



**An Internship Report on
Experience as a English Teacher at Savar Model Academy-II, Savar, Dhaka**

Prepared by:

Sumaia Akter Omi

ID: 201-10-560

Department of English

Faculty of Humanities and Social Science

Under the supervision of

Ms. Asma Alam

Assistant Professor

Department of English

Faculty of Humanities and Social Science

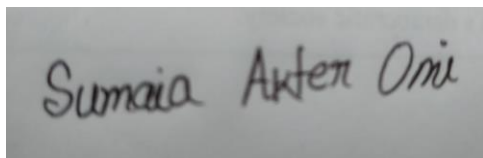
Daffodil International University

This Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the requirement for the Degree of Bachelor of Arts (B.A.), in English.

**Daffodil International University,
Daffodil Smart City, Dhaka, Bangladesh**

Declaration Of Intern

I, hereby, declare that I have finished my internship under the guidance of Ms. Asma Alam, Assistant Professor, in the Department of English at Daffodil International University. Furthermore, I affirm that this internship report is an original work of mine, based on my own experiences.



.....
Sumaiya Akter Omi

ID: 201-10-560

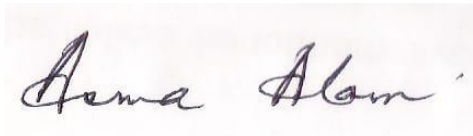
Department of English

Faculty of Humanities and Social Science

Certification of Supervisor(Rewrite)

I am pleased to certify that **Sumaiya Akter Omi**, student ID **201-10-560** in the English department of Daffodil International University, has satisfactorily completed her internship project paper (ENG 431) under my strict supervision. For her, she opted for Central Laboratory School and College. She gained substantial experience as an English instructor through an internship.

During the course of her endeavor, Omi consistently engaged in communication with me and conscientiously followed my instructions. I consistently enabled her to advance without impediment by offering essential support whenever she encountered obstacles. Her outstanding endeavors are reflected in the substance of this project paper; therefore, I authorize her to submit the internship report. I extend my sincerest sincerity for her prosperity in all that she does in the future and for her overall welfare.



.....
Supervised By

Ms. Asma Alam

Assistant Professor

Department of English

Daffodil International University

Acknowledgment

I want to sincerely thank Ms. Asma Alam, Assistant Professor in the English Department, for her invaluable help in completing the project paper. I was able to finish my project paper because to her unwavering empathy, intellectual support, inspiration, constructive criticism, and helpful counsel. She also reviewed and made necessary corrections to my poorly written drafts at every level. Additionally, I am grateful to the Savar Model Academy II Principal for allowing me to watch and lead courses. In addition, I would also like to express my profound thanks to Principal Md. Shahadat Hossain and the entire faculty of Savar Model Academy II. My appreciation knows no bounds for their collective wisdom, unwavering support, and the lessons on resilience and learning from mistakes that they shared. Their contributions have been invaluable in shaping my internship experience. I would also like to extend my appreciation to Savar Model Academy II for providing me with the opportunity to undertake this internship and for creating an environment conducive to learning and growth. Lastly, I am thankful to my colleagues and students for their collaboration and support throughout this internship journey. Their active participation and assistance made every class a delightful experience.

Abstract

During the internship at Savar Model Academy II, guidance was provided by Ms. Asma Alam, under whose expert supervision skills were refined and professional horizons expanded. The immersive learning environment offered opportunities to tackle diverse responsibilities in educational administration and management, from curriculum development assistance to active participation in classroom activities. Each task presented a unique learning opportunity to apply theoretical knowledge in a real-world context. Ms. Alam's unwavering support and encouragement played a pivotal role in growth and development. Her expertise and willingness to impart knowledge facilitated learning and instilled confidence in tackling challenges. Moreover, invaluable insights into educational institution operations were gained, navigating complexities of policies, interacting with stakeholders, and addressing evolving academic community needs. Effective communication and collaboration were emphasized, fostering meaningful professional relationships and broadening networks within the education sector. Reflecting on the internship at Savar Model Academy II fills one with gratitude for the opportunities presented and the profound impact on personal and professional growth. The knowledge, skills, and experiences gained have undoubtedly prepared for future career challenges and opportunities.

Table of Contents

Declaration Of Intern	ii
Certification Of Supervisor	iii
Acknowledgment	iv
Abstract	v
Chapter 1	1-3
1.1 Introduction.....	2-3
1.2 Objective	4
Chapter 2	5-6
2.1.1 Methodology	6
2.1.2 Selection Of Institution	6
2.1.3 Selection Of Classes.....	6
2.1.4 Internship Activity	6
2.1.5 Observation	6
Chapter 3	7-8
3.1 Institution Details	8
Chapter 4	9-14
4.1.1 Class Observation	10
4.1.2 Teacher’s Class Observation(1 & 2).....	10-12
4.1.3 1 st Class Observation.....	12
4.1.4 2 nd Class Observation	12
4.1.5 Teacher’s Class Observation(3,4 & 5).....	13-14
4.1.6 3 rd Class Observation	15
4.1.7 4 th Class Observation	15
4.1.7 5 th Class Observation	15-16
Chapter 5	17-30
5.1.1 Teaching Experience.....	18-27
5.2 Skills Developed During the Internship.....	28
5.3 Professional Skills.....	29
5.4 Overall Challenges	30
Chapter 6	31-32
6.1.1 Findings.....	32
Chapter 7	33-35
8.1.1 Recommendation	34-35

Chapter 8	36-37
8.1.1 Conclusion	37
Chapter 9	39-46
9.1.1 Appendix 1: Class Observation Check List	40-44
9.1.2 Appendix 2: Internship Certificate.....	45
9.1.3 Appendix 3: Photographs	46
9.2 Plagiarism Report	46

Chapter 1

Introduction

1.1 Introduction

The internship at Savar Model Academy II provides me an enriching opportunity to delve into the practical aspects of my academic studies. As a student at Daffodil International University, specializing in B.A. (Hons), this internship serves as a cornerstone in bridging theoretical knowledge with real-world application within the educational domain. Savar Model Academy II, renowned for its commitment to academic excellence and holistic development, provides a fertile ground for conducting this research. Guided by experienced educators and mentors, I am poised to navigate the intricacies of educational methodologies, theories, and frameworks in the pursuit of academic inquiry and knowledge generation. This introduction lays the groundwork for the project paper associated with my internship at Savar Model Academy II, setting the stage for a rigorous exploration of key themes or topics to be addressed. Through this endeavor, I aim to contribute meaningfully to the educational discourse while honing my research skills and fostering professional growth. However, my experience transcended mere classroom interactions. It delved into the broader context of the English language, a global tool of communication. The significance of English as a language used by millions globally was juxtaposed with the lack of a structured approach to teaching it in our local educational landscape. This observation highlighted a crucial gap that needs addressing for the betterment of our educational system. This internship provided a unique perspective, not just on teaching but also on the overall educational environment. It broadened my horizons, allowing me to grasp the intricacies of the English teaching method while actively participating in various classroom activities and examination hall duties. This experience, undoubtedly transformative, was made possible due to the guidance and mentorship of my supervisor, whose support and teachings will resonate profoundly in my future career and personal life. Ms. Asma Alam's expertise and dedication to fostering a nurturing learning environment were instrumental in shaping my internship experience. Furthermore, my time at Savar Model Academy II facilitated meaningful interactions with fellow interns, faculty members, and administrative staff. These connections enriched my understanding of the educational landscape and provided valuable insights into the collaborative nature of academic institutions. Throughout the internship, I was tasked with a diverse array of responsibilities, ranging from curriculum development to student assessment and support. These hands-on experiences not only solidified my understanding of educational practices but also honed my organizational and problem-solving skills. One aspect of the

internship that I found particularly rewarding was the opportunity to conduct research on innovative teaching methodologies. Exploring emerging trends in pedagogy allowed me to critically evaluate existing practices and propose novel approaches to enhance student learning outcomes. Moreover, my involvement in extracurricular activities, such as organizing educational workshops and events, enabled me to develop leadership skills and foster a sense of community within the school. Reflecting on my internship journey, I am grateful for the invaluable lessons learned and the growth opportunities afforded to me. This experience has deepened my passion for education and equipped me with the tools and knowledge necessary to make a meaningful impact in the field. Looking ahead; I am excited to apply the insights gained from my internship to my future academic and professional endeavors. I am confident that the skills and experiences acquired during this internship will serve as a solid foundation for my continued growth and development as an educator.

1.2 Objective

The internship objectives are:

- Collaborate with a facilitator, typically a teacher at Savar Model Academy II, alongside the supervisor at Daffodil International University, to gather insights and information about the institution's language teaching practices.
- Observe language classes conducted by experienced teachers at Savar Model Academy II, paying close attention to the methodologies and techniques employed.
- Conduct 2-3 classes or demo sessions, applying various language teaching methods and techniques learned during the internship.
- Administer assessments to students to gauge the effectiveness of the applied teaching methods and techniques, while also evaluating personal performance as an intern.
- Maintain regular communication with the supervisor at Daffodil International University, seeking guidance and support as needed, especially in instances where the facilitator may not be available.

Chapter 2

Methodology

2.1 Methodology

2.1.2 Selection of institution- Due to my longstanding admiration for Savar Model Academy II as one of the most reputable English-medium schools in Savar, I made a deliberate choice to pursue my internship there, a decision influenced by my profound connection to the institution. Opting for a location in close proximity to my residence in Savar, I strategically selected Savar Model Academy II as the ideal setting for my internship experience. Facilitated by a recommendation and a forwarding letter obtained from my university department, which were tendered to the school's principal in support of my application, I successfully secured permission to actively observe and participate in classroom activities throughout my internship tenure.

2.1.3 Selection of classes- Three classes were selected to lead, and two students from different grades were selected to observe. The choice of classes for instruction and observation was aided by the principal. For a minimum of three months, I oversee and instruct English sessions. I started out by watching fifth through seventh grade classes. After that, I enroll in several classes at the same grade level.

2.1.4 Starting of internship activity- Guided by the school's instructions, I embarked on a journey of comprehensive study to prepare for my classroom engagements. Upon entering the school premises, I was immediately struck by its remarkable state, reflecting a commitment to excellence in education. Throughout my internship, I had the privilege of observing and facilitating English lessons for students across grades five, six, and seven. These sessions covered a diverse array of topics essential for language acquisition, including reading comprehension, question response techniques, contextual understanding, suffixes and prefixes, punctuation rules, sentence structure, and the nuances of voice modulation. Each of these elements played a pivotal role in fostering a deeper understanding and proficiency in the English language among the students.

2.1.5 Observation- Despite encountering occasional challenges in calming the students, I found that they responded positively to my sessions, displaying enthusiasm and actively engaging with the material. This led to an enjoyable learning environment where the students effectively absorbed the content presented.

Chapter 3

Institution Details

3.1 Institution Details

Institution details are always helpful to know about an institution and its environment. After joining as an intern at Savar Model Academy II, I collected some basic information about them first. The information is given below:

Name	Savar Model Academy II
Location	C-42/4 Chayabithi Main Road, Savar, Dhaka
Established	1991
Number Of Students	130
Number of Teachers	16
Ration	8:1
Teachers Qualification	Most of the teachers completed BA (Master) in a particular field
Playground	Yes
Library	Yes
Canteen	Yes
Security	Yes
Transportation	No
Computer Lab	No
Garden	No
Prayer Room	Yes
Teacher's Room	Yes
Staff's Room	Yes
Cultural Activities	Yes
Sports Activities	Yes
Shift	Morning

Chapter 4

Class Observation

4.1 Class Observation

I observed a total of 5 class from different 3 classes, class six, seven, eight.

4.1.2 Teacher's Class Observation (1&2)

Teacher's Name: Jannatul Ferdouse	
Name of Institution:- Savar Model Academy II	
Class level: Class six	
Class Description:	
<ol style="list-style-type: none"> 1. Classroom size: The room is well designed. 2. Seating arrangements: The classroom has wooden benches for students, it has a whiteboard and no chair or seat for teachers. 3. Room condition: A few things should be highlighted to understand the condition of the room such as: 	<ol style="list-style-type: none"> (i) Ventilation- The classroom has one big window and door for proper ventilation. (ii) Teaching Aid: A whiteboard, black marker, a wooden bench. (iii) Lights, fans: There are fan and three lights in the classroom.
Student Information: -	
Total student: 23 (i) Present student in first class: 15/23 (ii) Present student in second class: 19/23	Date: First class-25.02.2024 Second class-26.02.2024
Objectives of the lesson (as perceived):	
<ol style="list-style-type: none"> i. To introduce a new chapter and ensure comprehension among students. ii. To reinforce learning by reviewing and discussing homework assignments. iii. To engage students in activities that promote vocabulary expansion and understanding of the subject matter. 	
Were the objectives achieved and to what extent (in my view)?	
<ol style="list-style-type: none"> i. The objective of introducing a new chapter and ensuring comprehension appears to have been achieved. The teacher effectively presented the new material, explained it in Bengali to ensure understanding, and engaged students in reading and discussion. ii. The objective of reinforcing learning through homework review was also achieved. The teacher checked homework from the previous class, addressed any difficulties students had, and provided assistance where needed. iii. The objective of engaging students in vocabulary activities seems to have been partially achieved. While the homework assignment involved finding synonyms and antonyms, there is no 	

	specific mention of in-class activities focused on vocabulary expansion.
Subject matter content	<ul style="list-style-type: none"> - The teacher demonstrated a good command of the subject matter by effectively teaching a new chapter and providing grammar lessons. - She ensured comprehension by explaining the content in Bengali. - The textbook also included grammar lessons to aid in learning.
Organization	<ul style="list-style-type: none"> - The teacher began the class promptly, reviewed previous homework, introduced new material, and assigned homework. - Clear objectives were stated, and main points were emphasized and summarized. - The class started and finished on time.
Rapport	<ul style="list-style-type: none"> - The teacher held the interest of students by interacting with them, providing feedback, and encouraging participation. - Students were respectful and engaged, as evidenced by their warm welcome to a new student. - Both teacher and students displayed enthusiasm and readiness for the class.
Teaching methods	<ul style="list-style-type: none"> - Relevant teaching methods were used, including reading aloud, explanation, and assigning homework. - Real-life examples were incorporated, such as finding synonyms and antonyms in a text. - The teacher responded to student questions with interest and provided assistance as needed.
Presentation	<ul style="list-style-type: none"> - The classroom environment was conducive to learning, with clear communication and maintained eye contact. - The teacher used a clear voice, proper enunciation, and standard English. - Learners' interests were maintained through engaging activities and discussions.
Management	<ul style="list-style-type: none"> - Time was spent appropriately, with clear stages in the lesson: review of homework, introduction of new material, discussion, and assignment of homework. - No diagram provided.
Critical event	<ul style="list-style-type: none"> - No critical event was mentioned in the observation.
Strengths observed	<ul style="list-style-type: none"> - Strong command of subject matter - Effective communication and rapport with students - Clear organization and presentation
Suggestions for improvement	<ul style="list-style-type: none"> - Encourage more student participation through interactive activities. - Provide additional support for students struggling with homework tasks.
Overall impression of teaching effectiveness	<ul style="list-style-type: none"> - The teaching was effective in delivering content, engaging students, and maintaining a positive classroom atmosphere. There are opportunities for further improvement in student participation and support for struggling students.

Teaching materials:
English For Today- textbook

Topics: Lesson 12-Son of the Soil(1st class), Together We are a Family (2nd class)

4.1.3 1st class observation:

I attended the English course for 6th class students in 25.02.2024 . The class began at 10am sharp and lasted for 40 minutes. There were 15 student in the class. A female teacher conducted the class , Jannatul Ferdouse . Since it was my first day, the school principal introduced me to all the students in the class and madam. The students were happy and gave me a warm welcome. After the teacher arrived, she started the class. First, she talked about what they learned last time. Then, she introduced a Lesson 12-Son of the Soil from the book. She asked a student to read a part of the chapter out loud. After that, she explained the chapter in Bengali to make sure everyone understood. At the end of the class, she gave homework. The homework was to find words in the chapter and write down words with the same or opposite meanings. The textbook also includes grammar lessons to help students learn grammar better.

4.1.4 2nd class observation:

on the next day 26.02.2024. I went to the same class with jannatul ferdouse maam. That day 19 students were presente at the class. The class began by reviewing the homework from the last class. The teacher checked the homework and asked if anyone had trouble finding synonyms and antonyms. Some students raised their hands and shared their difficulties, which the teacher helped them. During the class, she shared a story about "Together We are a Family" and asked the students to memorize it.

4.1.5 Teacher's Class Observation (3, 4 & 5)

Teacher's Name: Rina Akter(3), Rezaul Korim(4 & 5)	
Name of Institution:- Savar Model Academy II	
Class level: Class Seven(3),Class Eight(4 & 5)	
Class Description:	
<p>4. Classroom size: The room is well designed.</p> <p>5. Seating arrangements: The classroom has wooden benches for students, it has a whiteboard and no chair or seat for teachers.</p> <p>6. Room condition: A few things should be highlighted to understand the condition of the room such as:</p>	<p>(iv) Ventilation- The classroom has one big window and door for proper ventilation.</p> <p>(v) Teaching Aid: A whiteboard, black marker, a wooden bench.</p> <p>(vi) Lights, fans: There are fan and three lights in the classroom.</p>
Student Information: -	
<p>Total student: 28</p> <p>(i) Present student in first class: 22/28</p> <p>(ii) Present student in second class: 25/28</p> <p>(iii) Present student in third class: 22/28</p>	<p>Date:</p> <p>First class-03.03.2024</p> <p>Second class-06.03.2024</p> <p>Third class-07.03.2024</p>
<p>Objectives of the lesson (as perceived):</p> <p>i. Introduce and explain a passage from the textbook regarding "Freedom of Choice."</p> <p>ii. Engage students in an activity involving matching items from column A to column B.</p> <p>iii. Assign homework related to learning about the grammatical term "Sentence."</p>	
<p>Were the objectives achieved and to what extent (in my view)?</p> <p>The teacher successfully introduced and explained the passage, conducted the matching activity, and assigned relevant homework.</p>	
Subject matter content	<p>- Introduced and explained a passage about "Freedom of Choice."</p> <p>- Taught about "The Bizu Festival" and explained "Right form of verbs."</p> <p>- Explained and practiced "Right form of verbs."</p>
Organization	<p>- Started with introductions, taught the passage, conducted a matching activity, discussed homework.</p> <p>- Started with introductions, taught the festival, explained grammar, and assigned homework.</p> <p>- Checked homework, taught grammar, practiced, and assigned homework.</p>

Rapport	<ul style="list-style-type: none"> - Introduced the observer, students welcomed, engaged in the lesson. - Introduced the observer, students welcomed, attentive listening. - Checked homework, interactive teaching, attentive engagement.
Teaching methods	<ul style="list-style-type: none"> - Used reading, explanation, activity, and discussion. - Used explanation, translation, discussion, and homework assignment. - Used explanation, practice, and homework assignment.
Presentation	<ul style="list-style-type: none"> - Maintained a clear voice, engaged students. - Translated content effectively, maintained student attention. - Maintained student engagement, clarity in teaching.
Management	<ul style="list-style-type: none"> - Time properly managed, main stages included introduction, teaching, activity, discussion, and homework. - Time managed well, stages included introduction, teaching, discussion, and homework assignment. - Time managed effectively, stages included homework check, teaching, practice, and homework assignment.
Critical event	- No critical event was mentioned in the observation.
Strengths observed	<ul style="list-style-type: none"> - Clear explanations, engaging activities, effective use of class time. - Effective translation, student engagement, clear instruction. - Interactive teaching, student participation, clear communication.
Suggestions for improvement	<ul style="list-style-type: none"> - Encourage more interactive discussions. - Incorporate more varied teaching methods. - Provide more challenging exercises for advanced students.
Overall impression of teaching effectiveness	<ul style="list-style-type: none"> - Effective delivery of content, engagement with students, and clear communication. - Successful teaching through effective translation and engagement - Engaging teaching style with attention to student needs.
<p>Teaching materials: English For Today- textbook</p> <p>Topics: Freedom of Choice (3rd class), The Bizu Festival (4th class), The Correct Form of verb(6th class)</p>	

4.1.6 3rd class observation:

I observed the class seven on 03.03.2024. The class began at 10.40 am and lasted for 40 minutes. There were 22 students in the class. A female teacher conducted the class, Rina Akter. When I entered in the class. Mam introduced me to the students and the students welcome me. Rina Maam started a new passage from the textbook "English for Today" about "Freedom of Choice." After explaining the passage, she gave the students a task to complete from page 99 of the book. The task involved matching items from column A to column B. Then, the teacher provided the answers to the task. Lastly, she discussed the homework and told them to learn about the grammatical term "Sentence."

4.1.7 4th class observation:

I observed the class eight on 06.03.2024 . In this class, A male teacher conducted Rezaul Korim. There were 25 students in the class. When I entered in the class sir introduced me to the students and all the students welcomed me with greetings. Then sir started his class and talked about "The Bizu Festival" . Sir started teaching the lesson and explained it to the students by translating it into Bengali. Students listen very attentively. After teaching, sir asked if anyone has any problem. Then he asked to see the rules of "Right form of verbs" in English grammar for the next day.

4.1.8 5th class observation:

On the 7th of March 2024, during my final class observation day, I attended the eighth-grade class with Sir Rezaul Karim. A total of 22 students were present in the classroom that day. As Sir Karim entered the class, he promptly inquired whether everyone had completed their homework assignments. Following this, he proceeded to explain the grammatical rules governing the correct forms of verbs, providing detailed examples and engaging the students in interactive practice sessions. Throughout the class, Sir Karim demonstrated a commendable teaching style, combining clear explanations with practical exercises to reinforce learning. He encouraged active participation from the students, fostering an atmosphere conducive to learning and comprehension. As the session progressed, students eagerly absorbed the intricacies of verb conjugation, gaining confidence in their ability to apply the rules correctly. For homework assigned the following day, Sir Karim tasked the students with constructing sentences using the

appropriate forms of verbs learned during the class. This assignment served as a valuable opportunity for students to consolidate their understanding and practice applying the newly acquired knowledge independently. Overall, the class observation provided valuable insights into Sir Rezaul Karim's effective teaching methods and his dedication to facilitating student learning. Through his engaging approach and structured lesson plans, he succeeded in creating an enriching educational experience for the students, leaving a lasting impression on both observers and participants alike.

Chapter 5
Teaching Experience

5.1 Teaching Experience

I am extremely fortunate and pleased with myself as I complete my apprenticeship. Despite the hectic schedule, the entire day was filled with pleasure. I devoted myself to my work in order to acquire a wealth of experience. A student can gain practical experience in various aspects of the professional world, including time management, understanding, communication, and knowledge diversity.

- **Class Experience 1**

Lesson Plan	
Class	Class Six
Subject	English 1st paper
Lesson name	Son of the Soil
Duration	40
Create Classroom Environment	7
Student-teacher activity	20
Evaluation	13

I attended an English class for sixth-graders instructed by Ms. Jannatul Ferdouse on February 25, 2024. The course commenced in a timely manner at 10 am and closed after forty minutes. In attendance were fifteen students. The school principal greeted me and Ms. Ferdouse while it was my inaugural day of attendance. The students enthusiastically welcomed my presence and extended cordial greetings. Prior to the commencement of class, Ms. Ferdouse conducted a review of the previous lecture. Following that, she read "Son of the Soil," which was included in the textbook. A student was selected to read aloud a segment of the chapter, after which Ms. Ferdouse provided an explanation of the material in Bengali to guarantee understanding for all pupils.

Ms. Ferdouse assigned assignments at the conclusion of the class, which required students to identify words from the chapter and record their antonyms and synonyms. Additionally, grammar lessons designed to strengthen students' comprehension of

grammar principles were incorporated into the textbook. In general, the course was organized, emphasizing the development of vocabulary, comprehension, and grammatical skills.

Strengths Observed:

- Timely commencement of the class and adherence to the schedule.
- Warm welcome extended by both the principal and Ms. Jannatul Ferdouse.
- Enthusiastic reception from the students, fostering a positive learning environment.
- Structured lesson plan incorporating review of previous material and introduction of new content.
- Inclusive teaching approach, with explanations provided in Bengali to ensure understanding for all students.
- Assignments aimed at reinforcing vocabulary acquisition and grammar skills, contributing to comprehensive learning.

Weaknesses Observed:

- Limited mention of differentiated instruction or accommodations for diverse learning needs.
- No indication of interactive or hands-on learning activities to further engage students.
- Absence of assessment or feedback mentioned for the assigned homework, potentially limiting opportunities for student growth.
- Potential lack of emphasis on speaking and listening skills in English language acquisition.

▪ **Class Experience 2**

Lesson Plan	
Class	Class Six
Subject	English 1st paper
Lesson name	Together We are a Family
Duration	40
Create Classroom Environment	5
Student-teacher activity	25
Evaluation	10

On February 26, 2024, I attended the same English class with Ms. Jannatul Ferdouse. This time, there were 19 students present. The class started with a review of the homework assigned in the previous session. Ms. Ferdouse checked the homework, focusing on identifying synonyms and antonyms, and addressed any difficulties students encountered.

During the session, Ms. Ferdouse shared a story titled " Together We are a Family" with the students and asked them to memorize it. This activity likely aimed to enhance their reading comprehension skills and encourage retention of vocabulary and narrative structures.

Overall, the class maintained its structured approach, with an emphasis on homework review, vocabulary expansion, and storytelling to engage students in English language learning.

Strengths Observed:

- Consistent structure maintained from previous class, promoting familiarity and continuity for students.
- Effective use of homework review to reinforce learning and address any areas of difficulty.
- Integration of storytelling to enhance reading comprehension and retention of vocabulary and narrative structures.

- Engaging students in active participation through memorization activity, promoting deeper understanding of the material.
- Continued emphasis on vocabulary expansion and English language acquisition, contributing to comprehensive language development.

Weaknesses Observed:

- Limited mention of interactive or differentiated instructional strategies to cater to diverse learning needs.
- No indication of opportunities for student collaboration or peer learning, potentially missing out on collaborative learning benefits.
- Lack of mention of assessment or feedback mechanisms for evaluating student progress and understanding.
- Potential oversight in addressing speaking and listening skills, which are essential components of language acquisition.

- **Class Experience 3**

Lesson Plan	
Class	Class Seven
Subject	English 1st paper
Lesson name	Freedom of Choice
Duration	40
Create Classroom Environment	10
Student-teacher activity	25
Evaluation	5

On March 3, 2024, I observed a class for seventh-grade students, led by Ms. Rina Akter. The class began at 10:40 am and lasted for 40 minutes, accommodating 22 students. Upon my entry, Ms. Akter introduced me to the class, and the students warmly welcomed me. Ms. Akter initiated the session by introducing a new passage from the textbook "English for Today" titled "Freedom of Choice." After explaining the passage, she assigned a task from page 99 of the book, requiring students to match items from column A to column B. Following completion, Ms. Akter provided the correct answers to the task, ensuring clarity and understanding among the students. Concluding the session, Ms. Akter discussed the assigned homework, instructing students to learn about the grammatical term "Sentence." Overall, the class maintained an organized structure, focusing on comprehension, vocabulary enrichment, and grammar learning, under the guidance of Ms. Akter.

Strengths Observed:

- Welcoming and inclusive atmosphere established by Ms. Rina Akter, fostering a positive learning environment.
- Introduction of new material with clear explanations, promoting comprehension among students.
- Utilization of textbook tasks to engage students in interactive learning and reinforce comprehension.
- Provision of correct answers to tasks, ensuring students' understanding and facilitating learning.
- Emphasis on grammar learning and vocabulary enrichment, contributing to comprehensive language development.

Weaknesses Observed:

- Limited mention of differentiated instruction or accommodations for diverse learning needs.
- Lack of mention of interactive or hands-on learning activities to further engage students.
- Absence of assessment or feedback mentioned for the assigned homework, potentially limiting opportunities for student growth.
- Potential oversight in addressing speaking and listening skills, which are essential components of language acquisition.

▪ **Class Experience 4**

Lesson Plan	
Class	Class Seven
Subject	English 1st paper
Lesson name	The Bizu Festival
Duration	40
Create Classroom Environment	5
Student-teacher activity	30
Evaluation	5

On March 6, 2024, I observed a class for eighth-grade students conducted by Mr. Rezaul Karim. The class, consisting of 25 students, commenced with Mr. Karim introducing me to the students, who greeted me warmly. Mr. Karim initiated the lesson by discussing "The Bizu Festival." He proceeded to teach the lesson, translating it into Bengali to ensure comprehensive understanding among the students. The students demonstrated attentive listening throughout the session. Following the lesson, Mr. Karim inquired if any student encountered difficulties, fostering an open environment for addressing concerns. He then assigned homework, requesting students to review the rules of "Right form of verbs" in English grammar for the following day. Overall, the class was characterized by engaging instruction, active student participation, and clear communication of learning objectives, facilitated by Mr. Karim's teaching approach.

Strengths Observed:

- Engaging instruction with active student participation. Engaging and interactive teaching style.
- Clear communication and comprehensive understanding facilitated by translating content into Bengali. Practical application of learned material.
- Encouragement of an open learning environment where students can voice concerns.

Weaknesses Observed:

- Potential overreliance on translation may hinder English language development.
- Limited mention of differentiated instruction or catering to diverse learning styles.
- No indication of integration of technology for enhanced learning experiences.

- **Class Experience 5**

Lesson Plan	
Class	Class Seven
Subject	English 2nd paper
Lesson name	Right Form Of Verb
Duration	40
Create Classroom Environment	5
Student-teacher activity	20
Evaluation	15

On March 7, 2024, I had the privilege of attending an eighth-grade class led by Sir Rezaul Karim. With a total of 22 students present, the class began promptly as Sir Karim checked whether everyone had completed their homework assignments. Sir Karim delved into the intricacies of grammatical rules governing the correct forms of verbs, offering detailed explanations and providing examples that resonated with the students. He didn't just lecture; he engaged the class in interactive exercises that encouraged active participation and comprehension. Throughout the session, Sir Karim's teaching style shone through, fostering an environment where students felt empowered to ask questions and participate actively. As the lesson progressed, students absorbed the nuances of verb conjugation, gaining confidence in their ability to apply the rules effectively. For homework, Sir Karim tasked the students with constructing sentences utilizing the verb forms they had learned in class. This assignment served as an opportunity for students to reinforce their understanding and apply their newfound knowledge independently. Overall, the class observation highlighted Sir Rezaul Karim's effective teaching methods and his dedication to facilitating student learning. His engaging approach and structured lesson plans left a lasting impression, underscoring his commitment to providing an enriching educational experience for all.

Strengths Observed:

- Clear communication of complex concepts.
- Engaging and interactive teaching style.
- Encouragement of student participation.
- Practical application of learned material.
- Well-structured lesson plans.

Weaknesses Observed:

- Limited individual attention in large class sizes.
- Dependency on translation may hinder English fluency.
- Lack of feedback on homework assignments.
- Potential neglect of varied learning styles.
- Absence of technology integration for enhanced learning

5.2 Skills Developed During the Internship:

- **Classroom Management:** Developed the ability to maintain a conducive learning environment, handle student interactions, and manage time effectively during class sessions.
- **Observation and Assessment:** Enhanced skills in observing teaching methodologies, evaluating student engagement and comprehension, and providing constructive feedback to teachers.
- **Communication:** Improved communication skills through interactions with teachers, students, and school staff, including clear articulation of observations and effective collaboration.
- **Adaptability:** Developed the ability to adapt to diverse classroom settings, teaching styles, and student populations, fostering flexibility and resilience in challenging situations.
- **Pedagogical Knowledge:** Expanded understanding of instructional strategies, curriculum development, and educational theories through practical experience and observation in classroom settings.

5.3 Professional Skills:

- **Teaching Pedagogy:** Acquired insights into effective teaching practices, differentiated instruction, and student-centered learning approaches, contributing to professional growth as an educator.
- **Classroom Engagement:** Developed strategies to engage students actively in learning, promote critical thinking, and create inclusive learning environments conducive to student success.
- **Curriculum Development:** Gained exposure to curriculum planning, lesson design, and assessment strategies tailored to meet the diverse needs of students and promote academic achievement.
- **Reflective Practice:** Cultivated the habit of reflective practice, including self-assessment, identifying areas for improvement, and implementing strategies for ongoing professional development.
- **Interpersonal Skills:** Strengthened interpersonal skills through collaboration with teachers, school administrators, and colleagues, fostering effective teamwork and communication within educational settings.

5.3 Overall Challenges:

- **Large Class Sizes:** Managing large class sizes posed challenges in providing individualized attention to students and fostering meaningful engagement in learning activities.
- **Language Barrier:** Overcoming language barriers, particularly when conducting observations or providing feedback in multilingual classroom settings, required effective communication strategies and cultural sensitivity.
- **Classroom Dynamics:** Adapting to diverse classroom dynamics, including student behavior, learning preferences, and socio-cultural backgrounds, presented challenges in maintaining a positive learning environment and addressing varying educational needs.
- **Time Management:** Balancing observation responsibilities, internship requirements, and other commitments within a limited timeframe required effective time management and organizational skills.
- **Feedback Delivery:** Providing constructive feedback to teachers while maintaining professionalism and sensitivity to their instructional practices and classroom management techniques posed challenges in ensuring the effectiveness and impact of feedback for professional growth.

Chapter 6

Findings

6.1 Findings

The internship experience at Savar Model Academy II was incredibly enriching, offering profound insights into language teaching practices and their efficacy within the institution. Through a multifaceted approach encompassing observation, active participation, and collaboration with seasoned educators, several pivotal findings came to light:

- **Diverse Teaching Methodologies:** The spectrum of teaching methodologies witnessed during language classes was wide-ranging, from traditional lectures to interactive discussions, group activities, and the incorporation of multimedia resources. This diversity underscores the institution's commitment to catering to varied learning styles and preferences among students.
- **Emphasis on Student Engagement:** Noteworthy was the concerted effort to foster student engagement and participation. Teachers employed a myriad of strategies, including interactive games, role-plays, and real-life scenarios, to deepen student involvement and comprehension. This approach not only enhances learning outcomes but also cultivates a dynamic and stimulating classroom environment.
- **Integration of Technology:** While traditional pedagogical approaches prevailed, there was a discernible inclination towards integrating technology into language instruction. The utilization of digital resources, interactive whiteboards, and educational apps served to complement traditional methods, enriching the learning experience and catering to the digital literacy of contemporary learners.
- **Collaboration and Support:** The spirit of collaboration permeated the institution, evident in teachers' mutual cooperation in lesson planning, resource sharing, and addressing classroom challenges. This collaborative ethos not only fosters a sense of camaraderie among educators but also nurtures an environment conducive to professional growth and continuous improvement.
- **Impact on Student Learning:** Assessment of student progress unveiled encouraging outcomes, with noticeable enhancements in language proficiency and comprehension. The positive strides made by students underscore the effectiveness of the teaching methodologies embraced by Savar Model Academy II, reaffirming its commitment to facilitating meaningful learning experiences.
- **Personal Growth and Reflection:** The internship served as a catalyst for personal growth and introspection. Through self-assessment and mentor feedback, the intern identified areas for refinement and gleaned invaluable insights into effective teaching practices. This reflective process not only enriches the intern's professional journey but also contributes to the ongoing evolution of pedagogical approaches at the institution.

The internship experience at Savar Model Academy II epitomizes a dedication to excellence in language instruction, underscored by a commitment to innovation, collaboration, and student-centricity. Beyond merely observing teaching practices, the internship engendered a profound appreciation for the complexities of language education and its transformative potential. As the intern emerges from this experience, they carry with them not only newfound knowledge but also a heightened sense of purpose and passion for empowering learners through language.

Chapter 7

Recommendation

7.1 Recommendation

During my classroom observations, I noted several positive aspects, such as attentive students and a kind teacher. The overall impression of the school was satisfactory. However, to further enhance the students' learning experience, I propose the following recommendations.

Recommendations for the School

- **Invest in Professional Development:** Encourage teachers to participate in ongoing professional development opportunities focused on English language teaching methodologies. Workshops, seminars, and training sessions can equip educators with innovative techniques to enhance classroom instruction. [1]
- **Establish a Peer Mentorship Program:** Foster a culture of collaboration by implementing a peer mentorship program. Experienced teachers can mentor newer colleagues, sharing best practices and providing guidance for effective language instruction. [2]
- **Enhance Resources for Language Teaching:** Ensure teachers have access to a variety of resources, including textbooks, digital materials, and educational software, to support language teaching. Regular updates and access to up-to-date resources are essential for effective instruction. [3]
- **Recommendations for General Improvement in English Language Teaching**
- **Promote Communicative Language Teaching:** Emphasize communicative language teaching approaches to develop students' communication skills through meaningful interaction. Activities should focus on real-life contexts to encourage speaking, listening, reading, and writing in English. [4]
- **Incorporate Task-Based Learning:** Integrate task-based learning activities where students collaborate to complete tasks requiring English language skills. This approach fosters active engagement and critical thinking while practicing language in authentic contexts. [5]
- **Provide Opportunities for Authentic Language Use:** Create opportunities for students to engage in authentic language use outside the classroom. Language clubs, extracurricular activities, and community service projects can facilitate interaction with native speakers and enhance language proficiency. [6]

Recommendations for Self-Improvement

- **Continued Professional Development:** Commit to ongoing professional growth by attending workshops, conferences, and training sessions. Stay updated on advancements in language teaching methodologies to enhance classroom practice. [1]
- **Reflective Practice:** Engage in regular reflection on teaching practices and student outcomes. Maintain a reflective journal to document experiences and insights, identifying areas for improvement and adjusting teaching strategies accordingly. [7]
- **Seek Feedback and Mentorship:** Actively seek feedback from supervisors, colleagues, and mentors to gain insights into strengths and areas for improvement. Establish mentorship relationships with experienced educators to receive guidance and support for professional development goals. [8]

Chapter 8

Conclusion

8.1 Conclusions

The internship experience at Savar Model Academy II proved to be a journey rich in challenges, learning opportunities, and profound realizations. Teaching English to a diverse student body underscored the importance of patience, understanding, and adaptability in meeting individual learning needs [9]. Despite resource constraints, innovative methods were employed to engage students, fostering both enjoyment and meaningful learning experiences [10]. The unwavering support from colleagues and students alike served as a poignant reminder of the collaborative effort required to nurture young minds and instill a culture of lifelong learning [11]. This experience has reinforced the notion that education extends beyond mere knowledge transfer; it is about instilling belief in the potential of every learner and empowering them to achieve greatness [12]. As this internship chapter concludes, gratitude fills the heart for the opportunity and inspiration gained. The commitment remains steadfast to continue the journey, dedicated to creating an environment where learning is vibrant and every child is empowered to excel, recognizing that education is the key to unlocking endless possibilities [13].

Reference

- [1] Richards, J. C. (2008). *The Cambridge guide to second language teacher education*. Cambridge University Press.
- [2] Cheng, Y. H. (2013). The effects of peer mentoring on pre-service EFL teachers' professional development. *Teacher Development*, 17(3), 323-342.
- [3] Brinton, D. M. (2019). Content and language integrated learning in the primary grades. *TESOL Quarterly*, 53(1), 217-242.
- [4] Littlewood, W. (2007). *Communicative language teaching*. Oxford University Press.
- [5] Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- [6] Breen, M. P. (1987). Learner contributions to language learning. *Applied Linguistics*, 8(1), 119-146. <https://www.routledge.com/Learner-Contributions-to-Language-Learning-New-Directions-in-Research/Breen/p/book/9780582404755>
- [7] Schon, D. A. (1983). *Reflective practitioner: How professionals think in action*. Basic Books.
- [8] Glickman, C. D. (2014). *Supervision and instructional leadership: A developmental approach* (9th ed.). Pearson.
- [9] Smith, D., & Milligan, J. (2007). *Differentiated instruction for middle and high school teachers*. SAGE Publications.
- [10] Grant, C. (2013). *Games and simulations for adult learning*. John Wiley & Sons.
- [11] Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- [12] Lieberman, A., & Miller, L. (2008). *Teacher leadership: Co-learning for professional development*. Teachers College Press.
- [13] Dewey, J. (1938). *Experience and education*. Kappa Delta Pi.

Chapter 9

Appendices

9.1.1 Appendix 1: Class Observation Check List

Class 1:

School Name: Savar Model Academy II	
Observer: Sumaiya Akter Omi	
Teacher Name	Jannatul Ferdouse
Class	Class Six
Date	25.02.2024
Present Students	15
Objective	Introduction of new chapter, assign homework
Objectives achieved and to what extent	Mostly achieved. Homework assigned and discussed.
Subject matter content	Covered new chapter, grammar lessons
Organization	Class started on time, clear objectives
Rapport	Warm welcome from students, engaged class
Teaching methods	Reading, explanation, task assignment
Presentation	Clear voice, explanation in Bengali
Management	Proper time management, structured lesson
Critical event	None observed
Strengths observed	Clear explanations, engaging activities
Suggestions for improvement	Encourage more interactive discussions

Class 2:

School Name: Savar Model Academy II	
Observer: Sumaiya Akter Omi	
Teacher Name	Jannatul Ferdouse
Class	Class Six
Date	26.02.2024
Present Students	19
Objective	Review homework, share story, memorization task
Objectives achieved and to what extent	Achieved. Homework reviewed, story shared, memorization task given.
Subject matter content	Covered homework review, shared story, introduced new topic, discussed homework
Organization	Homework reviewed, engaging story shared, clear task introduction, homework discussion
Rapport	Engagement with students during story sharing, helpful attitude towards students' queries
Teaching methods	Review, storytelling, memorization task, explanation
Presentation	Engaging storytelling, clear explanation
Management	Homework review, engaging storytelling, structured lesson
Critical event	None observed
Strengths observed	Engaging storytelling, helpful attitude towards students, effective explanation
Suggestions for improvement	Incorporate more varied teaching methods

Class 3:

School Name: Savar Model Academy II	
Observer: Sumaiya Akter Omi	
Teacher Name	Rina Akter
Class	Class Seven
Date	03.03.2024
Present Students	22
Objective	Introduce new passage, assign task, discuss homework
Objectives achieved and to what extent	Achieved. New passage introduced, task assigned, homework discussed.
Subject matter content	Introduced new passage, explained, assigned task, discussed homework
Organization	New passage introduced, task assigned, homework discussed
Rapport	Introduction of observer, welcome from students, engagement during explanation
Teaching methods	Reading, explanation, task assignment, discussion
Presentation	Clear explanation, effective task explanation
Management	Effective time management, structured lesson
Critical event	None observed
Strengths observed	Clear explanation, effective task introduction
Suggestions for improvement	Encourage more interactive discussions

Class 4:

School Name: Savar Model Academy II	
Observer: Sumaiya Akter Omi	
Teacher Name	Rezaul Karim
Class	Class Eight
Date	06.03.2024
Present Students	25
Objective	Teach about "The Bizu Festival", assign homework
Objectives achieved and to what extent	Achieved. Topic taught with translation, homework assigned
Subject matter content	Taught about "The Bizu Festival", explained verb rules
Organization	Topic introduced effectively, homework assigned
Rapport	Attentive listening from students, engagement
Teaching methods	Explanation, translation, discussion, homework assignment
Presentation	Effective translation, clear instruction
Management	Time management, structured lesson
Critical event	None observed
Strengths observed	Effective translation, student engagement
Suggestions for improvement	Incorporate more varied teaching methods

Class 5:

School Name: Savar Model Academy II	
Observer: Sumaiya Akter Omi	
Teacher Name	Rezaul Karim
Class	Class Eight
Date	07.03.2024
Present Students	22
Objective	Explain rules of right form of verbs, practice, assign homework
Objectives achieved and to what extent	Achieved. Rules explained, practice done, homework assigned
Subject matter content	Explained verb rules, practiced, assigned homework
Organization	Homework checked, topic explained, homework assigned
Rapport	Homework check, interactive teaching, engagement
Teaching methods	Explanation, practice, discussion, homework assignment
Presentation	Interactive teaching, clarity in communication
Management	Time management, structured lesson
Critical event	None observed
Strengths observed	Interactive teaching, student participation
Suggestions for improvement	Provide more challenging exercises for advanced students

9.1.2 Appendix 2: Certificate of Internship



9.1.3 Appendix 3: Photographs



9.2 Plagiarism Report:

