



Internship Report
On
My Experience as an English Teacher at Harbaid School and College

Submitted by:

Uday Biswas Akash

ID: 192-10-439

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Supervised by:

Ms. Nahida Akter Poly

Lecturer (Senior Scale)

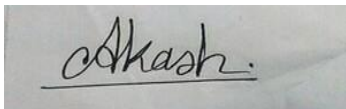
Department of English

Daffodil International University

Date of Submission: 07.06.2023

Declaration of the Intern

I hereby announce that the internship report on My Experience as an English Teacher at **Harbaid School and College** is a genuine and unique work for the course **ENG431: Project Paper with Internship in the program of BA (Hons) in English**. It is submitted to the Department of English, Daffodil International University. I have finished my report under the supervision of Ms. Nahida Akter Poly, Senior Lecturer, Department of English, Daffodil International University.



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Name: Uday Bishwas Akash

ID: 192-10-439

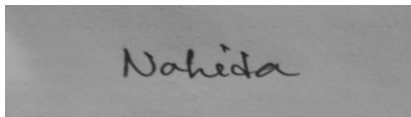
Batch: 14th

Department of English

Daffodil International University

Certification of Supervisor

This is to certify that the intern, Uday Biswas Akash, ID: 192-10-439, a student of English Department, Daffodil International University, has completed the internship paper on **My Experience as an English Teacher at Harbaid School and College** successfully under my supervision for ENG Eng 431 course. He fulfilled all the requirements and completed all the procedure of the course. Therefore, the intern is now qualified to submit his report for the evaluation of the panel of examiners. He must present the report of his findings during the internship period in front of the panel of evaluators.



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Supervisor

Ms. Nahida Akter Poly

Lecturer (Senior Scale)

Department of English

Daffodil International University

Acknowledgment

First of all, I would like to thank my supervisor, Ms. Nahida Akter Poly for helping me with sufficient suggestions and direction. I am also thankful to Mr. Mohammad Abu Naim, the headmaster of Harbaid School and College, for allowing me the opportunity to do an internship at the school. I sincerely thank Mr. Billal Hossain, the senior English teacher at the school. I would not have been able to complete the internship with such grace without his help. I learned many things by observing his classes. He was always welcoming and amiable. I also need to thank the students of Harbaid School and College. They were very cooperative and polite children. I enjoyed teaching them. And I cannot express enough gratefulness to my parents, who are always supportive and motivating. The internship program was an outstanding experience for me. I enjoyed it more than I expected. I thank my university Daffodil International University for offering us such a practical course that can teach us a lot of things. In the end, I thank the almighty for keeping me healthy and letting me complete the internship successfully.

Abstract

This internship report aims to present a comprehensive and detailed overview of my internship experience at **Harbaid School and College**, focusing on the observation and application of various English Language teaching methods. Through three months of intensive observation and active participation, I gained valuable insights into the overall scenario of English Language teaching at Harbaid School and College. The findings and observations presented in this report contribute to a deeper understanding of English Language teaching practices and their impact on students and educators. It helps find out the positive sides as well as the shortcomings of current teaching system.

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Chapter 1

Introduction

The importance of learning English is only increasing with time. Almost every country provides much focus on teaching English through academic curriculum. Bangladesh is no different. English is taught as a mandatory subject in schools and colleges. However, students in Bangladesh fail to show the expected competency in English even after studying English as a major subject for a decade. There are several reasons behind it. I was offered a course titled “Project Paper with Internship,” which was a great opportunity for me to gain real-life experience in observing and conducting classes and other facts that are related to teaching. During my internship period, I was focused on finding out the problems that make our students afraid of English subjects and why they cannot gain enough competence. I applied different methods to teach them and find out their problems.

I joined Harbaid School and College for a three-month internship. During this time, I observed several classes and conducted classes myself. It was an experience I will cherish; I have learned many things from this internship.

Objectives

- a. Getting real experience by working in a school as an English teacher
- b. Knowing the evaluation system of a school
- c. Learning the requirements and works of a teacher in detail
- d. Analyzing the conditions of the students by observing and conducting classes
- e. Obtaining interpersonal skills and becoming a professional

Chapter 3

Methodology

I joined **Harbaid School and College** to complete my internship. I wanted to do my internship in this institution because it is one of the best schools in our locality, and I also passed SSC from this school. I knew the teachers well, and they were very welcoming to let me do my internship at the school. At first, I met with my supervisor Ms. Nahida Akter Poly, who provided me with proper guidelines. Next, I went to the Department of English to get the forwarding letter signed by Dr. Liza Sharmin, the Head of the Department. Afterward, I met Mr. Muhammad Abu Naim, the Headmaster of Harbaid School and College. He accepted the forwarding letter and welcomed me to the school as an intern.

Mr. Billal Hossain, a senior English teacher at the school, was assigned as my mentor during the internship period. He took me with him to his various classes. I observed his studying learned many things. He showed me how he planned his lessons and how to evaluate students. After observing classes for a few weeks, I was assigned to take English classes by myself. I enjoyed taking the classes. Overall, it was a totally new experience for me, and I believe the experience will be very helpful in my career in the near future.

Chapter 4

Institution Details

Institution	Harbaid School and College
Location	Harbaid, Gazipur
Establishment	1968, developed as college in 2015
Building	03
Students	1300
Number of teachers	30
Shift	Yes
Staffs	10
Economic condition	Half-government
Playground	Yes
Library	Yes
Canteen	Yes
CCTV monitoring	No
Garden	No
Prayer room	No
Security	Yes
Laboratory	Yes
Auditorium	No
Common room	No
Computer lab	Yes

Cultural activities	Yes
Annual magazine	Yes

Evaluation System at Harbaid School and College

Harbaid School and College the NCTB instructed syllabus for every class to teach and take examinations. Their evaluation system for all the subjects includes:

- a. The academic year is divided into two terms: half yearly and annual examination
- b. 2 class tests of 20 marks which is converted into 10 for each term
- c. A mid-term examination of 25 marks which is converted into 15
- d. A final examination of 100 marks which is converted to 75

Chapter 5

My Experience of Class Observation

Mr. Billal Hossain took me with him to three of his classes for observation. I noticed that he was very punctual and always started and ended his lessons on time. The classrooms did not have any multimedia or digital sound systems. Mr. Hossain had to speak loudly during the classes to ensure everyone could hear him. The rooms were of medium size with a good number of students. The rooms were spacious, and the seating arrangement was average. While observing classes, I also talked to some of the students about their feelings regarding English. They said that they did not enjoy studying English.

It was difficult for the teachers to pay attention to everyone since there were so many students in the classroom. Also, students had the intention of gossiping during their classes. It is mostly because they do not enjoy their classes very much, though some of them claimed that Mr. Hossain was one of the few teachers whose classes they enjoyed. I learned so many things by observing the classes. Mr. Hossain had very good skills in class management and time management. I feel lucky to have worked with him.

Class Observation Report

I observed many classes during my internship period and one of them was the English Second Paper class for the grade (VI) at Harbaid School and College, Gazipur, on the 27th of February, 2023. The class was conducted by Mr. Billal Hossain, a senior teacher. The teacher took some preparation before going to the class on the topic “tense.” The class was scheduled to begin at 9.45 AM and end at 10.30 AM. Mr. Hossain reached one minute earlier. It was a large classroom with a total of 70 students, and 45 were present. The room had two big windows, two lights, four fans, and a whiteboard.

The objective of the class was to teach students about the basic knowledge of tenses and show them the structures of different tenses so they could identify them.

Mr. Hossain exchanged greetings with the students. Next, he wrote the name of the topic on the board and explained what it was. He was explaining everything in the Bangla language. After that, he wrote the structures of different tenses and explained the structures several times. Then he asked the students if anyone had any questions. The teacher also gave several examples for each structure and showed the differences among different tenses. Then he wrote a few sentences on the board and asked the students to identify them. While doing so, he asked students by name. I noticed that most students were afraid of volunteering willingly.

In the next stage, Mr. Hossain asked questions from the previous class. He scolded those who were unable to answer them properly. However, before leaving the classroom, he had fun with the students and made the environment of the class jolly again. Mr. Hossain ended the class on time and asked the class captain to clear the board before leaving.

The overall objectives of the lesson were achieved as most students understood the lecture, and they were also able to identify the tenses. Nonetheless, I believe it was not right to scold anyone for not doing their homework. Teachers should motivate and encourage them so that they become sincere in their studies.

The whole class can be described by the following table:

Greetings exchanged	2 minutes
Defining tense in Bangla	5 minutes
Writing the structures of tense	10 minutes
Giving examples	10 minutes
Answered students questions	5 minutes
Checked on previous lesson and homework	10 minutes
Made fun with the students	2 minutes

I observed another English Second Paper class for the grade (VI) at Harbaid School and College on the 28th of February, 2023. Mr. Billal Hossain conducted the class. He took some preparation in the morning after coming to the school on the topic. The class schedule was 10.30 AM to 11.15 AM. It was a large classroom, and there were 62 students present out of 70 students. The room had two big windows, two lights, four fans, and a whiteboard.

The objective of the lesson was to teach the students about the classification of the Present Tense. Helping them understand the differences among different types of tenses along with how to transform one tense into another. The teacher used two different color markers and a duster.

The teacher entered the class and exchanged greetings with the students. Then he asked whether they had read the previous topic at home. Most of the students replied in the affirmative and said that they did. Then he told them about today's plan and what they were going to learn.

At first, he introduced the students to four different types of present tense and then wrote down their structures. He was using a black marker until then, but now he picked up a blue marker. He used the blue marker to point out the differences among the four tenses.

Some students were gossiping when the teacher was writing on the board. He turned around and asked two students to stand up for making a noise in the class. He sent them out of the class for five minutes.

The class was conducted using the Grammar translation method. The teacher described the structures in English first, then explained them in Bangla, which helped the students understand the rules better. Next, he gave some exercises to do from the book but did not check any answer script. Instead, he told the answers loudly.

As Mr. Hossain was very precise in his lectures, it appeared that the students understood the lesson properly. However, it would have been better if there were some charts with structures and examples. Then the teacher would not have to spend time writing them, and students would not start gossiping. Besides, there were too many students, which made it difficult to pay equal attention to everyone, and the class time was also not long enough to help all the students.

The whole class can be described by the following table:

Greetings exchanged	2 minutes
Checking on previous lesson	5 minutes
Explained the classification of present tense	10 minutes
Explained the structures of different present tense	15 minutes
Answered students questions	5 minutes
Exercise	6 minutes

Next, I observed an English First Paper class of class (VII) conducted by Mr. Billal Hossain. He took some preparation in the morning after coming to the school on the topic. The class schedule was 11.45 AM to 12.30 PM. It was a large classroom, and there were 68 students present out of 79 students. The room had two big windows, two lights, four fans, and a whiteboard.

The objective of the lesson was to explain a passage to the students, teach them new words, along with preparing them to answer questions from the passage. The teacher used the government textbook, a marker, a duster, and a guidebook during the class to achieve the objectives.

After exchanging greetings with the students, Mr. Hossain started the lesson. He took an English book from a student. I observed that it was not the NCTB-provided book. He read the passage aloud and translated the passage for the student. After reading the passage, he asked if anyone had questions. Some students asked about a little confusion, which he solved for them. Then he asked the students to solve the questions from a Model Question of the book. Every student had the same English guidebook, and they started solving the problems. Some students were gossiping while Mr. Hossain was not looking at them. Mr. Hossain asked everyone to stop writing and then asked some students randomly about what they wrote to a particular question. He thanked the students who wrote the correct answers but did not scold those who could not. Then he gave instructions about homework, which was about memorizing the fill-in-the-blanks and table matching from the passage. He ended the class on time and left the room, instructing the class captain to clear the board.

The students were able to write the correct answers, so the objectives were achieved. However, there was no focus on the speaking and listening skills of the students. Also, it would have been better if Mr. Hossain did not ask the students to memorize the question answers.

The whole class can be described by the following table:

Greetings exchanged	2 minutes
Describing the passage in Bangla	5 minutes
Reading and explaining the passage	10 minutes
Let the students read the passage silently	7 minutes
Answered students questions	5 minutes
Exercise	10 minutes
Exercise solving	5 minutes

Chapter 6

My Experience as A Teacher

After observing classes for a few weeks, I was assigned to conduct some classes myself. I was excited about the opportunity. Mr. Hossain gave me the necessary instructions about the syllabus, and he chose which topic I was supposed to take. He went with me to every class I conducted. He sat behind me and observed my teaching techniques. I learned about several teaching methods and techniques that I wanted to apply in my class.

At first, I was nervous, but both Ms. Poly and Mr. Hossain motivated and encouraged me that I could do it. I felt a sense of responsibility toward the students while taking classes.

The students were very polite, gentle, and cooperative. I did some ice-breaking sessions to make a bridge between me and the students and to make them comfortable with me. After that, they were very open in my class. They became active, attentive, and responsive. I really enjoyed working with these lovely students.

My communication skill, presentation skill, and time-management skill have improved significantly after the end of the internship. These are very important skills for career growth. So, I believe this internship will be very helpful both in the near future and in the long run. I also took advantage of taking tips and suggestions from other teachers regarding their teaching techniques. Besides, I got to see the teaching method of our schools from a new perspective. I could relate to both teachers and students. The problems students face and the problems teachers face. I wish to work in the future to do extended research on both students and teachers and solve them.

This class-taking experience is one of the most memorable incidents I. I have learned many things, and it has broadened my perspective and developed me as a better individual. I am hopeful that this experience will be of great help to me in my career.

Self-Reflection: 01

On Monday, 8th March 2023, I conducted a class with grade (VII) students at the Harbaid School & College. I was assigned to take the English First Paper class, which is usually conducted by Mr. Billal Hossain. The class had 45 minutes duration. I prepared my lesson plan before the class to adjust the duration. I started the class at 11.45 AM and finished it at 12.30 PM.

The principal objective of the lesson was to explain a passage from the book, help them understand the passage, point out the new words, and help the students to learn them. To achieve these objectives, I used a marker, a duster, a textbook, and some printed pictures I collected from the internet.

Mr. Hossain introduced me to the students. Then I tried to engage the students in a conversation with me through an ice-breaking session. I shared a funny moment from my childhood, which made them laugh. Then I borrowed a book from a student as I did not have the text book, and I read the passage I was assigned to. I wanted to apply the Grammar Translation Method in this class. But I also wanted to help the students to improve their pronunciation. So, I asked some students to volunteer to read the passage. They happily volunteered and read aloud. I let them read a few lines first, then corrected the words they were pronouncing wrong. Then I explained the meaning of the lines in Bangla.

After reading the passage, I asked the students to make a note of the new words they learned from the passage. They followed my command. I walked around the class to ensure everyone was attentive and sincere. I noticed that one student was not writing. I went near him and encouraged him to write instead of scolding him. He apologized to me and then started writing.

In the next section, I asked the students to raise their hands if they had any questions. Some of them asked me some questions. However, instead of answering them myself, I declared that

whoever could answer the questions would get free chocolate from me. It encouraged the students to solve the problems that their friends were asking.

In the final stage, I gave them three questions on the board to write. I prepared these questions myself instead of taking them from any books. I told them to use the new words they learned that day in their answers. I checked a few answer scripts and was impressed by their answers. I believe the objectives of the class were achieved as they learned new words and understood the passage well. Then, I cleared the board and ended the class with a joke which made them laugh. They said to me in a loud voice which made me feel very good.

Self-Reflection: 02

On March 11, Thursday, I was assigned to take another class at the school. This time it was English First Paper class of grade (IX). Since the students were of higher grades, I wanted to conduct the whole class in the Direct Method. I discussed it with Mr. Hossain, who said it was okay. I took extensive preparation before the class to prepare myself. I brought some pictures, along with a bowl containing all the names of the students, on small paper for a brief ice-breaking session.

The objectives of the class were to explain the passage “Our Neighbours” and help the students learn new words. I also intended to help them with their pronunciation of the difficult words that I marked earlier. There were sixty students present in the class. My entrance with the charts and pictures raise curiosity among the students.

After entering the class, Mr. Hossain introduced me quickly to the students. Then I told them that we were going to play a game, which immediately captured the attention of the students. I asked Mr. Hossain to pick three papers and announce the names of the students. The five students stood up, and they were given the challenge of saying Z to A, the English alphabet, in reverse chronology. The students were making mistakes, and everyone found that amusing, including the five volunteers. I handed the five students a chocolate each and a pen to the winner.

It took almost seven minutes of class time, so I quickly asked the class to pay attention. I told them that from then on, I would only speak in English, and so would they. Then I borrowed a book from a student and started reading the passage. I was taking breaks while reading and asking them if they could understand. They replied in the positive and said in English that they could understand.

I used synonyms and pictures to explain the meaning of the newer words. One student asked me what was the meaning of the word “caste.” Instead of replying to him with a Bangla synonym, I

said it meant “nation, race, tribe.” The student said he understood. However, to ensure he understood it right, I asked him to say the meaning, which he said correctly.

Another student asked me about what an “ethnic group” was. I described them in words but also showed them the following picture. The visualization helped the students understand the word better.

After reading the passage, I asked a few students to volunteer willingly to read the passage again. Some students stood up, and I allowed each of them to read a para. Students mispronounced some words, I corrected them and let them repeat them with me.

In the next stage, I asked students some questions verbally. Some of the students said that they knew the answer and would like to write it in their notebooks. They felt shy to speak in English. I encouraged them with much enthusiasm and appreciated them when they tried. I could understand that they knew the answer in Bangla, but they found it difficult to translate it into English. It is because they have been taught the Grammar Translation Method since the beginning.

The class was a little more difficult for me than the previous one as I tried to conduct the class in Direct Method only. The students were afraid of making errors, so they wanted to avoid asking or answering questions. The ice-breaking session helped them to open up. Seeing pictures in the class was also a new experience for them, which made them interested in the lesson. I believe it was a successful class, and the objectives were achieved, though with little difficulty.

Self-Reflection: 03

On 14 March, Tuesday, I was assigned to take another class with the grade (IX). This time I took the English Second Paper. However, I was not going to teach any grammar rules. Instead, I was told to take a class on paragraphs. From my experience, I knew that students have a tendency to memorize, so I wanted to bypass this. So, I decided to apply for Communication Language Teaching.

The objective of the goal was to experience the effect of the CLT method in the context of our country, encouraging students not to memorize and helping them improve their writing. Today, I did not take any pictures with me.

I entered the classroom on time. The students were very happy to see me again. I exchanged greetings with the students and then asked them to form groups. This led to some noise, but with the help of Mr. Hossain, the groups were created within a very short time.

Then I asked the students to write a paragraph titled “My School Playground.” I asked each group to discuss among themselves, and they should prepare only one answer. I let the students discuss among themselves. Though most of the students were working enthusiastically, some students were inattentive and were not participating in group discussions. I walked around all the groups and encouraged the inattentive students to join the group discussion. Students were not allowed to take any help from the book. Besides, they never read such paragraphs.

After 15 minutes, one member from each group read aloud their paragraph. Though there were some grammar errors in their writing, they showed good idea generation. They also enjoyed working in a team. They helped each other in presenting ideas.

After listening to each team's paragraph, I asked some of the students to say the paragraph aloud without looking at their notes. To their surprise, they were able to say the answer. They memorized the paragraph without conscious effort. The students were shocked at their success.

Next, I took feedback from the students about their experience of the class, and all of them expressed their enjoyment. Mr. Hossain also praised my method. However, he said that the method was suitable once in a while; nonetheless, it could not be used on a regular basis.

I think the CLT method is a very effective method to improve students' writing ability as they work together and can help teachers. It also reduces their tendency to memorize. However, as there were so many students in the classroom, it was difficult to pay attention to everyone. Still, the objectives of the class were achieved successfully.

Chapter 7

Overall Findings

- a. The classrooms are well-organized but need more digital equipment
- b. The school has a large playground, and students are allowed to play there during tiffin hours
- c. Though most teachers have friendly relationships with students, however, students are afraid of some of the teachers
- d. The teachers maintain good communication with the guardians
- e. Teachers have good time management skills
- f. The teachers can control the classrooms greatly
- g. Teachers give their full efforts to help students understand their lecture
- h. Both teachers and students have a tendency to cover the syllabus for exam purposes
- i. Listening and speaking in English are not given much priority
- j. The class duration is not sufficient for so many students
- k. Teachers only use boards, markers, and textbook as teaching materials
- l. Students have built a habit of memorizing without understanding

Recommendations

- a. Classrooms need to be equipped with digital teaching equipment
- b. Teachers should not take so many classes in a day
- c. Every class should have a limited number of students
- d. Class time needs to be extended
- e. Teachers need to find ways to entertain the students during their classes
- f. Teachers should apply different teaching methods and techniques
- g. An English Language Club can benefit the students in various aspects
- h. The authority should arrange frequent teachers training programs for the teachers
- i. Teachers should encourage the students not to memorize

Chapter 9

Conclusion

The internship helped me to understand the teaching method and evaluation system at Harbaid School and College. I could understand my potential as an English teacher. The internship was an excellent opportunity for me to broaden my knowledge. It was a great experience for me to go back to school after such a long time. I was thinking of the difficulties I faced as a student, but after completing the internship, I have understood the difficulties teachers face and the efforts they give to teach students. Despite their efforts, there need to be some changes that can help students learn more beyond their academic lessons.

Certificate of Internship



হারবাইদ স্কুল এন্ড কলেজ

স্থাপিত : ১৯৬৮ইং

EIIN : 108978

ডাকঘরঃ হারবাইদ, ৪২ নং ওয়ার্ড, গাজীপুর সিটি কর্পোরেশন, গাজীপুর।

E-mail : harbaid.school.and.college@gmail.com

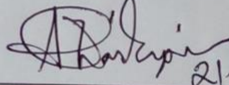
বিদ্যালয় কোড : ২৩৬৪
কলেজ কোড : ২১৬৯
থানা কোড : ১৪০
জেলা কোড : ১৪
জে.এস. সি কেন্দ্র কোড : ২১৫
এস.এস.সি কেন্দ্র কোড : ৪৮৮
মোবা : 01711-783251

স্মারক নং

তারিখ : 21.05.2023

This is to certify that **Uday Bishwas Akash** has successfully completed as a English Language Teacher from 27 Feb 2023 in our Organization. His internship activities include Teaching, organizing of morning assembly, maintenance of attendance Register, organization of Co-curricular Activities, ect.

During the period of his internship program with us he been exposed to different process was found punctual, hardworking & inquisitive. We wish him very best in all his future endeavors.


21.05.2023

Principal
Harbaid School & College

Muhammad Abu Naim
Principal
Harbaid School & College

