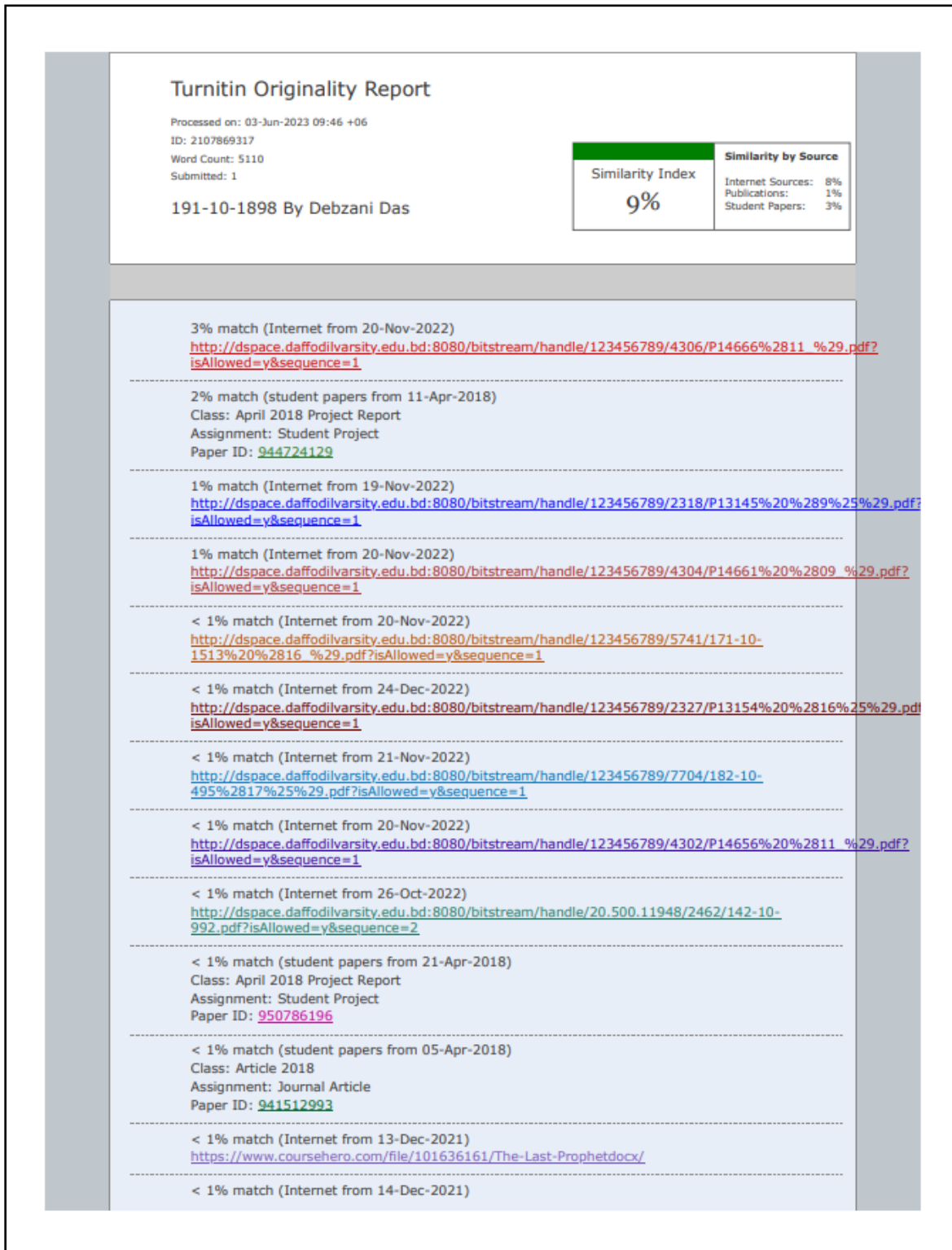


Figure 3: Turnitin Originality Report