



**A Report on my Internship Activities and Experience at Model
Government Primary School, Tangail**

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Date of Submission:

Fall2023

Declaration

I hereby declare that the internship report titled " A Report on my Internship Activities and Experience at Model Government Primary School submitted to the Department of English, Daffodil International University is a real document of my unique work under the supervision of Mohammad Mustafizur Rahman assistant professor in department of English, Daffodil International University. I additionally state that this internship report has been submitted in the partial achievement of the award of the degree B.A. (Hons) in English for the course Project paper with internship (ENG431). Also, it has not been formerly submitted toward another degree or diploma in any other tertiary institution.



.....

Lamia Rahman

ID: 193-10-2115

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Letter of Acceptance

This is to certify that **Lamia Rahman**, a student of B.A (Hon's) program, Daffodil International University bearing ID no: **193-10-2115** has successfully completed the internship report titled "A Report on my Internship Activities and Experience at Model government primary school, Tangail" under my supervision and guidance. I have carefully checked the final copy of this report, which is submitted to Daffodil International University for completion degree. It has been a great pleasure to work with her. I wish her every success in life.



.....

(Mohammad Mustafizur Rahman)

Assistant Professor

Department of English

Faculty of Humanities & Social Science

Daffodil International University

Acknowledgement

Firstly, I am very plenty grateful to Almighty Allah for giving me this chance to whole my internship. Then I would like to thank my supervisor Mohammad Mustafizur Rahman for his training and assist to entire this project. Without his aid I should no longer whole this project. I am additionally grateful to all the instructors and students of Model Govt. Primary School. Without their help and support I could no longer effectively entire my project.

Last however no longer the least, I favor to renowned my mother and father for their mental guide and encouragement.

Summary

The internship report indicates my experience as an English teacher at Model government primary school. I even have decided on and brought a few lessons to better recognize myself and to assist my students understand. I want to share my experience of attending several lessons and observing the method of this internship primarily based totally on skills, knowledge, challenges, teaching and studying techniques, assessment, feedback, assessment and effort, etc. The reason of this report is to shed mild on education. Techniques and methods instructors use in class. Based at the insights of the interns, this study offers several tips to assist discover the strengths, weaknesses, performance, educational curricula, possibilities and facilities of the observed instructors and institutions.

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Chapter 1

Introduction

English is an international language, with over 1.5 billion speakers. A large number of these people speak it as a first language, but the majority of the people speak it as a second language. But this enables people around the world to communicate with each other and they gain access to a vaster amount of information, because the number of contributors to the language is also well over 1.5 billion.

English is also taught as a part of the primary school curriculum in Bangladesh, alongside other subjects. This is implemented by the government to expose the students to a more international culture and to improve their communication skills. The primary school program in Bangladesh is constructed to provide the children between the age of six to ten, with basic knowledge about several topics. English being one of them. This is also the prime age to learn a second language, thus making the English curriculum a very important part for the children's life. Much thought has been put into structuring the modules for each class, starting with nursery.

But still the primary school program of Bangladesh faces a handful of problems in its core. I completed my internship at Model Government Primary School. I had a chance to observe these problems and also the methods used to teach the children. This is my report of that internship.

Chapter 2

Objectives

The internship program was completed as a part of my offered course Internship with Project Report. The objective of my internship was to understand the methods and materials used to teach in the primary education system of Bangladesh and find out the opportunities and challenges in our education system.

Some important objectives:

- a) Understand the methods used to teach English
- b) Identify the challenges of learning English
- c) Investigate the methods and materials used and judge their relevance

Chapter 3

Methodology

The following steps were taken to complete the internship and reach a conclusion.

- First, I had to choose a school. I chose Model Government Primary School to complete my internship.
- I obtained a recommendation letter from my department and took the letter to the headmistress of the school. After getting her permission, set a schedule.
- I collected the books of each class's English curriculum.
- I observed five classes and took notes.
- I made a lesson plan with the help of other teachers.
- I conducted five classes with a teacher's supervision.
- I conducted one on one informal interviews with the teachers to better understand the methods they used to teach English.

Chapter 4

Organization Details

Model government primary school is a well maintenance and established school in Tangail Sadar. This school established in 1967. There are total 6 classes in this school. Total number of students in this school is 735. There are 12 qualified teachers manage the education system in this school. Initially the school started with one building but now the school has 2 buildings.

Details of the school

Name: Model government primary school

Location: Stadium Road, Tangail

EIIN No: 306050204E

Email: mgpsts@gmail.com

Established year: 1967

Number of teachers: 12

Number of students: 735

Number of building: 2

Teachers qualifications: BA, MA.

Dress code: Boy: Red white check shirt and blue pant

Girl: Red White check shirt and blue frock

Multimedia class: yes

playground: yes

Library: yes

Extracurricular activities: cultural program.

Chapter 5

Class Observation

In total I observed five classes. Here is general summary and observations from the classes I observed. I observed each class as the teacher conducted them. I tried to understand the methods that were used and find out what worked best with the students and what made the students inattentive.

5.1 Class Observation #1

After receiving permission from the school authorities, I went into Class One, guided by the class teacher. The class spanned 50 minutes, starting at 9:00 am. Initially, the students were taken aback, but the class teacher swiftly introduced me, explaining the purpose of my visit. Taking a central spot, I settled where I could observe everything clearly. He finally started the class after setting everything up in around the first five minutes.

The day's topic was the 'English Alphabet,' an essential and fundamental stepping stone in the journey on learning English. The teacher used a whiteboard and vibrant marker pens, drawing an alphabet alongside a relevant image. For example, "A for apple, B for ball" and such. He vocalized it clearly, making sure every student could hear and learn. Throughout the session, five alphabets were covered. The only notable challenge was the big gap in the student-teacher ratio, which can impact the learning-teaching experience for both parties involved. Nonetheless, the teaching method, completed with interactive and visual activities, was praiseworthy. As the class concluded, the students were bid farewell, ending the class on a high note.

5.2 Class Observation #2

During my second observation at the kindergarten, I had the opportunity to attend an English class scheduled from 12:00pm to 12:50pm. Once again, the students were taken aback seeing me, but the class teacher introduced me and stated the purpose of my visit. I positioned myself to have a clear view of both the teacher and the students. Before beginning the lesson, the teacher recorded the attendance, a process that took about five minutes.

Today's lesson was 'Counting and writing the numbers.' The teacher used cards with images of animals and fruits, a specific number of them to be more precise about the activity. She displayed specific cards to the students and encouraged those who could count the number of items to come forward and write the correct numbers on the whiteboard. A notable challenge I observed was the students' fear of engaging with the English language. Despite this, the teaching methodology employed was highly effective, injecting a level of student engagement with fun activities in the learning process. The students really enjoyed themselves.

5.3 Class Observation #3

During my stay at the school, my third-class observation was, I got to observe a second-grade class. Mrs. Masuma Khatun, the class teacher, introduced me warmly and told me some things about the class that was to be conducted shortly. The class started at around 10:00 a.m. and concluding at 10:50 a.m. Given my prior visits, a number of students already knew about me and my purpose of visit, displaying a certain level of familiarity and comfort that they did not show before. Mrs. Masuma used a multimedia system to conduct the day's lesson, which about the story, 'Slow but steady wins the race'. The use of an animated video is very effective. The students were understanding the themes and materials more easily and effectively. Also, they were more engaging in the classroom. Following the video presentation, Mrs. Masuma instructed the students to read the story once on their own and if faced with problems they can ask me or the teacher, whomever they feel comfortable with. Thus, a reading session of five to ten minutes begun. Surprisingly two students came to me to help them pronounce some words. This was a really engaging experience. The students were also more engaging and spontaneous. Later the teacher instructed the students to give her words that were new to them and she translated them and gave them examples that related to their day to day life, so that they could relate to them and she also encouraged them to use the words they learned with their friends.

5.4 Class Observation #4

During my third-class observation at the kindergarten, I had the opportunity to attend an English class scheduled from 12:00 p.m. to 12:50 p.m. As I entered the classroom, the students looked at me with curiosity, but the teacher introduced me and explained the reason for my visit. I took a seat where I could see both the teacher and the students clearly. Before starting the lesson, the teacher went through the attendance list, which took about five minutes. Today's lesson was all about "Exploring the Magic of Part of Speech." The teacher had a variety of colorful flashcards with different words on them, each representing a specific part of speech such as nouns, verbs, and adjectives.

The teacher encouraged the students to ask questions and share their thoughts about the different words on the flashcards. It was fascinating to see how the children's curiosity sparked their engagement with the topic of grammar. Many students eagerly participated, pointing out the words and identifying their respective parts of speech.

One challenge I noticed was that some students initially found it difficult to grasp the concept of parts of speech. They were hesitant to label words with specific categories. However, the teacher's patient and encouraging approach gradually helped them overcome their reservations. By the end of the class, even the most hesitant students were actively participating, identifying parts of speech, and constructing simple sentences with enthusiasm. This experience highlighted the effectiveness of interactive and hands-on learning in teaching grammar to kindergarten students. The students not only enjoyed themselves but also gained a better understanding of the English language's building blocks, showing that experiential learning can be a powerful tool for teaching the intricacies of language to young learners.

5.5 Class Observation #5

On the fifth day of my classroom observation, I found myself in the second class welcomed by Mr. Ariful Alam, the teacher of that class. His class was from 10:00 a.m. to 10:50 a.m., and my earlier visits had created a sense of familiarity among some of the students, which had been notably absent during my initial visit. Mr. Ariful Alam was the teacher of that class, embarks on a fascinating journey into the realm of verb tenses using multimedia magic. An animated video, his mystical artwork, weaves a narrative of great importance—the significance of manipulating correct tenses across the field of second language. Students, like eager learners, absorb knowledge with heightened enthusiasm by visual wonder.

Given this audiovisual material, Mr. Ariful Alam led the students on a procedure to read passages designed with game sentences at different times. When the path became difficult, students were encouraged to call for help to the teacher, depending on their comfort level. After this, Mr. Ariful Alam started a lecture, a conversation of sorts, where the students uncovered new tense words they had caught unawares. With a silver tongue, he interpreted their meaning, weaving analogies from everyday life to cloak these tenses in relativity. He then prompts students to use these linguistic items in their everyday interactions, giving them the key to applying these verbal arts. This approach not only honed their mastery of tenses but also invited proper verbs into their daily conversations.

Chapter 6

Teaching Experience

After observing the five classes, I got a general idea of what methods were used and how to work with the young learners. I then conducted two classes, by preparing a lesson plan. I prepared it doing sufficient research and afterwards consulted with the class teachers before conducting the classes.

6.1 Teaching Experience #1

Class: four

Subject: English for Today

Topic: Air Pollution

Duration: 50 minutes

Lesson Plan

Lesson	Duration
Introduction	5 Minutes
Explaining the Topic with Slide	10 Minutes
Discussion	15 Minutes
Q&A	10 Minutes
End	5 Minutes

Summary

I entered the class for the first time with the objective to conduct a class, not just observe it. I had never conducted a class before this. So naturally I was a bit nervous. But the students were friendly as they knew of me from the other classes that I attended to observe. I had made a lesson plan beforehand and had consulted the class teacher Mr. Zalal Hussain. He also approved the lesson plan. First, I introduced myself to the class and then proceeded to begin the class for the day. The topic for the day was Air Pollution. I had prepared a slide with colorful illustrations and interactive quiz session. I explained the general theme and asked the students to come up with some examples of air pollution. This was an interactive session between the students and me. I then instructed them to write down some effects of air pollution. I checked their lists and helped the students that made mistakes in spelling or any other kind of errors. Shortly after the class time was nearing, so I concluded the class. The students were cooperative enough to work with and they also enjoyed the visual examples that kept them engaged and did not lose attention. The class was a success.

6.2 Teaching Experience #2

Class: Five

Subject: English for Today

Topic: Parts of Speech

Duration: 50 Minutes

Lesson Plan

Lesson	Duration
Introduction	5 Minutes
Explanation with Visuals	15 Minutes

Identifying Examples	10 Minutes
Discussion	10 Minutes
Q&A and End	10 Minutes

Summary

After taking the first class, I had some confidence in me that I could accurately conduct a class. This time I had to conduct a class on Parts of Speech for class five students. During the 50 minute class I first gave them a general idea of what the parts of speech are. I then explained to them what noun and verb were. I used the white board to write down some sentences and asked the students to point out the noun and verb in the sentence. Then I encouraged the students to suggest me some sentences to write on the whiteboard and asked them to identify specific parts of speech from them. The key to holding the children's attention was to keep them engaged, whether through verbal means or in some sort of activity and visuals. I tried to use that in my advantage and finish the class successfully.

6.3 Teaching Experience #3

Class: Four

Subject: English for Today

Topic: Traffic Jam

Duration: 50 Minutes

Lesson Plan

Lesson	Duration
Introduction	5 Minutes
Explanation with Visuals	15 Minutes

Identifying Examples	10 Minutes
Discussion	10 Minutes
Q&A and End	10 Minutes

Summary

Stepping into the classroom, I embarked on my first experience of conducting a class rather than just being an observer. The sense of anticipation and slight nervousness was peeping, as I had never led a class before. Fortunately, my prior visits for observations had made me somewhat familiar to the students, which eased the initial tension.

Having crafted a lesson plan and sought guidance from the class teacher, Mr. Zalal Hussain, I took the plunge. I commenced by introducing myself to the class, setting the stage for the day's journey into the complex topic of Traffic Jam. I had prepared a visually poster presentation adorned with informative illustrations and an interactive quiz segment. The students were invited to participate actively as we delved into the world of heavy traffic.

We began with a collaborative exploration, as I encouraged the students to share examples of the problems, they had encountered during traffic jams. This interactive exchange fostered a sense of engagement and involvement, transforming the classroom into a joyful learning center. Following this, I tasked the students with jotting down the effects of traffic jams. As I reviewed their lists, I provided assistance to those who needed guidance in spelling and correcting other errors.

As the class clock ticked away, it was time to bring our journey to a conclusion. The students had proven to be cooperative and enthusiastic throughout the session, their attention held captive by the visually stimulating content. With their active participation, our expedition into

the intricacies of traffic jams proved to be a success, leaving us with a sense of accomplishment and learning.

6.4 Teaching Experience #4

Class: Five

Subject: English for Today

Topic: Tense

Duration: 50 Minutes

Lesson Plan

Lesson	Duration
Introduction	5 Minutes
Explanation with Visuals	15 Minutes
Identifying Examples	10 Minutes
Discussion	10 Minutes
Q&A and End	10 Minutes

Summary

After successfully navigating my third teaching experience, I gathered some confidence in my ability to lead a class. This time, the task at hand was to conduct a lesson on Tense for class five students. Within the 50-minute class, I initiated by providing a comprehensive overview of what tenses represent. Following this, I delved into the specifics of what constitutes a tense, emphasizing the key components of the present, past, and future tenses.

To illustrate these concepts, I wielded the trusty whiteboard as my canvas. I inscribed various sentences and invited the students to discern the tenses of the verbs therein. This interactivity

brought the students into the heart of the lesson. As I observed their understanding and participation grow, I further engaged them by encouraging them to propose sentences for the whiteboard and identify specific tenses in the process. This collaborative exercise allowed them to apply what they had learned and fostered a deeper grasp of the subject.

Throughout the class, I harnessed the power of engagement, whether through verbal discourse, interactive activities, or visual aids, to maintain the children's attention and ensure that the learning experience was not only informative but also enjoyable. These strategies played a pivotal role in ensuring that the class concluded successfully, leaving both the students and me with a sense of accomplishment and enrichment.

6.5 Teaching Experience #5

Class: Five

Subject: English for Today

Topic: Article

Duration: 50 Minutes

Lesson Plan

Lesson	Duration
Introduction	5 Minutes
Explanation with Visuals	15 Minutes
Identifying Examples	10 Minutes
Discussion	10 Minutes
Q&A and End	10 Minutes

Summary

Having conducted several classes, I had gained confidence in my ability to lead a class effectively. This time, I was tasked with conducting a class on Articles for fifth-grade students. The class duration was 50 minutes, and my primary goal was to provide a clear understanding of articles. To begin, I offered the students a general introduction to what articles are and their role in the English language. Subsequently, I delved into the specifics, focusing on the concepts of definite and indefinite articles. I used the trusty whiteboard as my canvas, crafting sentences to illustrate the use of articles. I then engaged the students by inviting them to identify the articles within those sentences. Building upon this foundation, I encouraged the students to suggest sentences for the whiteboard and asked them to identify the specific articles used in each sentence. This collaborative exercise enabled them to actively apply their knowledge and deepen their understanding of articles. Throughout the class, my strategy was to keep the children engaged through verbal interactions, interactive activities, and visual aids. By doing so, I ensured their attention was held, making the learning experience both enjoyable and informative. This approach ultimately led to the successful conclusion of the class, leaving both the students and me with a sense of achievement and enrichment.

Chapter 7

Findings from the Internship

The observations and experiences in conducting and observing these classes have shown several key findings that highlight the effective methods of teachings. Firstly, interactive engagement proved to be a cornerstone of successful class conduct. Employing techniques like quizzes, discussions, and activities maintaining student interest and participation. This dynamic approach not only kept the class lively but also ensured that students were actively involved in the learning process.

Furthermore, building a proper lesson plan was also a critical factor in conducting a structured and organized class. This enabled a seamless flow of segments, maximizing the time available for the class. Additionally, a teacher-student interaction is a positive learning environment. Establishing a friendly and good relation with students contributed to their comfort and receptiveness in the classroom.

The use of visual slides and short videos and colorful slides and the whiteboard, increased the ease of understanding the lessons being conducted. Visual elements proved to be powerful tools for reinforcing concepts.

Effective communication of ideas, clear explanations, and feedback from the students were somethings that needed to be noted specially, because that is what made the students more spontaneous. These are important in effective teaching. The environment of the class should be one that feels safe and encouraging for the students.

Chapter 8

Challenges of Learning English

Being proficient in English is faced with some grave issues that need serious reconsiderations. The most pressing issue is the unfair teacher-student ratio in classes. The classrooms are filled with an excessive number of students, this makes it hard to retain the all the student's attention and also conduct the class in a proper way that helps all the students in the class. Doing this successfully depends mostly on the teacher's ability to retain the student's attention. But when the number of students is a lot more, some additional tools are needed such as the visual aids and activities that are used. But not all schools can afford these tools and use it to teach the students.

A fear of learning English lives among students. This sometimes occurs because of the fear of committing errors, which demotivates active participation and engagement in the learning process. Overcoming this fear comes in the of establishment of a safe and supportive learning environment, where students can feel encouraged to make mistakes and learn from them.

One of the biggest problems is the tendency to teach English as a subject, rather than as a language, representing a fundamental level challenge. This approach is very outdated and is proven to be a very problematic method of teaching a second language. Major changes are needed here to improve the quality of education.

Finally, the absence of a proper English language learning environment poses a significant challenge. Language acquisition is most effective when learners feel like they are in a safe environment. In settings where making mistakes in order to learn from them is not encouraged, gaining fluency in English is a very difficult objective to complete.

Chapter 9

Recommendation and Conclusion

9.1 Recommendations

Based on my internship experience, I have some recommendations that can be useful for the school and its students.

The problem of electricity disruptions needs to be looked at. Reliable power supply must be ensured for uninterrupted learning. The institution should explore viable solutions, such as investing in backup power sources like a generator or contacting the local authorities for better supply of electricity.

Currently the school's playground is not big enough for all the students. Expanding the playground area is important to let the students engage in physical activities, including sports, physical education, and other physical activities.

Practical, interactive activities serve more important role compared to theoretical instructions. This approach may encompass interactive experiments, collaborative projects, and experiential learning ventures.

Lastly, cultivating a growth mindset among students is pivotal. Encouraging them to embrace and learn from their mistakes fosters a positive learning atmosphere. This shift in perspective empowers students, instilling confidence and resilience, ultimately promoting a more effective learning environment.

Implementing these recommendations promises to significantly elevate the overall educational experience for both students and teachers. By prioritizing these areas of

improvement, the school demonstrates a commitment to delivering quality education within a safe and supportive setting.

9.2 Conclusion

The completion of this internship at Model Government Primary School has provided a comprehensive understanding of the on goings within the primary education system in Bangladesh, particularly in the context of teaching English. Throughout my observations, it became evident that interactive engagement, structured lesson planning, and effective teacher-student interaction are pivotal in creating an enriching learning environment. However, several challenges remain. With enough awareness and betterment initiatives they can be overcome. Moreover, the change from teaching English as a subject to teaching it as a language is very important. This fundamental change will not only promote a deeper understanding of the language but also instill a sense of practicality and applicability.

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Appendix



Model Government Primary School

Stadium Road Tangail
School Code- 306050204E
E-mail- mgpsts@gmail.com

Memo No-

Date-

TO WHOM IT MAY CONCERN

This is to certify that Lamia Rahman (ID No- 193-10-2115) student of the department of English at Daffodil International University has successfully completed her internship under taking method in Model Government Primary School. We observed that her teaching method and the way of speaking is excellent

I wish her every success in her life.

Taslima Jahan
Head Teacher

Model Government Primary School
Stadium Road Tangail

তাসলিমা জাহান
প্রধান শিক্ষক
১৭নং মডেল সড় ষ্টাডিয়াম বিদ্যালয়
সদর, টাঙ্গাইল।
মোবাইল : ০১৭১২-৫৭০৮০২

Ref : Internship Placement//232

Date:08-08-2023

The Headmaster

Model Government Primary School

Address: Stadium Road, Tangail

Subject: Request for Internship Placement


Dear Sir,

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

I would like to draw your kind attention that **Lamia Rahman, ID Number: 193-10-2115** has completed 123 credit hours in 42 courses from the Department of English. It would be highly appreciated if you could kindly allow her as an Intern at your esteemed organization.

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

With the best regards,


..... 12/08/2023

Dr. Liza Sharmin
Professor and Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd







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