



Internship report on
"My Teaching Experience at New Model Multilateral High School"

A report submitted to the faculty of humanities and social sciences in partial fulfilment of the requirements of the degree of Bachelor of Arts in English.

Course Title: Project Paper with Internship

Course Code: ENG 431

Semester: Fall 2023

Prepared by

Name: Sudipta Chakma

ID: 201-10-2299

Program: B.A. in English

Department of English

Daffodil International University

Supervised by

Nahida Akter Poly

Senior Lecturer

Department of English, Faculty of Humanities and Social Sciences

Daffodil International University

Declaration

In order to partially fulfil the requirements for the degree of a B.A. (Hons) in English, I hereby declare that the internship work entitled " My Teaching Experience at New Model Multilateral High School" that I submitted to the Department of English at Daffodil International University is a record of an original work completed by me under the supervision of Nahida Akter Poly, Senior Lecturer, Department of English, DIU. This project work is submitted for the course Project Paper with internship (ENG431).

Sudipta

Signature of the author

Sudipta Chakma

ID:201-10-2299

Department of English

Daffodil International University

Certification of the Supervisor

This is to certify that the student named Sudipta Chakma, bearing ID 201-10-2299 has finalized her internship report proposed under the course Project Paper (ENG 431) under my supervision. For the internship process, she has chosen a school named “New Model Multilateral High School”, as a teacher. She is now eligible to present the report for evaluation. She has been in constant communication with me during his internship work. Whenever she needed any help, I assisted her. The content of this project report is her genuine work, for which she worked phenomenally, I pray for her overall well-being and hope she achieves more success in the years to come.

Nahida

Signature of the Supervisor

Nahida Akther Poly

Senior Lecturer

Department of English

Daffodil International University

Acknowledgement

I am very happy to teach in a school during my student life. This is the first step of my professional life. I really thank God for providing me the strength and ability to complete this. I express gratitude to my supervisor, Nahida Akter Poly ma'am, for her invaluable assistance in completing this report.

Additionally, I would like to express my gratitude to the Head Master of New Model Multilateral High School, where I finished my internship. I also like to thank my supervisor, Delowar Hossain sir, in New Model Multilateral High School for his cooperation.

Lastly, I want to express my gratitude to my parents, and entire family. It would have been impossible for me to complete my report without their attention, encouragement, and assistance.

Abstract

This internship report describes my three months of teaching experience and the lessons I have learnt. Additionally, talked about my successes and areas for improvement. Have speak about my contribution in terms of the knowledge that my students gain, as well as my ongoing efforts to improve their learning.

Throughout the project I tried my best to understand the students well. I tried to give all that I learned from my respected teachers to the students. I faced many challenges which I have overcome with my techniques.. I tried to apply what I had learned in a variety of university courses to my teaching. I always tried to find out my lack in order to do better in the future.

Table of Content

vi

Serial no	Particulars	Page no
1	Declaration	III
2	Certificate of the Supervisor	IV
3	Acknowledgement	V
4	Abstract	VI
	Table of Contents	VII -VIII
Chapter 1.0	Introduction	1
Chapter 2.0	Literature review	2-4
Chapter 3.0	Objectives of the internship	5
Chapter 4.0	Methodology	6
Chapter 5.0	Institution Details	7
Chapter 6.0	Teaching Experiences	8-12
Chapter 7.0	Overall findings	13
7.1	Lesson preparation	13
7.2	Lesson delivery	13
Chapter 8.0	Findings of teaching experiences	14-15
8.1	Lesson preparation	14-15
8.2	Lesson delivery	14-15
8.3	Use of language	14-15
8.4	Time management	14-15
8.5	Student's feedback	14-15
Chapter 9.0	Recommendations	16
9.1	Recommendations for Institution	16
9.2	Feedback on my non-teaching	16
Chapter 10.0	My Experiment as an intern teacher	17
Chapter 11.0	Conclusion	18
Chapter 12.0	Appendices	19

Chapter 13.0	References	20
--------------	------------	----

Chapter 1: Introduction

I am Sudipta Chakma. I am studying at Daffodil International University in the Department of English. The importance of the English language in communication around the world is immense. Because English is the second language in most countries. My first professional step where I can learn how to use the subject knowledge is an internship. In this internship journey I learn how to overcome and conquer a variety of obstacles. I began working for myself at "New Model Multilateral High School" as a teacher. I worked at the school for three months. I gained a lot of knowledge, including what kind of work a teacher should undertake. I am writing this report to reveal my experience as a teacher. I am honoured to contribute to the dynamic learning environment of this institution as a dedicated, passionate individual with a strong commitment to education. Since I was a child, I had a strong ambition to become a teacher. Prior to my employment as an intern teacher, however, I had very little teaching experience. I decided to complete my internship at a school that gave me the opportunity to practice teaching. This is my first teaching experience at school during this internship, and I have tried to capture this experience in this report. During this journey, I learned many new things and tried my best to adapt to the new environment. Some of these experiences will be discussed in this paper. I will also look at how I tried to use knowledge I learned during my undergraduate studies at Daffodil International University. In addition, I have had the honour of gaining teaching experience that has helped me with topics such as curriculum development and classroom management. Throughout my teaching journey, it is clear that I can communicate with students of different backgrounds and learning styles, which has helped to create friendly and engaging environment learning.

Chapter 2

Literature review

Throughout my internship, I looked into a number of studies pertaining to the experiences, education, and knowledge that make an outstanding teacher. I'll discuss a few of these works of literature that I considered when I was teaching in the school. I will also add some approaches that I took into consideration when I was an educator.

Abilities and knowledge to become an outstanding teacher:

Determining the qualifications, abilities, and knowledge required for a teacher to carry out their job effectively is not a simple undertaking. According to Stronge (2002), efficacy is an ethereal concept that is dependent on the accomplishments of the students, also provided a framework for effective teaching, which will aid in the development of an effective teaching style. Professional knowledge, instructional delivery, planning, evaluation, learning environment, and professionalism are all necessary for becoming a successful teacher.

According to Darling-Hammond (2008), a teacher must complete some specialised training before beginning their career. If they don't, they may quit, accuse the curriculum of "dumbing down," and ultimately place the blame on their students. In addition, in order to carry out their duties, teachers must possess subject-matter expertise, curriculum knowledge, teaching and learning expertise, and awareness of the learning environment. Hourigan (2006) highlighted four crucial elements of education. Such are:

What needs to be taught and why (knowledge-centeredness) Who, what, and how people learn (learner-centeredness) What kinds of community-centred, classroom, school, and school community contexts improve learning? What kind of evidence (assessment-centred) can be utilised to determine whether successful learning is actually taking place?

Grammar Translation Method (GTM): Throughout the history of teaching methodologies, Grammar Translation Method has often been referred to as the "Classical method" or the "traditional method." Learners of classical languages were the main target audience for this strategy. Learners follow this procedure, which is often referred to as the deductive approach

of language, by first going over the rules and then the examples. Grammar-translation method is most teaching closely related to the logical approach in language education, according to Gollin (1998). page 88) Furthermore, Prator and Celce- Murcia created a list in which they enumerated a few key aspects of grammar translation, which are...

i. There is less active usage of the target language in the classroom as instruction is given in the mother tongue.

ii. Lists of individual words are used to teach a lot of vocabulary.

iii. Extensive, detailed explanations of grammar details are provided.

Group work-based language teaching:

In the realm of language education, group work-based language instruction is regarded as extremely beneficial. Renowned psychologist Lev Vygotsky emphasized the need of social interaction in learning. He maintained that students gain from working with peers who are a little bit more experienced since it allows them to improve in their knowledge and abilities.

Sociocultural Theory: This theory emphasizes the social aspect of learning and was established by Vygotsky and his adherents. It highlights how social interactions—including working in groups—help people acquire languages and develop cognitively.

Prominent proponents of cooperative learning, Johnson and Johnson, have researched the advantages of group work in great detail. They contend that group projects encourage constructive interdependence, individual.

Communicative language teaching: Communicative language teaching in one of the crucial topics in ELT.

British linguists work laid the foundation for communicative language instruction, as Richards and Rodgers (2014) stated. Forms and functions were prioritized in communicative language instruction. It gives students methodical attention to help them improve all four skills. Growing criticisms of prior language teaching techniques claimed that they were insufficient for emphasizing the development of learner's skills.

According to Hendrickson (1991) on CLT, the communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader (p. 197). He went on to say that teaching language absorbs itself for communicative purposes depending on the context (p. 197). In the words of Sauvignon (1987), "The importance of meaningful language use at all stages in the acquisition of second or foreign language

communicative skills have come to be recognized by researchers and teachers around the world, and many curricular innovations have been developed in response" (p. 235, emphasis added)

Chapter 3

Objectives of the internship: To illuminate the students with knowledge is the aim of this internship. Some of the goals I concentrated on throughout this internship were as follows:

1. Learning about the English instruction strategy used in the classroom.
2. Being aware of current methods and having the ability to use them
3. Capable of managing class by keeping track of time.
4. Being creating a comfortable classroom atmosphere.
5. fostering a cordial rapport between teacher and pupil
6. Improving instructional techniques with technology
7. Increasing confidence in the teaching profession going forward.
8. To identify individual student strength and weakness

Chapter 4

Methodology:

I was first undecided between going to a bank or a school for my internship, therefore I was worried about it.

Later one of my teachers suggested this school because it would be the best option for my career.

I spoke with the institute's Headmaster, who informed me that many other students have completed internships there before me. He was very helpful and urged me to come on board right away. Unfortunately, I didn't have the forwarding letter with me at the time, but he assured me that I could send it at any time.

The school's Headmaster and I discussed about the internship application process, and he approved it. He also introduced me to the English teacher whose lesson I would be observing.

Chapter 5

Institutions Details:

Institution's Name: New Model Multilateral High School

Location: Sukrabad, Dhaka-1207

Year of Establishment: 1968

Academic Building: 1

Shift: 2 (Morning and Day)

Number of Teachers: 30

Number of Students: 600

Library: yes

Canteen: yes

Transportation: No

Computer Lab: No

Qualification of Teachers': B.A, M.A.

Ownership: Private

Tuition Fees: Varies from class to class

Uniform: White shirt & Navy-blue coloured trousers, white shoes for boys. White Shallower, Pink coloured kameez with white dupatta and white apron for girls

School Logo:



Chapter 6

Teaching experience

Before I start teaching at New Model Multilateral High School, I observed two English teacher classes during three days of class observation sessions. One teaches class 10 and another teaches class 9. I see how they start and control the class and their teaching process. Though I'm new in this field.

I observed many classes, first I observed class 10 English class. The class was taken by Delowar Hossain Sir, who was also class teacher of class 10. Before start the class, he took the attendance and asked students to submit their homework. He punished students those who were not taken the homework. Then he starts teaching the topic "changing sentence". Which is very important in their SSC syllabus?

First, he taught the rules and applied examples according to them. He effectively employed interactive teaching methods, keeping students actively engaged throughout the session. Skillfully balancing theoretical instruction with practical examples, he enabled students to grasp complex concepts easily. The use of real-life examples not only clarified the content but also made it relatable to students' everyday experiences. He conducted the entire class in English and encouraged students to participate in the question-answer session in English.

On August 13, 2023, I observed an English 2nd paper class, also taught by Delowar Hossain sir. The topic was "Article." Initially, he reviewed the previous class and gave exercises for students to solve. He explained the rules to those who couldn't solve the exercises, provided various examples, and concluded the class with homework.

Next, I observed Mahfujur Rahman sir's class in class 9. He is the class teacher, and the lesson topic was "Unit 1 Lesson 1: Bangabandhu's Family in 1971." Before reading the passage, he asked students what they knew about Bangabandhu Sheikh Mujibur Rahman. Then, delving into the text, he read the entire passage with Bengali meanings and provided vocabulary to the students. Students worked in groups to select questions from the passage and solve the answers.

Mahfujur Rahman Sir's lessons creatively integrate games, discussions, and interactive exercises, creating an enjoyable and dynamic learning environment. This approach not only instilled a sense of excitement among the students but also encouraged their participation and critical thinking. Students were visibly enthusiastic and responsive throughout the class. Their level of engagement indicates genuine interest in the content. They were actively participating in the discussion, asking questions and providing answers readily. It was clear that they were not only absorbing information but also internalizing it.

I was eager to teach students as an intern teacher. I must admit that my first emotion was fear. I enjoyed the classes with the help of the students. Good relationships between teachers and students could be developed with a lot of knowledge.

The journey began on August 7, 2023, I went to school early in the morning and met the headmaster. The headmaster sir asked me to take classes in both class nine and ten. I used to go three times a week: Sunday, Monday, and Tuesday, starting at 12 noon and staying there until my work was done. I worked there for about three months. The first day of entering the class was very memorable for me. Although initially, students didn't take me kindly, and I didn't know what to do, both classes were very interesting and fun in many ways, including the environment, the students, and the prescribed textbooks and activities.

The classroom environment was conducive to learning, and each class lasted for 40 minutes. On the first day, I felt that after 10 minutes of teaching, I could not teach anything else, or I would forget, but nothing like that happened. I performed very well. I built friendly relations with the students, and they were also very cooperative. I had a lot of fun with them, shared some funny incidents, and heard from them too. In every class, I tried to do fun and interesting work with them, giving them group tasks so that they could solve problems and learn lessons effectively.

In particular, I placed more emphasis on students who needed extra support to adapt lesson. I tried to focus on teaching in a more creative manner and bring out the creativity of the students. Students often failed to find the meaning of some words in the book, so I encouraged them to bring dictionaries with them to practice searching and learn to use them properly. Many students started practicing such habits, making their learning methods very advanced and developed. However, I could not bring this practice to everyone.

While teaching, my main responsibility was to teach the students well, requiring me to have a good knowledge of what I taught. That's why I always prepared well before going to class. Good preparation was also required to ensure class conduct in an organized manner. To prepare, I liked to create an activity and 10

exercise based on the topics that would be taught in class. I used a diary to write down what would be taught in each class, dividing the entire syllabus into sections.

. I prepared myself well for the class so that I could satisfactorily explain any question any student asked. I always took note of the important points and tried to make sure I could apply them when needed. All these things helped me gather enough knowledge and impart that knowledge to the students.

Sometimes I had to do the class alone without any preparation. It was very challenging for me, but soon I learned to take charge of a class in a short period. Structuring the learning in an organized manner was important to conduct the teaching successfully. Many steps had to be taken for this. First, I tried to find out the problems, and then I tried to make a plan to make the teaching better. I had to make several plans so that the students could study regularly and keep up with their curriculum. I made a lesson plan, considering the time allotted to cover the syllabus and included some class tests so that the students were regular with their learning. I taught the students following the lesson plan and succeeded in taking the class effectively.

After teaching the students, I gave them some work both from books and some self-made work. I used to solve students' problems, make corrections, and check the copies of the whole class individually. I also developed the habit of writing their diaries so that they do not forget what

they read when they go home. I took some random surprise tests so that students always came to class prepared for the last class, forcing them to study every day. Some class tests were required for improvement, so I gave the class test. Since some students lacked English fluency, I planned to take oral quizzes and occasionally let them read stories to develop reading habits. The class I was teaching consisted of students with mixed abilities. Thus, I had to adopt different teaching methods so that all my students benefited from my teaching.

In class, not all students were able to get along with each other. Not all students were equal in understanding something. I spent more time and effort asking them if they understood. If not, I would explain to them again. Some students lacked proper English-speaking skills. For them, I took oral quizzes and then made it a habit to read the textbook in front of the class and motivate them to speak in English. I was in many situations where students did not want to listen. Some did not bring copy-books every day, even when repeatedly asked to do so.

There were some students who spoiled the atmosphere of the class by talking. More effort was given to those types of students with greater rigor, which consumed more time and created problems for the whole class. I also gave feedback about their action. Many students were not careful about what they wrote. They failed to write correct spelling and made grammatical mistakes even when asked to write something from the board or book. It showed their lack of concentration. So, there was a need to do something that would make them focus more on their studies. That's why I always looked at them while they were working so that they are aware and work without wasting time.

During my internship, I actively participated in the August 15th event, which was basically the Nation Father Bangabandhu Sheikh Mujibur Rahman death anniversary. I wore a black sari with a badge in line with the attire of my fellow teachers. I also ensured that the students had clean uniforms. This allowed me to contribute to maintaining an orderly and disciplined learning environment. Additionally, I took proactive steps to build strong relationships with my colleagues, fostering a positive and collaborative environment within the school community. I engaged in productive discussions about my learning experiences. This period not only provided valuable practical experience but also enabled me to establish a network of

meaningful connections within the educational community. Everyone admired me so much that I didn't even think I was an intern teacher.

During my internship, I participated in parent-teacher meetings, providing insightful feedback about each student's strengths and weaknesses. I emphasized the importance of mindful parenting to support their child's development. Additionally, on a weekly basis, I diligently tracked each student's progress, collected and evaluated progress reports for them. In cases where parents did not heed my advice, I communicated with both teachers and parents to ensure coordinated support for the student's growth and development. This experience strengthened my understanding of the challenges and rewards of teaching.

Chapter 7

Overall finding:

I learned a lot through the internship project such as;

7.1 Lesson preparation: Carefully organising lessons in advance of instruction is a crucial part of the teaching process. The teaching process is made much easier by this methodical approach. The teachers at New Model Multilateral High School showed excellent lesson planning skills.

7.2 Delivery of the lesson: I saw that the teachers skilfully introduced each subject, using Bengali and English to keep the students interested. This bilingual method improved involvement and understanding.

7.3 Classroom management: The design made it simple to move around, which encouraged a concentrated learning atmosphere. It's noteworthy, though, that more organisation in the classes would be beneficial.

Chapter 8

Findings on teaching experience:

8.1 Lesson planning: I ran my classes meticulously, creating lessons focused on particular topics. I constantly tried to ensure the students were paying attention and staying involved in the lessons. I always tried to help them understand by giving relevant examples directly related to the material. The lesson plan was most important to take the class effectively. So, I made sure every lesson was taught according to the lesson plan, ensuring students could easily grasp the topic.

8.2 Lesson delivery: As a teacher, I placed a high value on open and sincere communication. I used group work and activities to promote cooperative learning and deeper knowledge. In addition to actively involving the students, this fostered a group understanding of the material.

8.3 Use of Language: In the classroom, I spoke both Bengali and English so that my lessons were easily understood by the students. To keep students interested in my classes, I believed that using anecdotes or stories worked well. Throughout class, I also placed a high value on speaking fluently and make sure that the material was understood by all.

8.4 Time management: I often kept to the 40-minute class period, making sure to finish the session within the allotted time. Time management and punctuality were critical components of my teaching style, as I worked to effectively complete each class from start to finish.

8.5 Students Feedback: To determine how well the students understood what I had taught, I gave them a 25-point test. In addition to revealing information about their capacity for

learning, this assessment gave me insightful input about what they expected from me as their teacher. In this session, I also asked students how they wanted to learn.

Chapter 9

Recommendations for institution:

I have found both positive and negative parts that need improvement after teaching at New Model Multilateral High School, including its staff, rules, and procedures. More specifically, more funding has to be set aside for students to improve their English language skills. It is imperative that students take the initiative to engage in various activities such as discussions, games, and quiz competitions, so that can enhance their creative and communication abilities. There must be a lesson to teach students basic virtues such as always cleaning the rooms, roads, and surroundings, respecting others, and so on. In addition, modern audio systems and multimedia integration in the classroom can support learning in a variety of areas. A modernized approach to teaching that incorporates technological tools to give students the essential skills they need to succeed in the rapidly changing educational landscape of today would also be very beneficial to the school. By working together, these suggestions hope to improve New Model Multilateral High School's overall educational programmed.

9.1 Feedback on my non teaching

1. I need to show more compassion and self-assurance in classroom
2. I have to streamline my teaching by emphasizing precise and engaging vocabulary.
3. I need to develop my vocabulary.

Chapter 10

My experiment as an intern teacher

I initially watched other teachers' classes while I was an intern. I observed them establishing classroom rules, leading discussions, and beginning lessons. I took what I could from them. Long-term memory retention occurred when engaging in activities in the classroom. For this reason, I always assigned group work in my classes. In order to build positive relationships with everyone, they were urged to work together; if one was unable to, the other assisted. Collective work allowed for the sharing of ideas among all members but also required respect for their opinions. With the use of this method, numerous such manners could be acquired. They enjoyed the class and absorb the ideas so well. This process is so beneficial for them to acquire knowledge and critical thinking.

Chapter 11

Conclusion

Being a teacher during my student life was an extremely challenging experience for me. At first, I was a little concerned about how I would handle everything. However, Ms. Nahida Akter Poly ma'am, my esteemed supervisor, provided me bravery. In addition, Feroz Sir, the head of the New Model Multilateral High School, assisted me in every manner. I sincerely thank these two individuals for their assistance and cooperation, without which I could not have accomplished anything. I was initially both excited and terrified. I was simply thinking about how to teach student something new after attending two classes. Through this internship, I learned how to run a class and how creative classes are taught there. Learn a lot of informational and educational things. Through this project I learned some things that will always help me in my life. It taught me how to communicate with students, how to simplify complex concepts, how to act with coworkers, and how to collaborate, among other things. I want to express my gratitude to everyone who gave me a lot of assistance in finishing my internship.

Chapter 12

Appendix:

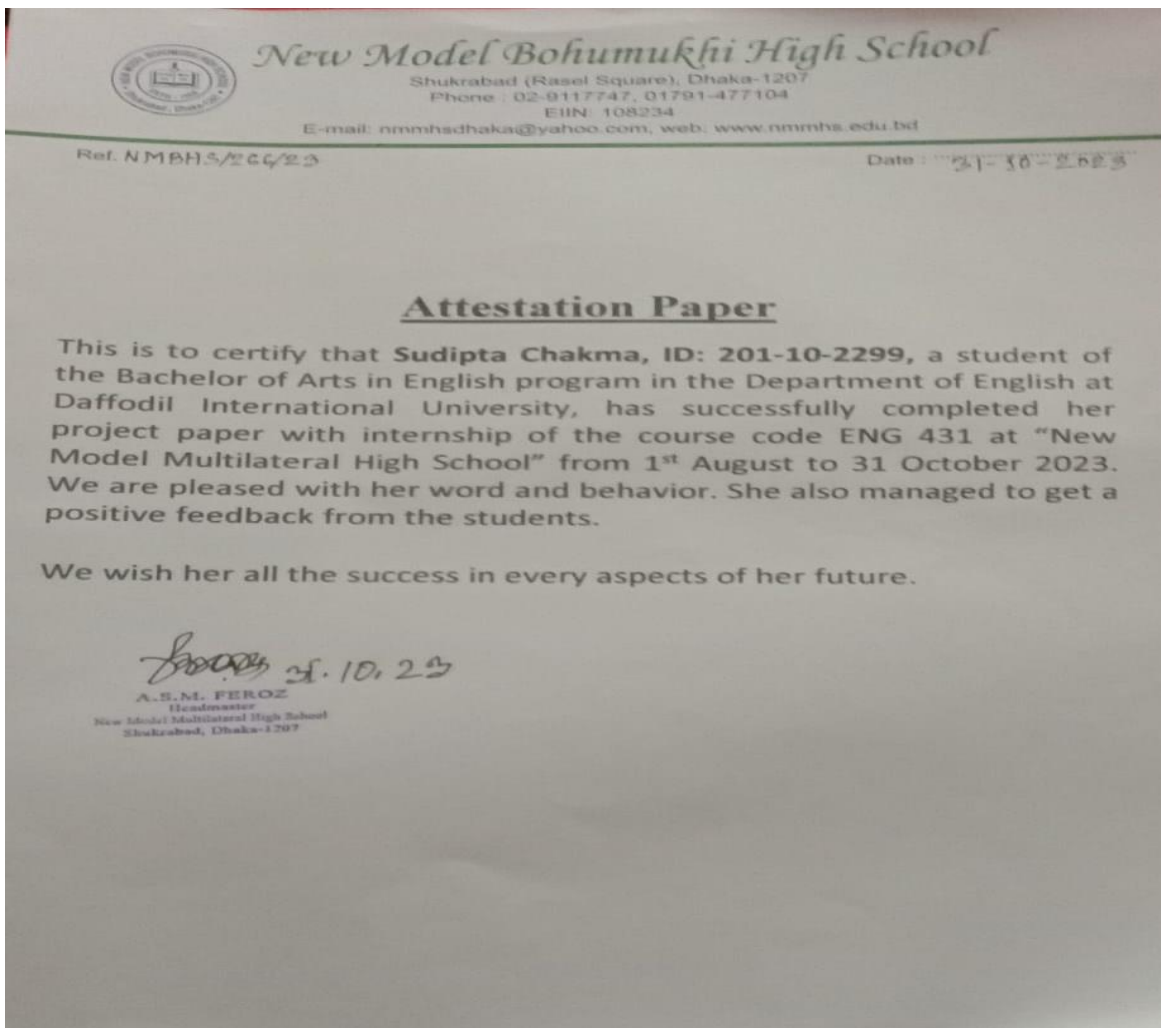


Figure 1: Certification from "New Model Multilateral High School".

Chapter 13

References

- Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD.
- Darling-Hammond, L. (2008). Teacher learning that supports student learning. In *Teaching and Teacher Education*, 24(1), 80-91.
- Hourigan, T. (2006). *Elements of education*. Melbourne, Australia: Cengage Learning Australia
- Gollin, S. (1998). *The Cambridge grammar of the English language*. Cambridge, UK: Cambridge University Press.
- Prator, C. H., & Celce-Murcia, M. (1979). A perspective on the communicative approach: An interview with M. Celce-Murcia. *TESOL Quarterly*, 13(2), 171-183.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge, UK: Cambridge University Press.
- Hendrickson, J. M. (1991). *Bridging the gap: College reading* (6th ed.). New York, NY: Longman.
- Savignon, S. J. (1987). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.