



Internship Report On
**My Teaching Journey at Miapara Government Primary
School**

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This Report is submitted to the Department of English, DIU in Partial
Fulfillment of
the Requirements for the Degree of B.A. (Hons) in English.

Submitted to-

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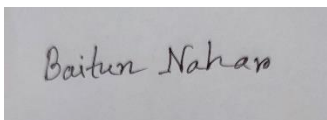
Department of English

Daffodil International University

26, May 2024

Declaration

I hereby declare with assurance that the internship report submitted on 'My Teaching Journey at Miapara Government Primary School' in Department of English, Daffodil International University is an original work for the course of "Project Paper" (Course Code- Eng431) under B.A (Honours) program in English. The completion of this course was supervised by Fatema Begum Laboni, Assistant Professor, Department of English, Daffodil International University.



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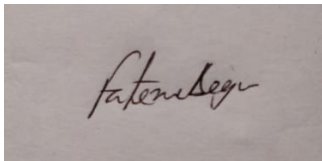
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Certificate of Approval

I am glad to certify that the project on “The present Scenario of English Language Teaching in a Bangladeshi School” is completed under my supervision. To the best of my knowledge and as per her statement, it is an original work completed during the Semester Spring 2024. I suggested the Project report presented by Mst.Baitun Nahar Binty for further academic recognition. It has been a great satisfaction to work with her. I recommended and approved this internship report to be submitted through the Department of English, Daffodil International University.

I wish her good luck and every success in life.



.....
Fatema Begum Laboni
Assistant Professor
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Acknowledgement

I want to express my sincerity Thanks to my supervisor and Course teacher Fatema Begum Laboni (Assistant Professor, Department of English, Daffodil International University) for guiding me through Full effort and help me whenever I face any problem. I also would like to thank my university and the department to give me opportunity to go through Internship. And last but not least, me I want to thank my mother to help me get through power is a complex process approval from the institution where I am I did my internship.

I am thankful towards everyone who has helped me.

Mst.Baitun Nahar Binty

Abstract

For my internship at Miyapara Government Primary School in Phulbari, Kurigram, I had the opportunity to observe and teach fifth-grade English classes. Over the course of my internship, which took place from February 2, 2024, to April 30, 2024, I gained valuable insights into the teaching profession and honed my skills as an educator. Throughout the internship, I focused on developing effective lesson plans and implementing engaging teaching strategies to facilitate student learning. My observations and experiences in the classroom allowed me to understand the importance of lesson organization, clear instruction, and student engagement in promoting learning outcomes. I actively participated in classroom activities, including warm-up sessions, lesson delivery, and student assessments. By incorporating a variety of teaching methods, such as direct instruction, group work, and interactive discussions, I aimed to cater to diverse learning styles and foster a supportive learning environment. Reflecting on my experiences, I identified areas for improvement, particularly in lesson planning, classroom management, and student engagement. Through self-reflection and feedback from mentors, I endeavored to refine my teaching practices and enhance my effectiveness as an educator. Overall, my internship at Miyapara Government Primary School was a valuable learning experience that allowed me to apply theoretical knowledge to real-world teaching situations. I am grateful for the opportunity to contribute to the education of young learners and look forward to continuing my journey as a dedicated and passionate educator.

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Chapter One: Introduction

1.1 Background

My internship at Miyapara Government Primary School in Phulbari, Kurigram, concluded on February 2nd, 2024, after a period of observation and active participation in teaching English classes. The primary focus of this internship was to gain practical experience in classroom management, lesson planning, and instructional delivery, specifically within the context of fifth-grade English education. The internship provided valuable insights into the daily operations and challenges inherent in a primary school environment. This immersive experience allowed for observation of seasoned educators and application of theoretical knowledge acquired during academic studies. Engagement in various activities, such as lesson observation, curriculum development, and classroom instruction, was pivotal in refining teaching skills and deepening understanding of pedagogical principles. The internship served as a platform to enhance communication with students and colleagues alike. Approaching each day with a commitment to learning and growth, I aimed to make meaningful contributions to the educational environment while absorbing insights from mentors and colleagues. The supportive atmosphere at Miyapara Government Primary School facilitated collaboration and professional development, enabling expansion of teaching techniques and instructional strategies. Overall, the internship experience laid a solid foundation for a career in education, reinforcing passion for teaching and dedication to positively impacting students' lives. Looking ahead, I am eager to leverage lessons learned and skills acquired to drive meaningful change in the classroom and beyond[1].

1.2 Objectives of teaching practicum

My primary objective throughout the teaching practicum was to gain practical experience in classroom management, lesson planning, and instructional delivery. By actively participating in teaching English classes for fifth-grade students at Miyapara Government Primary School in Phulbari, Kurigram, I aimed to refine my pedagogical skills and deepen my understanding of effective teaching strategies.

Specifically, I sought to observe experienced educators in action and learn from their methods of engaging students and facilitating learning. Additionally, I aimed to develop my own lesson plans tailored to the needs and abilities of fifth-grade students, incorporating diverse teaching techniques to promote active participation and comprehension. Another objective was to foster a positive and inclusive learning environment where all students feel supported and encouraged to participate. I strived to create opportunities for student interaction, collaboration, and critical thinking, aiming to enhance their language skills and confidence in English communication. Furthermore, I aimed to gain insight into classroom management techniques and strategies for addressing various learning styles and behavioral challenges. By actively engaging with students and responding to their individual needs, I aimed to develop effective classroom management skills that promote a conducive learning atmosphere.

1.3 The purpose of teaching practicum

The purpose of my teaching practicum at Miyapara Government Primary School was multifaceted. Firstly, it aimed to provide me with hands-on experience in classroom management, instructional delivery, and curriculum development. Through active participation in teaching English classes to fifth-grade students, I aimed to apply theoretical knowledge gained during academic studies to real-world educational settings. Additionally, the teaching practicum served as an opportunity to refine my teaching skills and pedagogical techniques. By observing experienced educators and engaging in classroom activities, I sought to enhance my ability to create effective lesson plans, foster student engagement, and facilitate meaningful learning experiences. Furthermore, the practicum aimed to deepen my understanding of the educational landscape and challenges faced within primary school environments. By immersing myself in the daily operations of Miyapara Government Primary School, I gained valuable insights into the dynamics of student-teacher interactions, classroom management strategies, and the role of educators in fostering academic growth and personal development. It provided me with a foundation upon which to build my teaching career and a deeper appreciation for the transformative power of education.

Chapter Two: Objectives

2.1 Selection and project conduction procedures

The selection process for the internship at Miyapara Government Primary School followed a rigorous procedure designed to identify candidates with a genuine interest in education and a commitment to professional development. As an aspiring educator, I applied for the internship through the designated channels, submitting my application along with relevant academic credentials and a statement of purpose outlining my motivations and aspirations in the field of education. Upon successful application, I underwent a thorough screening process, which included interviews with school administrators and faculty members. These interviews provided an opportunity to articulate my educational philosophy, discuss prior experiences, and demonstrate readiness to actively engage in classroom activities. Following the selection process, I was assigned to fifth-grade English classes as part of the internship project. The project's conduction involved a structured approach to integrating into the school's educational ecosystem while actively participating in various aspects of classroom instruction and management. This included:

1. **Orientation:** Upon commencement of the internship, I underwent an orientation session to familiarize myself with the school's policies, procedures, and curriculum guidelines. This orientation provided essential information regarding classroom expectations, teaching methodologies, and student assessment practices.
2. **Observation:** A significant component of the project involved observing experienced educators in action. Through systematic observation of classroom dynamics, teaching strategies, and student engagement techniques, I gained valuable insights into effective pedagogical approaches and instructional methods.
3. **Participation:** As the internship progressed, I actively participated in classroom activities, including lesson planning, delivery, and assessment. Collaborating with mentor teachers, I contributed to curriculum development, designed instructional materials, and facilitated learning experiences tailored to students' needs and learning styles.
4. **Reflection:** Throughout the project, reflection played a crucial role in consolidating learning experiences and identifying areas for improvement. Regular self-assessment

and feedback sessions with mentors provided opportunities for professional growth and refinement of teaching practices.

By adhering to these procedures, I was able to immerse myself fully in the internship project, gaining valuable hands-on experience and honing essential skills required for effective teaching and classroom management.

2.2 Selecting an institution

In choosing Miyapara Government Primary School for my internship, I meticulously evaluated several factors aligning with my professional aspirations. Firstly, the school's reputation for academic excellence and commitment to holistic education stood out as paramount. Miyapara Government Primary School has a longstanding tradition of nurturing young minds and fostering a conducive learning environment. Additionally, the institution's location in Phulbari, Kurigram, presented an opportunity to immerse myself in a diverse community with unique socio-cultural dynamics. This geographical context offered a rich tapestry of experiences, enabling a deeper understanding of the intersection between education and societal contexts. Moreover, Miyapara Government Primary School's emphasis on innovation and progressive teaching methodologies resonated with my personal philosophy of education. The school's willingness to embrace new pedagogical approaches and integrate technology into the learning process appealed to my desire for professional growth and development. Furthermore, the opportunity to work alongside experienced educators and mentors at Miyapara Government Primary School was a significant factor in my decision-making process. The prospect of learning from seasoned professionals and receiving mentorship in the art of teaching was invaluable in shaping my internship experience. In conclusion, selecting Miyapara Government Primary School as the institution for my internship was a well-considered decision based on its academic reputation, community dynamics, commitment to innovation, and opportunities for mentorship. This choice provided a conducive environment for personal and professional growth, enriching my understanding of educational practices and preparing me for a fulfilling career in the field of education.

2.3 Selecting classes

Selecting classes during my internship at Miyapara Government Primary School involved a methodical approach aimed at maximizing learning opportunities and aligning with educational objectives. Through careful consideration of the curriculum, classroom dynamics, and personal teaching interests, I strategically chose fifth-grade English classes as the focal point of my observation and participation. Beginning with a review of the school's curriculum and syllabus, I identified the English subject as an area where I could contribute effectively while also gaining valuable experience. Assessing the needs of the students and the goals of the English program guided my decision-making process, ensuring that my involvement would be both relevant and impactful. Moreover, I sought classes that offered a diverse range of learning experiences, encompassing various aspects of English language instruction such as reading comprehension, writing skills, and oral communication. By selecting classes that covered a broad spectrum of topics within the English curriculum, I aimed to gain a comprehensive understanding of the subject matter and instructional methodologies. Additionally, I considered the classroom environment and the rapport between students and teachers when choosing classes to attend. Prioritizing classrooms where positive and inclusive learning atmospheres were evident, I aimed to observe effective classroom management techniques and student engagement strategies in action. Throughout the selection process, my objective remained centered on personal growth as an educator and the desire to contribute meaningfully to the academic development of the students. By aligning my interests and goals with the needs of the school and its students, I aimed to make a positive impact while honing my teaching skills and pedagogical understanding.

2.4 Selecting a supervisor

In the process of selecting a supervisor for my internship, I meticulously evaluated various factors to ensure a productive and enriching experience. Firstly, I sought a supervisor who possessed extensive experience and expertise in the field of education, particularly in primary school teaching. This criterion was paramount to ensure that I would receive guidance and mentorship from someone well-versed in the intricacies of classroom management and instructional methodologies. Furthermore, I prioritized selecting a supervisor who demonstrated strong communication skills and a supportive

attitude. Effective communication is essential for clarifying expectations, providing constructive feedback, and fostering a collaborative learning environment. A supervisor who values open dialogue and actively engages in discussions contributes significantly to the professional growth of an intern. Additionally, I considered the supervisor's availability and accessibility. It was crucial to select someone who could dedicate sufficient time and attention to overseeing my internship activities, offering guidance, and addressing any concerns or challenges that arose during the internship period. Accessibility to the supervisor facilitates timely feedback and ensures that the intern receives the necessary support throughout the internship journey. Moreover, I took into account the supervisor's leadership style and mentoring approach. I preferred a supervisor who adopted a coaching mentality, empowering me to take ownership of my learning and encouraging autonomy in decision-making. A supportive and empowering supervisor inspires confidence and motivates the intern to strive for excellence.

2.5 Classroom observation

During my classroom observation at Miyapara Government Primary School, I meticulously observed the dynamics of fifth-grade English classes. The sessions were structured and led by experienced educators who demonstrated adept classroom management skills and a keen focus on student engagement. The classroom environment was conducive to learning, with students actively participating in discussions and activities. The teacher's instructional delivery was clear and concise, ensuring comprehension among students of varying learning abilities. Visual aids and interactive learning materials were effectively utilized to reinforce key concepts and facilitate understanding. Throughout the observation period, I noted the teacher's ability to adapt teaching strategies to meet the diverse needs of the students. Individualized attention was provided to students requiring additional support, fostering an inclusive learning environment where every student felt valued and supported. Furthermore, classroom management techniques were implemented seamlessly, maintaining discipline while nurturing a positive and encouraging atmosphere. Students were encouraged to express their thoughts and opinions freely, promoting critical thinking and communication skills development.

2.6 Testing students and self-assessment

In the context of my internship, testing students and conducting self-assessment played pivotal roles in evaluating learning outcomes and refining teaching strategies. As an intern, I employed various assessment methods to gauge student understanding and progress while also reflecting on my own performance to enhance effectiveness in the classroom. Testing students involved the design and implementation of quizzes, exams, and assignments tailored to the curriculum objectives. These assessments aimed to measure comprehension of lesson material, identify areas of strength and weakness, and inform instructional planning. Through careful analysis of test results, I was able to tailor future lessons to address specific learning needs and provide targeted support to students. Additionally, self-assessment played a crucial role in my professional development as an educator. Regular reflection on teaching practices, lesson delivery, and classroom management techniques allowed for continuous improvement. By critically evaluating my performance and seeking feedback from mentors and peers, I identified areas for growth and implemented strategies to enhance teaching efficacy. Furthermore, self-assessment enabled me to refine lesson plans, instructional materials, and teaching methodologies based on observed outcomes and student feedback. This iterative process fostered a dynamic learning environment conducive to student engagement and academic success. Overall, testing students and engaging in self-assessment were integral components of my internship experience, facilitating both student learning and personal professional growth. By leveraging assessment data and reflective practices, I was able to adapt teaching strategies, optimize instructional delivery, and ultimately enhance the educational experience for all stakeholders involved.

Chapter Three: Methodology

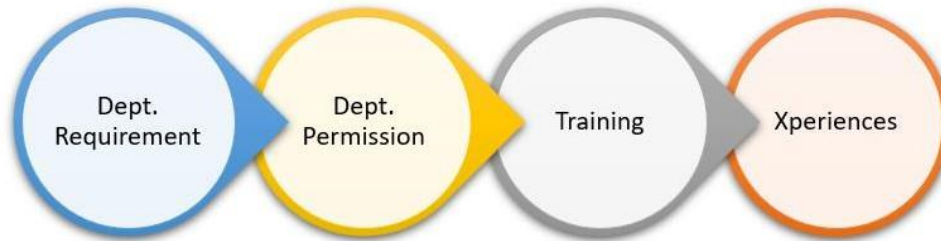


Figure 1.1: Selection and project conduction procedures

3.1 About the school

Miyapara Government Primary School, located in Phulbari, Kurigram, stands as a cornerstone of educational excellence within the community. Established with a commitment to providing quality education to children, the school has been instrumental in shaping the academic landscape of the region. With a rich history spanning several decades, Miyapara Government Primary School has consistently upheld a tradition of academic rigor and student-centered learning. The school's mission is to foster holistic development by nurturing intellectual curiosity, critical thinking skills, and moral values among its students. The school boasts a team of dedicated educators who are passionate about empowering young minds and shaping future leaders. Through innovative teaching methods and a learner-centric approach, the faculty at Miyapara Government Primary School strives to create a conducive learning environment that inspires creativity, collaboration, and academic excellence. In addition to its focus on academic achievement, the school places great emphasis on character development and instilling values of integrity, respect, and compassion in its students. Through various co-curricular activities and community outreach programs, Miyapara Government Primary School aims to cultivate well-rounded individuals who are socially responsible and ethically aware. The school's infrastructure is designed to facilitate optimal learning experiences, with well-equipped classrooms, libraries, and laboratories. Furthermore, the school is committed to promoting inclusivity and accessibility, ensuring that every child has equal opportunities to thrive and succeed.

As a beacon of educational enlightenment, Miyapara Government Primary School continues to play a pivotal role in shaping the future of generations to come, inspiring hope, and fostering a love for learning among its students.

3.2 Reflective journals

Throughout my internship at Miyapara Government Primary School, I maintained reflective journals to document my observations, experiences, and personal growth as an aspiring educator. These journals served as a repository for introspection and critical analysis, allowing me to refine teaching practices and identify areas for improvement. In these journals, I chronicled daily interactions with students, colleagues, and supervisors, reflecting on the effectiveness of instructional strategies employed and the dynamics of classroom management. I scrutinized my communication style, pedagogical approach, and ability to foster an inclusive learning environment. One recurring theme in my reflective journals was the significance of adaptability in teaching. I recognized the importance of tailoring lesson plans to accommodate diverse learning styles and individual student needs. By embracing flexibility and experimentation, I was able to better engage students and address their varying levels of comprehension. Additionally, the journals served as a platform to explore the impact of classroom dynamics on student learning outcomes. I analyzed the role of student participation, feedback mechanisms, and assessment strategies in shaping instructional efficacy. Through self-assessment and feedback from mentors, I gained valuable insights into refining instructional delivery and optimizing student engagement. Furthermore, my reflective journals facilitated ongoing professional development by prompting me to seek out resources, attend training sessions, and engage in peer collaboration. I leveraged insights from journal entries to set personalized goals and track progress towards achieving them. Overall, the process of maintaining reflective journals during my internship was instrumental in fostering self-awareness, promoting continuous improvement, and deepening my commitment to excellence in teaching. As I transition into a formal teaching role, I intend to carry forward the habit of reflective practice, recognizing its indispensable role in fostering professional growth and enhancing student learning experiences.

3.2.1 Class Observation 1-

My initial class observation at Miyapara Government Primary School, I was assigned to observe a fifth-grade English subject class. The English First paper was assigned by the teacher, Md.Mijanur Rahman, to class 5 on February 6, 2024, at 10.30 o'clock on the first day of observation. My home district, Unit 3, lesson 1. There were twenty-seven pupils in attendance. The room was located in the school building's room number 203 on the second floor. There were enough lights and four fans. I went into the classroom and took the first bench. Thus, the objectives of the lesson were to read a chapter about the My home district, fill in the blanks, justify true or untrue, and learn new vocabulary. To accomplish the goals, the teacher used just the book, a black board, and a chalk. The instructor read the chapter aloud to the class and gave a brief explanation of it. As he read the chapter, Mr. Mijanur Rahman had the pupils' attention. Subsequently, he asked the pupils question randomly and the students resolved multiple-choice questions (MCQs) and true-false exercises found in the textbook. Overall, the goals were accomplished, however there weren't enough handouts and teaching materials. With the use of new technologies, learning could become more productive and pleasurable for both teachers and students during class.

In any case, the instructor was really helpful and welcomed questions from the students about anything that was unclear to them.

3.2.2 Classroom observation 2-

During my observation at Miyapara Government Primary School in Phulbari, Kurigram, On February 13, 2024, at 10:30 AM, the teacher, Md. Mijanur Rahman, began class with the English grammar in class 5. This was the second day of the observation. "Sentence" was the subject. There were 24 pupils in attendance. The school building's second floor room 203. There were enough lights and four fans. I went into the classroom and took the middle bench. Understanding the format of "Sentence" and introducing the concepts were the objectives of the session. The teacher introduced the topic and beginning the lesson. For example : What is Sentence and discussed it types. The pupils performed the lesson with curiosity and with great attention. The lesson's goals of learning "Sentences" were well met by the teacher through the use of examples and in-class exercises. The concept was well understood by the

students. Three items were provided: a black board, a chalk, and an English grammar book. The instructor conversed with the pupils and asked questions. The instructor exuded confidence and was an authority in his field. The teacher assigned numerous activities based on the grammar book, some of which were challenging and important enough for the pupils to raise questions about. In conclusion, I can state that the classroom atmosphere was really relaxing and helpful for studying.

Overall, the goals were accomplished; nevertheless, the amount of teaching resources and handouts was little. The instructor might provide engaging examples with some vibrant handouts. Or perhaps you could play some videos that demonstrate how we could use sentences in real-world conversations. If technology is implemented in the classroom, it could make it more successful and pleasurable for both the teacher and the pupils.

3.2.3 Classroom observation 3-

On February 27, 2024, at 10:30 AM, the teacher, Md. Mijanur Rahman, began class with the English grammar in class 5 on the third day of observation. "Tense" was the chosen theme. There were 25 pupils in attendance. The room was located in room number 203 on the second floor. There were enough lights and four fans. I went into the classroom and took the first bench. The teacher made extensive use of the book, chalk, black board, and duster to meet the objectives of the "Tense". The teacher administered a brief exam, which I believe was due to the pupils' prior knowledge of Tense. Following the exam, the instructor reviewed the material with the class. This seems to be a component of the warm-up. After that, he made a brief speech about tense and explaining the differences between present, past and future tense was skillfully taught by the teacher, who demonstrated a high degree of subject area expertise and command. "Cooperative Learning" was the mode of instruction. Additionally, the instructor fosters group learning and motivates the students to cooperate in order to accomplish their shared objectives. Students had the opportunity to collaborate in small groups, exchange ideas, gain knowledge from one another. They were better able to comprehend and use the idea of tense in their own writing as a result of this. Since tense modification is a crucial component of grammar, teaching it in a single class is insufficient. That class did not experience any pivotal moments.

The dynamic between the teacher and students was good in the classroom. For this reason, students were free to voice any concerns or misunderstandings. Since signing their dairies was required for all teachers, he checked and signed them .Taking into account everything said above, the teacher did a fantastic job even without any teaching resources.

3.2.4 Classroom observation 4-

On March 3, 2024, at 10:30AM, the teacher, Md. Mijanur Rahman , began class with the English grammar in class 5 on the fourth day of observation. "Parts of speech" was the chosen theme. There were twenty-six pupils in attendance. The room was located in room number 203 second floor. There were enough lights and four fans. I went into the classroom and took the last bench.

The session's goal was to teach the students about the parts of speech in the English language. A black board, a chalk, and a grammar book were the tools utilized. Since one lesson would not be sufficient to cover the entire topic of parts of speech shift in English grammar, the session started with a brief introduction of the idea. The instructor described the theme of parts of speech. The instructor then discussed about the kinds of parts of speech noun, pronoun, verb, adjective,adverb,preposition,conjunction and interjection.Lastly, the instructor gave the class a number of written assignments on the blackboard to help them practice their comprehension of parts of speech.

To sum up, the kids had an interesting and educational time learning about parts of speech in English grammar. The teacher gave the pupils a thorough comprehension of the subject through her well-planned exercises, real-world examples, and concise explanations. The need of using good grammar in both written and spoken communication was also underlined during the seminar.

3.2.5 Classroom observation 5-

On March 9, 2024, at 10:30 AM, the teacher, Md. Mijanur Rahman , began class with the English book in class 5 on the fifth day of observation. "Occupation" was the subject (Unit 9, lesson 2). There 21 students in attendance. The room was located at room number 203 on the second level. There were enough lights and four fans. I went into the classroom and took the final seat. The temperature was unbearably hot during the month of Ramadan. Every pupil appeared agitated.

The lesson began with some informal activities led by the teacher. How was the Eid planning going? And so forth. Following that, the pupils said their own plan for upcoming eid and the instructor began teaching. The goals of the lesson were to read a portion regarding environmental contamination and the causes of many types of occupations, discuss the text's illustration, and complete the blanks. To accomplish the goals, the teacher used just the book, a black board, and a chalk. There were four photographs on this lesson of the English textbook . He questioned each of the four pupils four times. Students made an effort to interpret the images in both Bangla and English. One observed that pupils found speaking English challenging and hence desired to avoid it. For the majority of Bangladeshi students, that is the primary issue. However, the instructor made an effort to foster a welcoming environment so that the students felt free to express their ideas and opinions. The instructor made an effort to cover each goal during class. Since the textbook included illustrations, one could argue that he employed visual aids in the classroom to improve comprehension. The instructor's tone was crisp and distinct. I found his presentation and body language to be powerful and motivating.

Speaking and listening skills were covered in the lesson, however there were no team or pair activities. The teacher went through and signed their diaries in the final few minutes.

3.3 My experience of teaching

My experience of teaching at Miyapara Government Primary School in Phulbari, Kurigram, was both enriching and transformative. As an intern, I actively participated in teaching English classes, focusing primarily on fifth-grade students. Through this experience, I honed my skills in lesson planning, classroom management, and instructional delivery. Engaging with students from diverse backgrounds provided valuable insights into their learning styles and preferences. It was gratifying to witness their growth and development over the course of the internship. I endeavored to create a supportive and inclusive learning environment where every student felt valued and motivated to succeed. Collaborating with experienced educators allowed me to glean practical knowledge and adopt effective teaching strategies. I embraced feedback and continually sought opportunities for self-improvement, recognizing the importance of reflective practice in refining my pedagogical approach. One of the most rewarding aspects of my teaching experience was witnessing the students' enthusiasm for learning. Their curiosity and eagerness to participate reinforced my passion for education and fueled my commitment to fostering a lifelong love of learning. Navigating the challenges inherent in classroom management further enhanced my resilience and adaptability as an educator. I learned to leverage innovative teaching methods and resources to cater to diverse learning needs, ensuring that every student had the opportunity to thrive academically. Overall, my experience of teaching at Miyapara Government Primary School was instrumental in shaping my professional journey in education. It instilled in me a deep sense of purpose and affirmed my belief in the transformative power of education. As I continue on this path, I am committed to making a positive impact on the lives of my students and contributing to the advancement of education in my community.

3.3.1 Self Reflection 1

On Tuesday, March 12, 2024, as a prospective teacher at Miyapara govt. primary school, I instructed class of grade 5. The entire course lasted twenty-five minutes. Second floor accommodation was provided by room number 203. Out of the 27 pupils, about 24 were in attendance. The lesson began at 10:30 a.m. I was both frightened and enthusiastic about teaching my first lesson. Since I hadn't been given any specific assignments by the school administration yet, I viewed it as an introduction course. I chose a fun class since I was curious to learn more about the other students.

I gave a quick introduction of myself and led a quick icebreaker before the session started. I asked each student to give a brief introduction and to share one unique thing about themselves. I was able to establish a welcoming environment in the classroom and get to know my pupils better thanks to this exercise. I then made the decision to engage the pupils in a game of "two truths and a lie". The task for each student was to present two true and one false truth about oneself to the other students, who had to determine which of the two was untrue. Through this activity, I was able to watch the students' listening and analytical skills while also helping them get to know one another better. I invited the students to describe their goals for the class and their expectations toward its conclusion. The answers varied, expressing desires for enjoyment and social interaction as well as for knowledge acquisition.

I think the first class was successful overall. Throughout the lesson, the children appeared attentive and involved, and the ice-breaking exercises contributed to a relaxed and welcoming atmosphere. I do think there are a few areas as a teacher where I can do better, though.

First and foremost, I must improve my time management abilities. Towards the conclusion of the session, I discovered that I had not prepared the exercises ahead of time and that I had to speed through some of them. I'll make sure I have adequate time for each activity and schedule the activities ahead of time in future classes.

Second, I have to improve my ability to communicate. I was a little apprehensive as a rookie teacher and occasionally stammered over my remarks. In order to make sure that

I am connecting with my pupils in an effective manner, I need to practice speaking confidently and clearly.

To sum up, I had a terrific learning experience in the first class. I was able to discover more about my pupils and their expectations, as well as the areas in which I still need to grow as a teacher. I want to continue honing my teaching techniques and incorporating these lessons into my approach going forward.

3.3.2 Self Reflection 2

On Monday, March 11, 2024, as a prospective teacher at Miyapara govt. primary school, I instructed grade class 5, in text book of English, “ Eat Healthy’ unit 4 lesson 1. The entire class lasted twenty-five minutes. Room number 203 was located on the second floor, where the classroom was located. The lesson began with 10:30 p.m. There were twenty three pupils in attendance.

The lesson will start with a warm-up exercise to establish a casual and engaging environment. After that, the material will be covered in a disciplined way in class, with a focus on progressively covering the ideas of healthy foods . I described about healthy foods as the process of telling story or dialogue in a new setting. I stressed the value of storytelling in both oral and written communication. The students knew vocabulary of this text such as healthy , delicious , spicy, fruits etc.

Course materials:

I made use of a class plan note, a highlighter, and the blackboard. I gathered the data from Google and an English text book.

Overall, I made an effort to reach the goals I set for myself and to make class interesting, competitive, and pleasurable by pushing everyone to improve their listening abilities. The kids finished the task in a competitive environment, were incredibly cooperative, and followed all of my instructions.

3.3.3 Self Reflection 3

On Sunday, March 17, 2024, as a prospective teacher at Miyapara govt. primary school, I instructed class 5 in " Basic Verbs and Tense " as part of English Grammar Class. The entire course lasted twenty-five minutes. The lesson began with me at 10:30 a.m. There were 20 pupils in attendance.

I said hello to the class at the outset. I then spoke with the pupils at random to help them get to know me. Why were there fewer students than in the previous classes, I asked them? They said that there are fewer students since so many students had transferred to other institutions. After that, I began the main portion of the session. I took a fast test because they were already familiar with narrative. I placed five phrases on the board and asked five pupils to complete the story from indirect to direct. Three pupils passed the test, while two failed. such I resolved it such that they could comprehend. Then I moved on to the main lesson, which was verbs.

Lesson goals:

I explained how narration involves retelling a story or conversation in a different context. I emphasized the importance of narration in written and spoken communication. So I gave a brief discussion about verbs and tenses.

Verbs:

I explained the different types of verbs, including principles verbs and auxiliary verbs. I also provided examples of each type of verb and explained their usage.

Tenses :

I explained the different tenses in English grammar, including present, past, and future tenses. I also provided examples of each tense and explained their usage

Class materials:

I used the blackboard, chalk, and a class plan note. I collected the information from an English Grammar book and google.

3.3.4 Self Reflection 4

On Thursday, March 28, 2024, as a prospective teacher at Miyapara govt. primary school, I instructed class 5 students in "Pastimes, Unit 6 lesson 1 from the English Textbook. The entire course lasted twenty-five minutes. The classroom was located in room 203 on the second floor. The lesson began with me at 10:30 a.m. There were twenty-two pupils in attendance.

I asked each student before the lesson began, "If you want to relate something that goes with your personality, what could it be?" I gave each of them two minutes. I then asked three or four students about their findings. A student expressed his desire to connect his personality to chocolate. He included a justification. The explanation was that, although he was always kind to everyone, he would melt under pressure. That really impressed me when I heard it. Someone others compared his personality to that of a dog. since he is very devoted to everyone .I informed everyone about your hobbies and had them record it in your exercise.While playing and hanging out with friends, a few pupils wrote. A few pupils written about their day-to-day activities. It implied that they didn't comprehend my query. It was page sixteen when everyone opened the book. Initially, there were images, and it demonstrated several categories of works. When do people perform these kinds of tasks, I asked them? One pupil "In our free time," I answered. There was a conversation once more, so I asked two pupils to read the conversation. Some children seemed disengaged and reluctant to participate, I noted. To I encouraged them to address this by asking more open-ended questions.That was an straight forward conversation that stated various activities including working out, yoga, and watching TV,playing music, etc. I read the dialogue aloud and then asked if anyone had any questions.Next, a pupil remarked that he didn't know what yoga was and that he was having trouble. Then I gave an explanation."Yoga is a kind of posture and breathing exercise" is how people describe yoga. "There are," I then stated.I would like everyone to answer a few questions." Because of the ring, I was unable to observe their responses.

Because two students read a conversation in front of the class, I used a cooperative learning approach and entire physical response as my teaching strategy. I made use of a textbook, a white board, and a marker. In general, I think the class was beneficial

since the students gained more knowledge about the various kinds of hobbies. But I came to the realization that in order to guarantee that every student is interested and actively participating, I need to focus on enhancing my teaching techniques. In order to promote an inclusive learning atmosphere, I intend to increase the amount of interactive activities and discussion-based learning in my next classes.

3.3.5 Self Reflection 5

On Tuesday, April 02, 2024, as a prospective teacher at Miyapara govt. primary school , I instructed class 5 in "Completing Sentences" as part of English Grammar Class. The entire course lasted twenty-five minutes. The classroom was located in the school building's room number 203 on the second floor. The lesson began with me at 10:30 a.m. There were 22 pupils in attendance.

I had a funny game to start off the lesson. Then I said, "Do you know what we did now?" to the pupils. In response, Mamun, a very bright kid, responded, "Yes, this is what's called a complete sentence." in order for them to comprehend the lesson I would be teaching them regarding "Completing Sentences".

The goals of finishing sentences are,

1. Being aware of the three primary categories of sentences as well as their structure and set of rules.
2. Gaining proficiency in recognizing statements in written and oral communication.
3. Increasing one's proficiency with conditional phrases for written and oral communication.
4. Gaining insight into conditional statements and applying critical thinking and problem-solving techniques.
5. Improving the capacity to precisely and concisely convey hypothetical scenarios and their ramifications.
6. Expanding one's vocabulary and improving one's linguistic skills by studying and build sentences.

7. Laying the groundwork for the development of more sophisticated language study and communication abilities.

I concentrated on the subject of sentences in this class. I clarified that these are expressions of hypothetical conditions and situations together with their ramifications. I also talked about the significance of completing sentences in both informal and formal writing.

All things considered, the lesson proved effective in introducing the pupils to sentences and their significance in English grammar. I also went over how to successfully employ these statements in writing and verbal communication. In order to reinforce what they had learned, I urged the students to write their own sentences and phrases to recognize them in reading materials.

3.4 Personal SWOT Analysis

In conducting a personal SWOT analysis, I have identified key strengths, weaknesses, opportunities, and threats that influence my effectiveness as an educator.

1. **Strengths:** As an individual, I possess strong communication skills, both verbal and written, which allow me to effectively convey information and engage students in learning activities. Additionally, I am adept at creating a supportive and inclusive classroom environment, fostering a sense of belonging among students.
2. **Weaknesses:** One area of improvement lies in my time management skills, as I sometimes struggle to allocate sufficient time to each lesson component effectively. Additionally, I recognize the need to enhance my proficiency in utilizing educational technology to enrich the learning experience further. Furthermore, I tend to be overly critical of my performance at times, which can undermine confidence and impact self-efficacy[5].
3. **Opportunities:** There are several opportunities for professional growth and development within the field of education. Engaging in ongoing professional development opportunities, such as workshops and conferences, will allow me

to stay abreast of emerging trends and best practices in education. Additionally, collaborating with colleagues and mentors can provide valuable insights and support in refining teaching strategies and addressing challenges effectively.

4. Threats: External factors such as changes in educational policies or budget constraints may pose challenges to the implementation of effective teaching practices. Additionally, maintaining work-life balance in a demanding profession like education can be a potential threat to overall well-being and job satisfaction.

In conclusion, leveraging my strengths while addressing areas for improvement will enable me to maximize my effectiveness as an educator and capitalize on opportunities for growth and advancement in the field of education.

Chapter Four: Discussion

4.1 Lesson formation

My internship at Miyapara Government Primary School provided me with a profound understanding of lesson formation. Each lesson was meticulously organized to ensure clarity, engagement, and effective learning outcomes. I started by identifying the lesson objectives and aligning them with the curriculum standards. This alignment ensured that each lesson was purposeful and targeted specific learning goals. I structured the lessons to include a clear introduction, a development phase where new content was presented, and a conclusion to summarize key points. This structure helped maintain a logical flow, making it easier for students to follow and comprehend the material.

1. **Lesson Delivery:** Effective lesson delivery was a key focus during my internship. I employed a variety of teaching methods to cater to different learning styles, including direct instruction, interactive discussions, and hands-on activities. My goal was to make each lesson dynamic and engaging. I used clear and concise language, and where necessary, I incorporated visual aids and real-life examples to illustrate complex concepts. Regular questioning and feedback sessions were integral parts of my lesson delivery, allowing me to assess students' understanding and adjust my teaching strategies accordingly. Additionally, I emphasized the importance of student participation, encouraging them to ask questions and share their thoughts.
2. **Classroom Management:** Classroom management was an essential component of my teaching practice. I established clear rules and expectations from the outset, which helped create a respectful and orderly learning environment. Consistent routines were implemented to provide students with a sense of stability and predictability. I also employed various strategies to maintain students' attention and minimize disruptions. Positive reinforcement was used to encourage good behavior and academic effort. When necessary, I addressed behavioral issues promptly and fairly, ensuring that all students understood the consequences of their actions. My approach to classroom management was proactive, focusing on prevention rather than reaction.
3. **Students' Involvement:** Fostering students' involvement was crucial to the success of my lessons. I aimed to create an inclusive and participatory classroom atmosphere where every student felt valued and heard. I used group work and collaborative activities to promote teamwork and peer learning. These activities not only enhanced students' understanding of the material but also helped them develop important social

and communication skills. Additionally, I tailored activities to students' interests and real-life experiences, making the content more relatable and engaging. Regular feedback sessions and student reflections were incorporated to give students a voice in their learning process and to help them take ownership of their educational journey.

4. **Use of Other Materials:** Incorporating various materials and resources was vital in enriching the learning experience. I utilized textbooks, workbooks, visual aids, and digital resources to support my teaching. These materials provided diverse perspectives and reinforced the content being taught. Visual aids, such as charts, diagrams, and videos, were particularly effective in illustrating abstract concepts and maintaining students' interest. I also integrated technology into my lessons by using educational software and online resources, which offered interactive and engaging ways to learn. These materials not only supplemented the primary curriculum but also catered to different learning preferences and needs. Through careful lesson formation, effective delivery, proactive classroom management, active student involvement, and the strategic use of diverse materials, I was able to create a productive and engaging learning environment. This experience has significantly enhanced my teaching skills and prepared me for future challenges in the educational field.

4.2 Self-reflection findings

1. **Lesson Preparation** During my internship at Miyapara Government Primary School, I recognized the critical importance of thorough lesson preparation. Effective lesson planning served as the foundation for successful teaching sessions. By investing time in organizing and structuring lessons, I ensured that each class had a clear objective and a coherent flow. The use of various teaching aids and materials, such as visual aids, worksheets, and interactive activities, enhanced the learning experience and helped maintain student engagement. This meticulous preparation allowed me to anticipate potential challenges and develop strategies to address them, thereby creating a more dynamic and responsive classroom environment[6].
2. **Lesson Delivery:** Delivering lessons effectively required not only a well-prepared plan but also the ability to adapt to the needs and responses of the students. I found that a mix of direct instruction, interactive questioning, and group activities helped to maintain student interest and encourage active participation. Using both English and Bangla to explain complex concepts was particularly beneficial in ensuring that all students comprehended the material.

By moving around the classroom and engaging with students individually, I could provide personalized support and address specific difficulties, thereby fostering a more inclusive and supportive learning environment. My approach to lesson delivery emphasized clarity, engagement, and adaptability, all of which are essential for effective teaching.

4.3 Recommendations

1. **Preparing proper lesson plans:** One of the most significant lessons learned from my internship is the necessity of preparing comprehensive and detailed lesson plans. A well-structured lesson plan not only guides the teacher through the instructional process but also provides a framework for achieving educational objectives. I recommend that teachers invest time in creating lesson plans that include clear objectives, step-by-step instructional strategies, and a variety of activities to cater to different learning styles. Incorporating assessment methods within the lesson plan can also help in evaluating student understanding and adjusting instruction accordingly. Regularly reviewing and updating lesson plans based on classroom experiences and student feedback can further enhance their effectiveness[7].
2. **Prioritizing the students:** Another key recommendation is to prioritize the needs and interests of the students in all aspects of teaching. Understanding the diverse backgrounds, abilities, and learning preferences of students is crucial for creating an inclusive classroom environment. I suggest that teachers adopt a student-centered approach, which involves actively seeking student input, providing choices in learning activities, and creating opportunities for student-led discussions and projects. This approach not only empowers students but also fosters a more engaging and motivating learning environment.

Chapter Five: Conclusion

Concluding my internship at Miyapara Government Primary School has been a profoundly enriching experience, marked by valuable lessons and significant personal and professional growth. Throughout this journey, I have immersed myself in the vibrant atmosphere of primary education, focusing on fifth-grade English instruction. My tenure at the school has provided me with a deeper understanding of the intricacies involved in teaching young learners and has honed my skills as an educator. During my time at Miyapara Government Primary School, I have strived to embody the principles of effective teaching, emphasizing student engagement, differentiated instruction, and holistic development. Through careful planning and implementation of lessons, I have aimed to create an inclusive and stimulating learning environment where each student feels valued and supported in their educational journey. One of the most rewarding aspects of my internship has been witnessing the progress and growth of my students. From fostering their language skills to instilling a love for learning, each interaction with my students has reaffirmed my passion for education and my commitment to making a positive impact on their lives. I am proud to have played a role, however small, in shaping their academic and personal development. Moreover, my internship has provided me with invaluable insights into the challenges and opportunities present in primary education. From addressing diverse learning needs to navigating classroom dynamics, I have gained a deeper appreciation for the multifaceted nature of teaching. These experiences have equipped me with the resilience and adaptability necessary to thrive in the dynamic field of education. Collaboration has been a cornerstone of my internship experience, as I have had the privilege of working alongside dedicated colleagues and mentors who have generously shared their knowledge and expertise. Through collaborative planning sessions, peer observations, and reflective discussions, I have benefited from a supportive community of educators committed to continuous improvement and professional growth. As I reflect on my internship journey, I am grateful for the guidance and support I have received from the staff and administration at Miyapara Government Primary School[8].

Chapter Six: Appendix

6.1 Photographs:



Figure no:1 Miapara govt.primary school



Figure no:2 Warm up session



Figure no:3 Practice session

6.2 My Lesson Plan: 1

- Course: English Textbook
- Class Description: Grade 5
- Date: March 20th, 2023
- Class Duration: 25 minutes
- Lesson topic: “ Eat Healthy -Unit 4,lesson 1”

Materials:

1. English text books and worksheets with discussion.
2. Writing prompts for practice exercises.
3. Blackboard.

Procedure:

1. A brainstorming session
2. Students will narrate incidents and events in a logical sequence.
3. Participate in conversation, discussions and debates.
4. Writing session – what are their favourite foods?

Assessment:

This lesson will assess the students' thinking level. They will be able to discuss their favorite pastime. That will also help them to develop their speaking skill.

6.2 My Lesson Plan: 2

- Course: English (Grammar)
- Class Description: Grade 5
- Date: March 17, 2024
- Class Duration: 25 minutes
- Lesson topic: Verbs and Tenses

Materials:

1. Copies of English grammar books and worksheets with examples of verbs and tenses.
2. Writing prompts for practice exercises.
3. Blackboard

Procedure:

1. Quick Test: Administer a quick test based on the previous lesson to assess students' retention and understanding.
2. Practice Session: Distribute worksheets with for students to practice converting from present tense , past tense and future tense. Circulate the classroom to provide assistance and feedback as students work through the exercises.

Assessment :

Observe student participation during activities.
Collect and review the worksheet with practice sentences.
Review the exit ticket responses.

6.3 My Lesson Plan: 3

- Course: English textbook
- Class Description: Grade 5
- Date: March 28, 2024
- Class Duration: 25 minutes
- Lesson topic: “ Past Times – unit 06 lesson 1”

Materials:

1. Copies of English text books and worksheets with examples of verbs and tenses.
2. Writing prompts for practice exercises.
3. Blackboard

Procedure:

1. A brainstorming session
2. Students will narrate incidents and events in a logical sequence.
3. Participate in conversation, discussions and debates.
4. Writing session – what are their favourite pastimes?

Assessment:

This lesson will assess the students' thinking level. They will be able to discuss their favorite pastime. That will also help them to develop their speaking skill.

6.4 My Lesson Plan: 4

- Course: English (Grammar)
- Class Description: Grade 5
- Date: April 02, 2024
- Class Duration: 25 minutes
- Lesson topic: Completing Sentences

Materials:

1. Copies of English grammar books and worksheets with examples of verbs and tenses.
2. Writing prompts for practice exercises.
3. Blackboard

Procedure:

1. Quick Test: Administer a quick test based on the previous lesson to assess students' retention and understanding.
2. Practice Session: Distribute worksheets with for students to practice to completing sentences. Circulate the classroom to provide assistance and feedback as students work through the exercises.

Assessment :

Observe student participation during activities.

Collect and review the worksheet with practice sentences.

Review the exit ticket responses.

Class Observation 1:

Checklist for Class Observation - 01

School / College: Miappara Govt. Primary School
 Teacher's Name: Md. Mijanur Rahman
 Class: Five Section: A No. of Students Present: 27
 Course Title & Code: English Text Book Room No: 203
 Peer/Observer: Md. Baithan Nabor Bandy Date and Time: 01 February at 10:30

Objectives of the lesson (as perceived):
 i. Text book "Home District"
 ii. Vocabulary with examples

Were the objectives achieved and to what extent (in your view)?

The instructor was really helpful and welcomed questions from the students about anything that was unclear to them.

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	SUBJECT MATTER CONTENT (Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Gave perfect content of the lesson
2	ORGANIZATION (Organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end; how the objectives of the lesson met/ what they have learned today)	The teacher started the class with organized way and clear speech
3	RAPPORT (Builds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students; shows enthusiasm; both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Students felt comfortable and enjoyed.

4	TEACHING METHODS (Uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination; group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Grammar Translation Method, Desuggestopedia
5	PRESENTATION (Establishes classroom environment conducive to learning; ensures learners' interests; maintains eye contact; uses a clear voice; strong projection; proper pronunciation; and standard English)	Act beautifully with clear voice.

MANAGEMENT

Was the time wisely spent?
 Yes

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

CRITICAL EVENT (If took place)
 Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Strengths observed:

Suggestions for improvement:
 Nothing

Overall impression of teaching effectiveness:

Class Observation 2:

Checklist for Class Observation - 02

School / College: Miappara Govt. Primary School
 Teacher's Name: Md. Mijanur Rahman
 Class: Five Section: A No. of Students Present: 27
 Course Title & Code: English Grammar Room No: 203
 Peer/Observer: Md. Baithan Nabor Bandy Date and Time: 12 February at 10:30

Objectives of the lesson (as perceived):
 i. Discussion about sentence and its types
 ii. Practice with examples

Were the objectives achieved and to what extent (in your view)?

The teacher assigned numerous activities based on the grammar book, some of which were challenging and important.

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	SUBJECT MATTER CONTENT (Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Asked questions and expected their curriculum about the subject
2	ORGANIZATION (Organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end; how the objectives of the lesson met/ what they have learned today)	The teacher started the class with a great energy and cleared all the objectives
3	RAPPORT (Builds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students; shows enthusiasm; both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The class was very much interesting and the pupils gave positive feedback

4	TEACHING METHODS (Uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination; group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Grammar Translation Method, Desuggestopedia
5	PRESENTATION (Establishes classroom environment conducive to learning; ensures learners' interests; maintains eye contact; uses a clear voice; strong projection; proper pronunciation; and standard English)	Perfect body language and eye contact

MANAGEMENT

Was the time wisely spent?
 Yes

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

CRITICAL EVENT (If took place)
 Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Strengths observed:

Suggestions for improvement:
 Nothing

Overall impression of teaching effectiveness:

Class Observation 3:

Checklist for Class Observation -03

School / College: Misrapara Govt. Primary School
 Teacher's Name: Mijanur Rahman
 Class: Five Section: A No. of Students Present: 26
 Course Title & Code: English Grammar Room No: 203
 Peer Observer: Md. Baithun Nakor Binay Date and Time: 27 February at 10:30

Objectives of the lesson (as perceived):
 i. Discussion about "Tense"
 ii. Practice with examples

Were the objectives achieved and to what extent (in your view)?

The dynamic between the teacher and students was good in the classroom. For this reason, students were free to voice any concerns

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Class started with some interesting activities and discussion about Tense
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end; how the objectives of the lesson met/ what they have learned today)	The instructor began the class with happy mood and objectives
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students; shows enthusiasm; both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Class was interesting and students interacted with teacher

4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination; group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Desuggestopedia, Grammar Translation Method
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests; maintains eye contact; uses a clear voice; strong projection; proper pronunciation; and standard English)	Perfectly delivered instructor's speech
MANAGEMENT		
Was the time wisely spent? Yes		
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)		
CRITICAL EVENT (If took place)		
Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?		
Strengths observed:		
Suggestions for improvement:		
Overall impression of teaching effectiveness:		

Class Observation 4:

Checklist for Class Observation -04

School / College: Misrapara Govt. Primary School
 Teacher's Name: Md. Mijanur Rahman
 Class: Five Section: A No. of Students Present: 26
 Course Title & Code: English Grammar Room No: 203
 Peer Observer: Md. Baithun Nakor Binay Date and Time: 05 March at 10:30

Objectives of the lesson (as perceived):
 i. Basic idea of Parts of speech
 ii. Example with it kinds/types

Were the objectives achieved and to what extent (in your view)?

The teacher gave the pupils a thorough comprehension of the lesson through her well-planned exercises.

S/N	Review Section	In what ways? (Specific examples/clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Started with interesting activities and discussion about parts of speech
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end; how the objectives of the lesson met/ what they have learned today)	Clear objectives before the class beginning
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students; shows enthusiasm; both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Students communicate with instructor every moment

4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination; group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Grammar Translation Method, Desuggestopedia
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests; maintains eye contact; uses a clear voice; strong projection; proper pronunciation; and standard English)	Perfect body language and eye contact
MANAGEMENT		
Was the time wisely spent? Yes		
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)		
CRITICAL EVENT (If took place)		
Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?		
Strengths observed:		
Suggestions for improvement:		
Overall impression of teaching effectiveness:		

Class Observation 5:

Checklist for Class Observation - 05

School / College: Misopara Govt. Primary School
 Teacher's Name: Md. Mizanur Rahman
 Class: Five Section: A No. of Students Present: 21
 Course Title & Code: English Text book Room No: 203
 Peer/Observer: Mst. Baitun Nahar Biny Date and Time: 09 March at 10:00am

Objectives of the lesson (as perceived):
 i. Text Book (Occupation) - Unit 9, Lesson-2
 ii. Vocabulary with examples

Were the objectives achieved and to what extent (in your view)?

Speaking and listening skills were covered in the lesson

SN	Review Section	In what ways? (Specific examples/clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	<u>Gave perfect content of the lesson</u>
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end; how the objectives of the lesson met what they have learned today)	<u>The instructor started the class with happy mood.</u>
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students; shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	<u>Lesson was interesting and enjoyable</u>

TEACHING METHODS
 (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination; group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)

Desuggestopedia, Grammar Translation Method

PRESENTATION
 (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice; strong projection, proper enunciation, and standard English)

Perfect body language and eye contact

MANAGEMENT

Was the time wisely spent?
Yes

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

CRITICAL EVENT (If took place)
 Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion).
 How did the teacher handle the situation?

Strengths observed:

Suggestions for improvement:
Nothing


Overall impression of teaching effectiveness:

Appendix 1: Certificate of Internship Completion

Office of the Headmaster
Miyapara Government Primary School
Village and Post Office: Miapara, Upazila: Phulbari, District: Kurigram.
Established: 1958 AD.

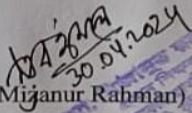
School No-12 EMIS Code- 91107050410

Swark No. Date: 30/04/2024



Certify Copy

This is to certify that Mosha Baitun Nahar Binty is a student (ID No. 201-10-2256) studying BA Honors in English in Final Year (Spring Semester- 2024) under Daffodil International University (DIU). He completed the internship last 02/02/2024 AD. From 30/04/2024 AD. Attended Miyapara Government Primary School, Phulbari, Kurigram. She observed fifth grade English subject classes and completed her internship by taking classes. As far as I know he has good character. I wish him success in all aspects of his life.


(Md. Mijanur Rahman)
Head Teacher Miyapara Government Primary School
Phulbari, Kurigram.
mijanfk@gmail.com

201-10-2256		
ORIGINALITY REPORT		
14%	13%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS
		4%
		STUDENT PAPERS
PRIMARY SOURCES		
1	dspace.daffodilvarsity.edu.bd:8080 Internet Source	10%
2	Submitted to Daffodil International University Student Paper	2%
3	findajob.dwp.gov.uk Internet Source	1%
4	gradesfixer.com Internet Source	<1%
5	www.myotronics.com Internet Source	<1%
6	Submitted to Southern New Hampshire University - Continuing Education Student Paper	<1%
7	Submitted to Aspen University Student Paper	<1%
8	Submitted to University of Reading Student Paper	<1%
9	wine.idaho.gov Internet Source	<1%
10	Submitted to Namibian College of Open Learning Student Paper	<1%
11	Submitted to St. Scholastica Academy High School Student Paper	<1%
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14	123dok.com Internet Source	<1%
15	www.languageinindia.com Internet Source	<1%
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