



**A Report on my Internship Activities and Experience at  
Uttarkandail Govt Primary School,Uttar Kandail**

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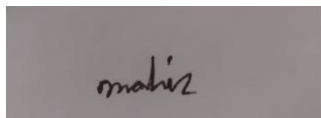
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## DECLARATION

I hereby attest that the internship report presented to the English department of Daffodil International University is an authentic composition authored by me. I have concluded this undertaking in fulfillment of the stipulations outlined in my course, 'Project Paper with Internship' (Course Code: ENG431), an integral component of the B.A. (Honors) in English program. With the supervision of Mohammad Mustafizur Rahman, Assistant Professor in the Department of English at Daffodil International University, I successfully conducted my internship, focusing on the topic "Experiences as an English Teacher at Uttarkandail Govt Primary School, Uttar Kandail."



.....

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Batch: 48<sup>th</sup>

Program: B.A. (Honors) in English Department of English

Daffodil International University

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## CERTIFICATE OF APPROVAL

I am happy to certify that Kazi Mahir Asif finished the project "Understanding Teaching Methodologies and Identifying Their Effectiveness and Prospects as a Part-Time English Teacher At "Uttar Kandail Govt Primary School" effectively. The project was performed as part of the B.A. (Hons) in English from the Department of English program for the course "Project Paper with Internship" (Course Code: ENG431). To the best of my knowledge and based on what he claimed, he finished his internship report flawlessly while working under my supervision. For further academic plaudits, I recommend the internship Project report presented by Kazi Mahir Asif for further academic commendations.

I wish him success and a prosperous future.



.....  
Mohammad Mustafizur Rahman

Assistant Professor

English department

Daffodil International University.

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## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude to all those who helped make my internship experience at Uttarkandail Govt Primary School a meaningful and enriching one. Firstly, I would like to thank my supervisor, Mohammad Mustafizur Rahman, Assistant Professor at Daffodil International University, for his invaluable guidance and feedback throughout this internship. I sincerely appreciate the time and effort he invested in overseeing my work. I would also like to extend my appreciation to the headmaster and teachers of Uttarkandail Govt Primary School for welcoming me and providing me the opportunity to learn by observing their classes. Their cooperation and support were vital in helping me gain practical classroom experience. In addition, I must thank the students I taught during my internship. Their enthusiasm and engagement made the experience incredibly rewarding. I learned so much from their curious questions and fresh perspectives.

Finally, I want to acknowledge Daffodil International University for facilitating this internship program. By providing us with opportunities to apply our learning, they enable us to grow both professionally and personally. I will always cherish the knowledge and skills I have gained through this experience.

## **ABSTRACT**

This report documents my 3-month internship at Uttar Kandail Govt Primary School, facilitated by Daffodil International University. It aimed to evaluate English teaching methodologies and gain hands-on classroom experience through observing and teaching classes. Although the school's tranquil rural environment supports learning, challenges exist like crowded classrooms, limited technology, and reliance on conventional teaching approaches. However, positive student-teacher relationships were notable. Key recommendations include integrating multimedia, enhancing teacher training, providing additional English resources and activities to boost practical skills. This experience equipped me with invaluable practical knowledge regarding lesson preparation, time management, communication, and instructional methods. By developing core competencies, it has enriched my progression as a prospective English educator. Overall, this intensive internship proved to be an indispensable opportunity to apply academic learning and acquire proficiency as a language instructor.

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## CHAPTER 1

### INTRODUCTION

I am Kazi Mahir Asif, a student enrolled in the English department at Daffodil International University. To fulfill the requirements for graduation from the English department, I completed an internship at Uttar Kandail Govt Primary School from July 20th to October 20th, 2023.

Here is a 160-word introduction for the internship report:

The advent of globalization has made English proficiency indispensable worldwide. In Bangladesh, substandard English language instruction has precipitated poor literacy rates. To gain firsthand insights, I completed a 3-month teaching internship at Uttarkandail Govt Primary School facilitated by Daffodil International University. This report documents my experiences and proposes enhancements to prevailing teaching practices.

With English serving as the official language in over 50 countries, Bangladesh must prioritize English education to remain globally competitive. Regrettably, limited funding constrains schools, resulting in crowded classrooms, inadequate resources, and dependence on outdated teaching methodologies. Most educators persist in utilizing conventional techniques like grammar

translation and rote learning. Consequently, students struggle to develop strong English comprehension and communication skills.

My core objectives were to evaluate predominant teaching methods by observing classes, gain hands-on teaching experience, and provide recommendations. This involved collaborating with experienced teachers to comprehend their approaches before independently instructing students. The insights gained will inform my future teaching pursuits. Overall, I found this internship highly rewarding, equipping me with practical knowledge regarding classroom dynamics, time management, lesson planning, and instructional delivery. It underscored the need for student-centered methods focused on enhancing the four key language skills.

## CHAPTER 2

### OBJECTIVES

The project was undertaken with the following objectives in view. The initial focus was on examining the merits and demerits of English language acquisition. Subsequently, the emphasis shifted towards acquiring adept classroom management techniques, drawing from diverse instructional approaches and activities. The third facet involved obtaining a repertoire of lesson plans capable of accommodating varied teaching methodologies, thereby imparting more pragmatic strategies to students. The fourth aim was to procure hands-on teaching experience for future endeavors. Additionally, the endeavor sought to refine existing pedagogical practices and cultivate further the learning habits I have already assimilated through teaching. The sixth goal encompassed the collection of vital insights pertaining to English language instruction classes.

## CHAPTER 3

### METHODOLOGY

I was assigned a supervisor to assist me with my project paper. He told me I could join a primary school program. In three months, I needed to observe at least five lessons and teach five classes as an English instructor. Following his advice, I visited a primary school and asked the headmaster for permission to be part of their lessons for three months. After getting the green light, I obtained a formal agreement letter and submitted it to my university.

I also got a recommendation letter from the English department at my university, which I then handed over to the primary school. Finally, I finished my assignment by being present for and actively participating in ten lessons, with the kind help of wonderful teachers and eager students. I put in my best effort to fulfill my role as a teacher. This turned out to be one of the most rewarding experiences of my life, and I believe this effort will make a positive difference in my future.

## CHAPTER 4

## INSTITUTION DETAILS

Name of School	Uttar Kandail govt primary school
Location	Karimganj Upazila of Kishoreganj District
Amount of Student	265
Amount of teacher	7
Total classroom	5
School Code	305010904
Gmail	Uttorkandailgps@gmail.com
Total Building	Two
Playground	yes
Shift	Morning and Day
Library	Yes
Teaching Qualification	BA. And MA.
Dress Code	Boy: Gray pant, white shirt, white shoes. Girl: : Gray Scart, white shirt, white shoes.
Multimedia class	Yes
Extracurricular activities	Yes

Established	1965
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## CHAPTER 5

### CLASS OBSERVATION REPORT

#### 5.1 Observation of First Class

##### Information of Class

Class: IV

Name of Teacher: Sathi Akter

Number of Student : 40

The Topic of Class: Unit 13[ Telling the Time]

##### Observation Details:

Observation of Class 4 - 21st July, 9:30 AM

Promptly at 9:30 a.m. on the appointed date, I attended my initial observation session with Class 4. The class was under the capable guidance of the esteemed RHS teacher, Mrs. Sathi Madam.

Upon Mrs. Sathi Madam's entry into the room, the students respectfully rose from their seats to greet her with a cheerful "Good morning." The atmosphere was warm and welcoming. I noticed a

compact class size of 30 students, and although the learning environment wasn't notably spacious, it exuded an air of attentiveness.

Regrettably, multimedia tools were not in use during this session. Nevertheless, Mrs. Sathi Madam commenced the class with a succinct introduction. The focal point of the lesson was "Voice Alteration." Engaging the students' focused attention, she meticulously elucidated the principles governing the conversion of phrases from active to passive, and vice versa.

Mrs. Sathi Madam demonstrated exceptional rapport with the students, fostering a conducive learning atmosphere. Following her presentation, she encouraged questions from the students regarding the subject matter. Several inquisitive minds sought clarification, to which Mrs. Sathi Madam responded adeptly, providing additional examples for enhanced comprehension. This interactive exchange contributed significantly to the students' understanding of the topic.



## 5.2 Observation of Second Class

Information of Class:

Class: V

Teacher's Name: Habibul Bashar Asad

Students's Number: 36

Topic: Unit 12 [How Far is Saintmartin]

Duration of Time: 45 minutes (2:35 pm to 3:20 pm)

Lecture Medium: English & Bangla

Observation of Class 5 - July 30, 2023, 2:35 PM

In the afternoon of July 30, 2023, I had the privilege of observing my second lesson with Class 5. The session was conducted by Assistant Headmaster Shah Habibul Bashar, who had diligently prepared for the class.

Mr. Bashar initiated the class in his customary fashion, extending warm greetings to his students and providing a concise overview of the day's lesson. His adept use of real-life examples greatly facilitated the understanding of the topic. Following the lesson, he engaged the students by posing questions.

In this interactive session, several students offered imaginative responses, reflecting a vibrant exchange of ideas and understanding. This approach not only reinforced comprehension but also encouraged creative thinking am

ong the students.

### 5.3 Observation of Third Class

Information of Class:

Class: V

Teacher's Name: Mohsin Alam

Students's Number: 36

Topic: Unit 20 [Life is beautiful]

Duration of Time: 45 minutes (2:35 pm to 3:20 pm)

Lecture Medium: English & Bangla

Observation of Class 5 – August 2,2023, 2:35 PM

In my third observed class, the chosen topic was truly captivating. The usual teacher, Mr. Habibul Bashar, conducted the class in his customary manner. He presented awe-inspiring examples that resonated with real-life situations, holding the undivided attention of the entire class. Subsequently, he engaged the students with thought-provoking questions, encouraging them to offer imaginative responses. This approach not only enhanced comprehension but also fostered creativity among the students.

## 5.4 Observation of Fourth Class

Information of Class:

Class: IV

Teacher's Name: Mohsin Alam

Students's Number: 40

Topic: Unit 21 [Food around the world]

Duration of Time: 45 minutes (2:35 pm to 3:20 pm)

Lecture Medium: English & Bangla

Observation of Class 4– August 3,2023, 2:35 PM

I visited class VIII on February 7 at 2:15 p.m. for my fourth observation. I received some counsel from the class teacher on that particular day, and he was extremely kind with me. Bivisar Khisa Chakma, the instructor, is the headmaster of Perachhara High School. He had a lot of energy, and that energy empowered me to move on with more assurance. He made every issue very simple to comprehend at every level, ensuring that no one had any trouble following the lesson. He did not begin the talk immediately. First, he played word games with the students and then revealed the

award winners. Then he went over the major themes one by one. He was addressing the third chapter on "Health and Hygiene Solutions" on that particular day. I learn from his talk that there are various things we need to do to be healthy. As a result, we should have a well-balanced and healthy diet. Furthermore, we must exercise on a regular basis to maintain our bodies fit for work. After all, sir concluded his lesson by stating that you must go to bed early at night and up early in the morning. Finally, he played another word game with the children and ended the lesson on a high note.

## 5.5 Observation of fifth class

Information of Class:

Class: I

Teacher's Name: Asia Akhter

Students's Number: 89

Topic: Alphabet G and

Duration of Time: 45 minutes

Entering the lively classroom of a primary school in Bangladesh to observe the first-grade students was a journey deep into the world of early education. The room was filled with the exuberance of youth, showcasing the natural curiosity and wonder that these young learners possess.

Upon my arrival, a group of eager faces turned towards me, their eyes reflecting a mix of shyness and excitement. The teacher, an experienced educator with a gentle manner, greeted me warmly and introduced me to the class. The children were neatly arranged in rows, their tiny chairs almost disappearing in the spaciousness of the room.

The lesson commenced with a series of engaging activities aimed at capturing their attention and stimulating their young minds. The teacher utilized vivid visual aids, incorporating elements of play and storytelling to convey concepts. It was truly remarkable to witness how these young minds absorbed information like sponges, their eyes wide with wonder.

Communication presented an enjoyable challenge. Many of the students were in the early stages of their educational journey, and for some, Bengali was not their first language. The teacher skillfully employed a combination of gestures, simple language, and encouraging smiles to bridge any language gaps.

One of the most heartwarming moments occurred during a collaborative drawing exercise. The children gathered closely, their colorful crayons moving purposefully across the paper. Their faces radiated joy and camaraderie, serving as a reminder of the power of early education in fostering not only cognitive development but also social skills.

Throughout my observation, I was deeply impressed by the teacher's unwavering dedication. She exhibited endless patience and a genuine passion for nurturing these young minds. Every question, every achievement, regardless of its size, was met with affirming praise.

This experience left an enduring impression on me, underscoring the vital role of early education in shaping the foundation of a child's academic journey. These first-grade students, with their limitless potential, represent the future of our society, and witnessing their enthusiastic pursuit of knowledge was a privilege I will always cherish.

## **CHAPTER 6 TEACHING EXPERIENCE**

After I had intensified my observation sessions, I went back to my supervisor to update him. He advised me to create an equitable timetable for the remaining classes where I would take on a teaching role. This is the approach I formulated:

### **6.1 TEACHING EXPERIENCE OF FIRST CLASS**

Information of Class

class	III
-------	-----

Number of students	45
Attendance Percentage	78%
Date	15 august,2023
Time Duration	45 minutes
Topic	Unit 13[Letters and Sounds]

It was my first experience as a teacher, and I was nervous about taking the class. So, I took a deep breath and entered the classroom with a smile. The class was focused on letters and sounds. In the textbook, there were pictures illustrating similar sounds, such as 'pan' and 'pen,' 'man' and 'men.' I endeavored to help them comprehend the distinction between the sounds 'a' and 'e

## 6.2 Teaching Experience Second Class

### Information of Class

class	III
Number of students	45
Attendance Percentage	69%

Date	8 august,2023
Time Duration	45 minutes
Topic	Unit 15[Number of the days and months]

My second class was also with the students of class 3. Since I had previously taken a class with 3rd graders, I was more comfortable with them. This class focused on 'Names of the days and months.' I brought a calendar into the classroom and displayed it for the students. I also utilized digital equipment, including a laptop, sound system, and projector, which enhanced the interactivity of the class. I played music and videos related to the topic, encouraging students to engage with the material through these multimedia resources. I aimed to be more of a friend than just a teacher, and this approach was effective. The students began to step out of their comfort zones, and the entire class followed my instructions while staying focused on the topic.<sup>54</sup>

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### 6.3 Teaching Experience Third Class

#### Information of Class

class	V
Number of students	36



Attendance Percentage	75%
Date	22 august,2023
Time Duration	45 minutes
Topic	happy birthday

Class: V

Number of Student : 36

The Topic of Class:Unit 13

Time Duration;45 minute

Details

"It was my third class, and it was during this class that I had the opportunity to meet the most senior student in this primary school. Managing the students in this class was relatively straightforward, as they showed a keen understanding and the classroom was notably more peaceful than other classes.

Upon entering the class, the students extended a warm welcome in a formal tone. I then asked them to choose a topic for discussion, and they collectively decided on 'happy birthday.' This topic was a familiar one to the students.

I encouraged them to share their own birthday experiences, and after they had done so, I directed their attention to the textbook. I invited a student named Soheli to come forward and read the text,

which centered around what a birthday party entails and how people celebrate it. Given the personal experiences they had shared earlier, the students quickly made connections with the text.

The entire class was in high spirits and thoroughly enjoying the topic. Regrettably, time was limited, and I assured them that we would continue discussing the topic the following day."

#### 6.4 Teaching Experience Fourth Class

##### Information of Class

class	V
Number of students	36
Attendance Percentage	75%
Date	22 august,2023

Class: V

Number of the students :36

The Topic of Class: unit 3

Time Duration;45 minute

Observation Details:It was an extended class from the previous day.We had finished the topic last day but we did not solved any problem.So in this day I said them to solve 'true and false' within

10 minutes and maximum of the students was able to complete the task. Then I saw their writing and said about the correction. Most of the students were confused in a statement and this is ' Gift is the most important thing for celebration a birthday'. Then I tried to broke their error logically. Next part of the text was about singing the song 'happy birthday to you'. I played a music of the song and said them to sing this song with the music. As whole the class was singing the song it gave an ambience of celebrating a birthday party. Some teacher was confused and came to the class-5 room.

## 6.5 Teaching Experience Fifth Class

### Information of Class

class	1
Number of students	89
Attendance Percentage	83%
Date	26 August, 2023
Time Duration	1 hour
Topic	Alphabet K and L

It was the most challenging class for me. The topic was very easy as I had to teach them about the words 'K' and 'L,' but I was confused about how to start my lesson. The entire class was shouting, and I hadn't seen any respect or fear towards a teacher from them. They didn't seem to care about

me. So, in the first ten minutes, I tried to understand the ambiance of the class. Then I attempted to connect with them.

I asked if they liked pictures, and they answered with a yes. I started showing them some pictures, including 'L' and 'K' images, presenting 'K' and 'L' as the most beautiful pictures to them. Afterward, I encouraged them to draw these two pictures. Fortunately, the process was successful, and the majority of the students were able to draw the pictures."

## CHAPTER 7

### MY LEARNING FROM THIS INTERNSHIP JOURNEY

The 3-month teaching internship at Uttarkandail Govt Primary School proved to be an immense learning experience that will profoundly influence my future teaching career. It equipped me with practical knowledge and skills that no textbook can impart.

One of the most valuable lessons was the importance of time management. Initially, I struggled with condensing my lesson plans to fit the 40-minute class duration. However, observing how experienced teachers optimized time use and receiving feedback helped me pace lessons appropriately. I learned to prioritize key concepts and use concise explanations and examples.

Secondly, I realized the significance of adaptability and student-centered teaching. Each class has a distinct dynamic based on students' needs and abilities. Using a variety of techniques is crucial for engagement. I refined my skills in classroom management, strategic questioning, clear instructions, and providing feedback. Building rapport with students was very fulfilling.

In addition, I gained confidence in public speaking and communication skills. Explaining concepts clearly while maintaining students' interest helped me overcome stage fright. I also learned to simplify complex ideas using relatable examples and an interactive delivery style.

Overall, this internship developed my competencies in planning, preparation, classroom leadership, time utilization, student engagement, and instructional methods. By collaborating with experienced teachers, I gained awareness of my strengths and weaknesses. The hands-on experience has equipped me with practical wisdom that will enable me to positively impact young minds.

## CHAPTER 8

### THE SKILLS THAT I USED DURING MY INTERNSHIP JOURNEY

Here is a 130-word rewrite of Chapter 8 on the key skills utilized during the internship:

#### Chapter 8: Skills Utilized During the Internship

This internship enabled me to apply the skills learned at university in a real classroom environment.

Firstly, I honed my lesson planning abilities by structuring classes with clear objectives, organized content, and activities to engage students. I also employed various teaching methods to make lessons interactive and multi-modal.

Secondly, I developed my classroom leadership skills by managing student behavior and maintaining discipline to ensure an orderly, productive environment. Providing clear instructions and expectations was crucial.

Thirdly, I improved my public speaking skills through addressing the class confidently and explaining concepts articulately. Using examples and visual aids to reinforce my message was also helpful.

In addition, I enhanced my time management and organizational capabilities to complete tasks promptly. Building positive relationships with students and staff also proved to be a valuable interpersonal skill.

Overall, this internship allowed me to transform theoretical knowledge into practical teaching competencies. The experience equipped me with the key abilities to begin my career as an effective educator.

## **CHAPTER 9**

### **OVERALL FINDINGS**

This internship afforded invaluable insights into the current landscape of English instruction in Bangladeshi primary schools.

I observed crowded classrooms with limited access to technology, though the rural setting provided a tranquil learning environment. Most teachers used conventional teaching methods like grammar translation and rote memorization. While they conveyed concepts clearly, student engagement was limited.



Students lacked opportunities to hone practical language skills. Though enthusiastic, their English abilities were below par, unable to converse fluently. Socioeconomic constraints also limited educational resources.

However, the warm student-teacher relationships and orderly discipline were conducive to education. With training in student-centered approaches, teachers could enhance engagement.

Key recommendations include integrating multimedia into lessons, boosting teacher training, providing extracurricular English activities, adding language labs and clubs, and increasing interactive learning. This would equip students with greater comprehensible input, output practice, and confidence in using English.

## **CHAPTER 10**

### **RECOMMENDATION**

## **CHAPTER 11**

Here is a 200-word rewrite of Chapter 10 on recommendations based on the internship experience:

Chapter 10: Recommendations

Several recommendations can be made to enhance English language instruction based on insights gained during this internship.

Firstly, classrooms need to be equipped with multimedia like projectors and speakers to aid visual and auditory learning. Teachers should be trained to incorporate technology into lessons to improve engagement and understanding.

Secondly, an English Language Club should be established where students can participate in interactive activities like debates, dramatics, public speaking, and creative writing. This would allow them to build fluency. The school could also subscribe to simple English newspapers and magazines.

Thirdly, pedagogical training programs should be instituted to train teachers in contemporary student-centered methods like communicative language teaching, task-based learning, and language immersion. Combining these approaches with traditional methods can boost engagement.

Fourthly, an English proficiency test should be administered to gauge current competency levels. Based on the results, students can be divided into beginner, intermediate and advanced groups for more targeted teaching.

Finally, resources can be optimized by utilizing free mobile apps, games, and online tools to supplement textbooks. Particularly in rural regions, such technologies can expand access to authentic English materials at no cost.

Implementing these recommendations can significantly enhance students' listening, speaking, reading and writing abilities to meet global standards.

## **CONCLUSION**

During my internship, I had the privilege to collaborate with exceptional individuals and gain practical teaching experience. This journey commenced in February and extended through May. Throughout this period, I encountered various challenges, questions, and opportunities for personal growth. This internship afforded me valuable lessons in time management, effective communication, classroom administration, teacher evaluation, observational techniques, and instructional delivery.

These experiences not only ignited my passion for teaching but also propelled my professional development. Additionally, my university professors played a pivotal role in nurturing my interest in the field of education. In retrospect, I can affirm that these three months constituted an immensely fulfilling chapter in my life. Each moment of my internship was enriching, and I forged meaningful connections with new acquaintances who were exceptionally amiable and supportive. Despite being the youngest member, their guidance was invaluable in addressing my concerns. These encounters are poised to significantly inform my future pursuits, equipping me to adeptly tackle challenges within my professional domain.

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# Appendix

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A Report on my Internship Activities and Experience at Uttarkandail Govt Primary School,Uttar Kandail Supervised By: Mohammad Mustafizur Rahman Assistant Professor Department of English Daffodil International University, Prepared By: Kazi Mahir Asif ID: 193-10-2131 Department of English Faculty of Humanities and Social Science Daffodil International University, Date of Submission: Fall2023 DECLARATION I hereby attest that the internship report presented to the English department of Daffodil International University is an authentic composition authored by me. I have concluded this undertaking in fulfillment of the stipulations outlined in my course, "Project Paper with Internship" (Course Code: ENG431), an integral component of the B.A. (Honors) in English program. With the supervision of Mohammad Mustafizur Rahman, Assistant Professor in the Department of English at Daffodil International University, I successfully conducted my internship, focusing on the topic "Experiences as an English Teacher at Uttarkandail Govt Primary School, Uttar Kandail." ..... Name: Kazi Mahir Asif ID: 193-10-2131 Batch: 48th Program: B.A. (Honors) in English Department of English Daffodil International University. I CERTIFICATE OF APPROVAL I am happy to certify that Kazi Mahir Asif finished the project "Understanding Teaching Methodologies and Identifying Their Effectiveness and Prospects as a Part-Time English Teacher At "Uttar Kandail Govt Primary School" effectively. The project was performed as part of the B.A. (Hons) in English from the Department of English





**Uttar Kandail Govt. Primary School**  
**Uttar Kandail**  
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This document serves to confirm that Kazi Mahir Asif (ID: 193-10-2131), a student enrolled in English studies at Daffodil International University, has satisfactorily concluded an internship involving teaching methodologies at Uttar Kandail Government Primary School. Throughout the internship period, it was noted that his teaching techniques and communication skills demonstrated excellence.

I wish success in his life.

*Asia Akter*  
0-22-22  
Asia Akter

**Head Teacher**

**Uttar Kandail Govt Primary School,Uttar Kandail.**