

An Internship Report  
on  
**My Professional Development as an English Language Teacher at Hazi  
Kiam Uddin High School**

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**[The report is submitted in partial fulfillment of the requirements for the degree of BA  
(Hons) in English]**


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## Statement of Original Authorship

This is to declare that this report titled “My Professional Development as an English Language Teacher at Hazi Kiam Uddin High School” has been prepared for academic purposes as a recruitment of BA (Hons) program curriculum. The paper has been prepared under the supervisor sign of Mohammad Elius Hossain, assistant professor, Daffodil International University, Bangladesh. It is to be evaluated as a part of my examination of this BA program in English.

This has not been prepared for another purpose like reproduction, investigation, or publication. I do, hereby, declare that the whole work unless otherwise, acknowledged, submitted as an internship report within the BA program under a course "Project Paper with Internship" (Course Code: ENG-431), Daffodil International University is my independent and original work and all the references have been mentioned here.



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## Certificate of Supervisor

This is to confirm that Husneara Akter Sumaya, ID: 191-10-341, a student at the Department of English in the Daffodil International University, has finished her internship report on My Professional Development as an English Language Teacher at Hazi Kiam Uddin High School under my supervision Mohammad Elius Hossain, Assistant Professor, Department of English, Daffodil International University.

I am pleased to say that he has performed all essential and required procedures to complete the report and that the report has all the data, information, analysis, and findings from reliable sources. As a consequence, the report appears to have been completed on a successful note.

I want her to be successful in all areas of her life.



---

Mohammad Elius Hossain

Assistant Professor, Department of English

Faculty of Humanities and Social Science

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## **Acknowledgment**

First, I am grateful to the Almighty for his blessings and for giving me this opportunity. I would like to thank the Headmaster and Assistant Headmaster of HKHS (pseudonym) as they permitted me to do my internship in their school. I thank my onsite supervisor for his guidance and cooperation. I would like to express my sincere gratitude to my respected supervisor, Mohammad Elius Hossain (Assistant Professor, Department of English) for his patience and enormous contribution in preparing my internship report. Without his guidance, it would not be possible to complete my internship successfully. I am also very thankful to my external supervisor Md. Shopon Khan for his valuable cooperation during my internship. Then I would like to thank the most senior teacher of the school Miss Firoza Afrin Lota Ma'am for sharing her knowledge with me when I was unable to complete any task or take any decision. I am also thankful to other faculty members of the school as I could learn a lot from them while doing my undergraduate courses with them.

## **Dedication**

I am dedicating the report to young learners of what levels or institutions make them aware of their position in English language learning. Also, they should know what they are learning or just memorizing to pass only. There are a lot of ways to make funny and easy English Language Teach, which they should acquaint. Novice teachers need to put aside old ways of teaching English and invent new methods that encourage students to acquire new knowledge rather than memorize it. Because memorizing is temporary but learning is permanent. All I want to say is- **Learning can be fun.**

## **Abstract**

This report is based on the experience that I gathered during my internship at the HKHS (pseudonym) and focuses on a self-evaluation of my teaching. I had high expectations for bringing out the best in the students and always tried to motivate the students. There was a mix of different kinds of students. I tried to establish a good teacher-student relationship and understand each student treating them individually and making a proper assessment. I always tried to maintain professionalism and a good relationship with colleagues. In this paper, I also mentioned reflective practice, the qualities of a good and effective teacher, Communicative Language Teaching (CLT), task-based teaching, selecting the best method for teaching, and some challenges of teaching in the Bangladeshi context. I always tried to make progress by using different methods depending on the context. This paper also includes various problems and obstacles that I had during my internship and how did I overcome those to ensure a good and safe learning environment. Here, I described what I learned from this journey and how I can use this experience in my future teaching. I also gave recommendations that should be implemented to make the learning process better and more effective.

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## **Abbreviations**

HKHS- Hazi KiamUddin High School

DIU- Daffodil International University

Tinker Bell- to whom I compared little children

# Chapter 1: Introduction

## 1.1 Introduction/Background

The tasks I completed during my three-month internship at Hazi Kiam Uddin High School in Savar, Dhaka, which ran from September 1 to November 30, 2022, are fully documented in this report on my internship. I, Husneara Akter Sumaya, am a student of Daffodil International University, from the Department of English of the Faculty of Humanities and Social Science, where I am pursuing a Bachelor of Arts degree. The report writing is an impartial and essential document of my undergraduate program which is part of a course- (Course Code-ENG431) Project Paper with Internship.

## 1.2 Purpose of the Internship

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. It gives a student the opportunity for career exploration and development, and to learn new skills. It also offers the employer the opportunity to bring new ideas and energy into the workplace, develop talent and potentially build a pipeline for future full-time employees (UMBC, 11/12/2022).

Nowadays a job field is so much hard to find for lack of proper qualifications. Also when the fresher are seeking a job the first arrow that stops them to enter their dream room is – Do they have any experience or not! So, there are many aspects that I can present as the purpose of doing this internship.

- a) Everyone should have practical experience before joining the job sector because the authority believes the more we know the more we can give effort. Practical experience will help me stand out from other competitors.
- b) It is really hard for fresher to fit themselves into the working place for the first time. But if they have previous experience it can be easier to communicate with our co-

workers. At this time nobody will help us (Depends on environment). We should know how to get help from others and this experience should be stored from the previous workplace.

- c) There are several working places, but no one is as easy as water flow to work with. There will be ups and down in every step of the journey. But this internship or previous experience can help us learn the way of overcoming it. In a nutshell, this internship journey also helps us to fit into any challenging mode and increase our knowledge to deal with those.
- d) Finally, to complete my Bachelor of Arts degree I need to complete this internship program. The report writing is an impartial and essential document of my undergraduate program. Although this design of the program is really helpful for students making them proper candidates for any job sector.

### **1.3 Significance and Scope of the Report**

The overarching goal of upper education at large is to adequately prepare students to achieve success in their future careers. This is often where things like internships, job shadowing opportunities, and even some full- or part-time jobs can play a crucial role. Many colleges and universities prioritize this sort of learning, requiring all students to partake in some kind of internship experience.

Learning doesn't just happen in the classroom. Participating in internships can provide students with a wealth of other benefits. Consider the four below: (The College of St. Scholastica, 11/12/2022).

- a) Students can apply their classroom learning in professional environments
- b) Students can gain exposure to their chosen field
- c) Students can establish critical networking connections

- d) Students can gain coveted work experience

### **Scope of the Report**

This internship report was created as part of my internship program under the supervision of Mohammad Elius Hossain, an assistant professor in the BA (Hons) English program at DIU. An objective and crucial component of my undergraduate degree are drafting reports. I received the course for the autumn semester of 2022, but I have to turn it in during this semester. According to the guidelines provided by my internship supervisor, I have written this formal report.

### **1.4 Specific Objectives**

Specific Objectives (sometimes Specific Goals - not correct) is a term indicating such objectives of the organization that specify the strategic goals and are measurable, realistic, achievable, and assigned to specific responsible persons within the organization (ManagementMania, 12/11/2022). When creating specific objectives, it's recommended to follow the principles of SMART. The followings points are my specific objectives during my internship-

- a) To gather first-hand experience in my English Language Teaching
- b) To find problems and challenges at the school
- c) To offer ways to overcome the problems and effectiveness of English Language Teaching

### **1.5 Organization of the Report**

In this introductory chapter, I have already given a brief overview of the study, including its background, the internship's goal, relevance, and scope, as well as its specific objectives, report structure, and chapter summary. I will talk about the company where I finished my Internship work in Chapter 2. In Chapter 3, the research design is presented

together with a brief discussion of methodological concerns. Additionally, it describes the instruments that were utilized, provides a general description of the data analysis steps, and highlights the study's ethical issues and constraints. While Chapter 5 examines the findings, Chapter 4 offers the study's first and second phase's outcomes. Chapter 6 will summarize the findings, offers prospective educational applications, and chapter seven concludes the report.

## **1.6 Summary of the Chapter**

I have previously provided a large description of the study in this introductory chapter, including its background, the goal, relevance, and scope of the internship, as well as its specific objectives, and report structure, and this will be the chapter summary. All this sub-heading helped to explore my knowledge about the writing process of an internship report and also showed the necessity of this pre-training before joining in real job field.

In the next section, I will discuss some of the related literature that I took into account while I was working as a trainee teacher.

## Chapter 2: Literature Review

While I was doing my internship I explored various research related to knowledge, skills, and experiences that a teacher needs to have in order to become an excellent teacher. In this section, I will highlight some of the literature that I took into account while I was teaching.

### 2.1 Teaching Internship for Teacher Development

Teacher professional development (PD) has been in high demand during the last decade, and the design and dissemination of new PD models have been the impetus for discussion among educators around the world. Previously called teacher in-service training, the preferred label by scholars and practitioners is now teacher professional development. In this article, we consider the distinction between in-service training and “professional development and go on to discuss the current literature on features of high-quality PD. We also provide examples of programs that illustrate these features and consider the emerging use of new technologies to enhance PD opportunities.

Communities of practice; In-service training; Online professional development; Professional development; Situative learning; Teacher professional development; Teacher training (H.BorkoJ.JacobsK.Koellner, 2010, P 548-556)

### 2.2 Roles of Classroom Observation

Understanding the background to its emergence and its role in the teaching profession *ByMatt O’Leary* (Classroom Observation, Issue 2020, p19).

Classroom observation has a longstanding tradition in the assessment and development of teaching and teachers in education systems across the world. This



chapter reviews relevant literature and studies across the three education sectors in England (i.e. further education, higher education, and schools) in order to compare and contrast the role of observation. In relation to classroom observation, it can be seen as a metaphor for performance management models of observation in schools and colleges, where a teacher's performance is categorized and differentiated by the observer, often according to a ranking scale. The chapter concludes with a synopsis of common themes and issues to emerge across all three sectors, with a view to establishing their significance to all those involved in the process of observation.

### **2.3 Roles of Classroom Conduction**

Plato has rightly said, "Do not train students to learn by force and harshness, but direct them to it by what amuses their mind, so that you may be better able to discover with accuracy the peculiar bent of the genius of each."

Teaching is not controlling, but rather working with the students to learn, grow, and succeed together. By having strong student-teacher relationships with students, the classroom will be a place for each member to express their feelings and work together. Academic success depends on the close relationships and guidance that teachers and students have with one another.

Classroom management aims at establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of classroom management. Educators have always rated discipline as one of the most serious obstacles to promoting effective teaching. Proper Classroom management leads to class control and a conducive teaching-learning environment. According to Evertson and Weinstein (2006), Classroom management has two distinct purposes:

“It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, but it also aims to enhance student social and moral growth” (p. 4).

## **2.4 Lesson Planning, Improvising, and Reflective Teaching**

In line with the chaos theory, Sawyer (2004) suggested that teaching is metaphorically two kinds of performances - teachers as actors in a play who are given their lines and deliver them as planned, or teachers as actors in the improvisational theater who interact and respond to people and situations in unpredictable, creative, and spontaneous ways. Sawyer advocated that lesson planning must recognize and allow for this disciplined improvisation. Similarly, Boyd (2012) suggested that teaching requires flexible lesson planning and the ability to revise lesson plans instinctively while in the teaching moment. Though there are a lot of factors that can influence the classroom environment such as a teacher's skill, teacher-student relationships, the local community and culture, and a teacher's ability to manage the classroom, the process that teachers go through to plan for their instruction (e.g., lesson plans) and to navigate the delivery of this instruction (e.g., implementation and improvisation) was the focus of the current study. This information can assist in understanding how to strengthen instruction in rural schools.

By practicing reflective teaching, teachers will have to be active character that is more critical by doing repeated observations before making decisions in relation to teaching and learning in their classroom. Reflective teaching according to Pollard and Tann (1993, p.9, as cited in Hitchcock & Hughes, 1995, p.11) is characterized by six important characteristics as follows:

- 1) Reflective teaching implies an active concern with aims and consequences, as well as means and technical efficiency.

- 2) Reflective teaching is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously.
- 3) Reflective teaching requires competence in methods of classroom inquiry to support the development of teaching competence.
- 4) Reflective teaching requires attitudes of open-mindedness, responsibility, and wholeheartedness.
- 5) Reflective teaching is based on teacher judgment, which is informed partly by self-reflection and partly by insights from educational disciplines.
- 6) Reflective teaching, professional learning, and personal fulfillment are enhanced through collaboration and dialogue with colleagues.

## **Chapter 3: Methodology**

### **3.1 Placement Process**

#### **How did I select the school?**

I started my internship in the fall of 2022. I had to investigate a lot of schools for my internship. My goal was to complete my internship at a high school sector where there will be chances to gain worthwhile experiences. One by one, I searched the neighborhood for schools near where I live, because it would be simpler for me to go. Well, I choose HKHS so that it will help me more to survey my report because it has kindergarten, middle and high school sections as well. So it will help me to gain core knowledge about every level of English language education and also help me to develop my skills to prepare myself for my next destination which will fit me. The fact is that I can acknowledge the level that will suit my skills and ability which I will develop through this internship.

#### **How did I get school consent?**

One of my uncles, who is also a teacher, suggested the school for my internship and asked me to meet the assistant headmaster of the school. So, I met him on 25 August 2022 and told him about my internship program, he listened to everything and surprisingly offered to join as an English teacher. I agreed because, firstly, I had enough time to play the formal role of a teacher, and secondly, it will help me to write the report from the depth of my knowledge core because I can work here as an actual teacher and feel free to be close to my students.

#### **Contribution of DIU**

As it was my internship program so I brought my internship placement application from my department and submitted them. After all the discussion, the headmaster again offered me for sitting the teacher's examination and I participated in it on 26th as it is formal

progress. 2/3 days later they called me and confirmed I will join from 1st September 2022. And this is how I started my journey as an assistant English teacher during my internship.

### **3.2 Class Observation**

#### **School Observation**

First three days of September were my class observation days. 1st September I reached school at 7:57 a.m. because usually class starts at 8 a.m. I met the assistant headmaster, named Md. Shopon Khan, at his office. He asked me to sign on to the teacher's attendance book. There I met some senior teachers. The headmaster introduced me to them and asked to take me to the teacher's room. Then class started and each teacher went to conduct their class. It was the first class after the second-semester examination so teachers were busy to show exam scripts to the students and guardians in the first period. In the next class, I was sitting in the teacher's room and waiting for any instruction from the teachers if I could help them with anything where I forgot that everyone was busy after a long exam period.

#### **Class observation-1**

I decided to observe the class next to the teacher's room. It was the class Play. I asked for permission to come to the class and ma'am assured me that I may join the class. Ma'am was taking a drawing class as it was the Thursday of the week. The children in the class were very interested to know about me. Their ma'am told them that I am their new ma'am. The students greeted me with great joy at their ma'am's command and soon joined me freely. I observed ma'am was taking good care of those little 'Tinker Bells' and gave the proper cure according to the student's needs. They also showed me their drawing and asked me to share my opinion. So I instructed them about color they should choose for the drawing. It was very

warm feeling when I came to understand that even though I am a new teacher, the children blend in with me very easily.

### **Class observation-2**

In the third period, I joined the nursery class, where senior ma'am, Firoza Afrin Lota, politely allowed me to enter the class. She was taking their math class. She was checking the script very consciously. The morning shift gave me the vibe of kindergarten school though it has also a high school. It was really challenging for me to control the class when ma'am landed me the rest of the time to take the class. I had to gently answer their questions and queries. The one major thing that I like about school was the teacher should write the diary from class Play to two, so that student never missed their lessons.

### **Class observation-3**

I also conducted class five and find that their basic was very poor in English where I have a chance to develop myself as well as them. Further, I took some proxy classes and learned that they were afraid of learning English so they memorized. This was a bit challenging for me to develop and I will include it in my class conduction chapter on how I overcome this situation.

## **3.3 Class Conduction**

As I already mentioned that I took a few proxy classes on 4th September (class ends at 1 p.m.) but at the end of the day I got the class routine where I was assigned 6 classes per day. Since, I have joined as an English language teacher so I got 80% English classes of all classes. The school time is divided into two shifts- Morning and Day.

**Class Conduction-1:**

In the morning shift, I took 1st class KG and class 1 following the method given in the chart below-

Class : KG and 1

No. of Students : 10/12 (in each class)

Class Duration : 30 munities

Topic : Essay Writing

Topic	Time (in Minutes)	My Activities	Students Activities
Introduction	5	Introduce myself and give greetings	Students reply to me
Overview syllabus	5	Tell them about the topic and its necessity	Students listen attentively
Pick an easy topic and discuss	5	Ask them to read loudly and memorize	Students listen attentively
Practice	10	Ask students to write following the board	Students do the task
Script Checking and Feedback and writing diary	5	Check the scripts and give feedback	Students listen carefully

**Class Conduction-2:**

Now I am giving a short introduction class chart from classes 5, 6 and 7 which are bellowing from the day shift-

Class : 5, 6, 7

No. of Students : 10/15 (in each class)

Class Duration : 30 minutes

Topic : Introductory

Topic	Time (in Minutes)	My Activities	Students Activities
Introduction	5	Introduce myself and give greetings	Students reply to me
Asked them to introduce themselves	10	Suggested them an effective way to introduce	Students did the task
Overview syllabus	10	Wanted to know about the pending status of their syllabus	They co-operate with me
Taking Feedback on my class	5	Asked them about myself if I am fit for them or not	They gave valuable opinion

### Class Conduction-3:

Topics	Times	My activities	Students activities
Introduction	5	Introduce myself and give greetings	They replied
Asked them about syllabus	10	Overviewed the syllabus and picked the easiest topic	Chose topics from their opinion



Practiced	10	Taught the grammatical rules and practiced	They did the task and took my help to solve
Script checking and feedback	5	Checked their scripts and solves their problems	They listened carefully and noted

The presented two charts are a draft of my class management only. After making my lesson plans for individual classes I changed these charts according to the syllabus and students comfortless. And I will talk rest about it in my 5th chapter in detail.

### **3.4 Process of Data Collection**

As an organized person I am always brainstorming before doing anything to get an effective result. From starting of my internship I made a ‘blueprint’ on how to keep all data together so that it will not bother me when I will sit for writing my internship report. For this process, I use a diary where I write all my activities in my working place.

Also, I used Outline Method for note-taking. This process helps me not to lose any single activity of mine for the whole day. Moreover, I used a different highlighter to mark the important key work of each day. In a nutshell, there is no chance that this report can be copied from any other sources.

### **3.5 Analysis of the Data**

All student Internship participants are required to submit a self-evaluation in regard to their internship performance and degree of learning. The data that had been collected during

my internship were then transcribed by the students and further analyzed. There were two stages to the analysis process itself.

The first phase of analysis, which is the basic one, was conducted by the students themselves. They were assigned to locate and identify the main issues related to the problem of the study. In this initial phase, the 5 students, in a group, were asked to read the

<b>Students' feedback on my teaching strategy</b>	
<p>1. Am I a Suitable fit for your English class conduction?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Strongly Agree</li> <li><input type="radio"/> Agree</li> <li><input type="radio"/> Neutral</li> <li><input type="radio"/> Disagree</li> <li><input type="radio"/> Strongly Disagree</li> </ul> <p>2. Do I take your classes on time?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Strongly Agree</li> <li><input type="radio"/> Agree</li> <li><input type="radio"/> Neutral</li> <li><input type="radio"/> Disagree</li> <li><input type="radio"/> Strongly Disagree</li> </ul> <p>3. Do I solve your teaching needs problem?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Strongly Agree</li> <li><input type="radio"/> Agree</li> <li><input type="radio"/> Neutral</li> <li><input type="radio"/> Disagree</li> <li><input type="radio"/> Strongly Disagree</li> </ul> <p>4. Do I provide all the necessary teaching materials?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Strongly Agree</li> <li><input type="radio"/> Agree</li> <li><input type="radio"/> Neutral</li> <li><input type="radio"/> Disagree</li> <li><input type="radio"/> Strongly Disagree</li> </ul>	<p>5. Do I always make your class boring?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Strongly Agree</li> <li><input type="radio"/> Agree</li> <li><input type="radio"/> Neutral</li> <li><input type="radio"/> Disagree</li> <li><input type="radio"/> Strongly Disagree</li> </ul> <p>6. Can I make your class fun?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Strongly Agree</li> <li><input type="radio"/> Agree</li> <li><input type="radio"/> Neutral</li> <li><input type="radio"/> Disagree</li> <li><input type="radio"/> Strongly Disagree</li> </ul> <p>7. How much do you like the class again?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 30%</li> <li><input type="radio"/> 70%</li> <li><input type="radio"/> 99.99%</li> </ul>

**Figure 1: Students' feedback on my teaching strategy**

So, I got a 90% responded from my student's feedback which is highly praised for me and it was between the options Strongly Agree. The second phase of analysis is conducted by analyzing the reports made by me. What was conducted here included

(1) Categorizing the teaching difficulties and efforts to overcome them, (2) finding potential patterns emerging from the reports, (3) synthesizing findings, and (4) drawing conclusions.

Internship Responsibilities: List my 3 primary responsibilities during my internship

To accurately represent all the classes that were provided to me
To realize the difficulties faced by students in learning the English language
To Find ways to make English language learning easier for students

### Self-questions and answer

Did I feel comfortable handling my assigned responsibilities?

--- Yes, I did. Even i was really organized. It prepared me for my next professional institutions.

Did my internship roles and assignments make me feel like an integral and valued part of the work environment?

--- Yes I can give good effort to my working places and it gives me pleasure.

Do I feel that I observed and/or participated in a full range of organizational operations and learning opportunities?

I can ensure that I am giving my best to analyze this internship report. I did very well and am trying to give my best in my internship Institution.

### 3.6 Limitations of the Study

#### Problems

- a) Kindergarten guardians think about only their child not think about other child's ability
- b) Had to shout in KG and class 1 to control the class

- c) Teaching English reading to primary and high-section students seemed a bit difficult
- d) English basic was very poor
- e) Had no language club
- f) Asked them (Primary and high section) to come in front and they got nerves

### **Challenges**

- a) Class 10 was my biggest challenge (Reading, Writing)
- b) It was a little difficult to make students pronounce English words in class five
- c) Grammar of class six-seven was very weak. Even if I wanted to teach the easiest topics, I had to teach a lot of basics.
- d) Selected topics for the speaking test but they came with zero preparation

### **Solutions**

- a) Changed KG and class 1's Formatting and content of questions according to student's ability to learn
- b) Valued guardian's opinion
- c) One day every week class hold on reading practice
- d) Encouraged students to pronounce big words (Primary class)
- e) Gave group work
- f) Took the speaking test
- g) Instant surprise test
- h) Solved problems with students
- i) Checked class work and discussed the mistakes
- j) Made fun in the class to get students from the boringness of English language teaching
- k) Practiced some extra curriculum works before programs.

## **Chapter 4: Organizational Overview**

### **4.1 Introduction**

#### **History of the school**

The previous name of the institution from where I completed my internship was- KiamUddin Pre-cadet School, situated in East Dendabor, Koborstan (Cemetery) Road, Savar Cantonment, Dhaka-1340. The school was founded in 2005. The school is established on approximately 10th-century land. From 2005 to 2010 the school had only two tin houses which were huge and long and seemed like a government school. A proposal came from government officials to make this school public but the head teacher refused it. According to senior teachers and staff, the school was full of students in the past and maintained its reputation. It is the oldest school in the area but it cannot reach the goal of competing with other schools in the area during Covid-19. This institution is built on its own land and its owner is Hazi Mohammad Asgar Ali, who is also the headmaster/principal of the institution.

#### **Present Condition**

The present name of the school is – Hazi Kiam Uddin High School which approximately changed in 2016. It has only 2 Half-baked houses and an office room for the headmaster and assistant headmaster but recently the owner is building the second floor to give special emphasis to religious education. The institution's fame got down during Covid-19. So, the authority is taking good preparation for next year. They made a good plan to change several things about the schools to make them more attractive according to the last prospectus I observed. Here is the Facebook Page link of the school-

<https://www.facebook.com/profile.php?id=100083755741779> . Let's see the school from a bird's view.

Name	Hazi Kiam Uddin High School
Address	East Dendabor, Koborstan (Cemetery) Road, Savar Cantonment, Dhaka-1340.
Established	2005
Number of Building	only 2 Half-baked houses and an office room
Number of Students	150
Number of Teachers	9
Play Ground	Yes
Library	No
Tiffin	No
Uniform	Yes
Shift	Day and Morning
Teacher's Room	Yes
Cultural Activities	Yes
Sports Activities	Yes
Computer Lab	No
Auditorium	No
Security	Yes
Staff's Room	No
School Bus	No

### **Payment method**

They do not have any particular office room or employee for administration work, so all the payment methods of the institution are monetized by the assistant headmaster. However, there is a specific paybook for paying the school fees of the students. Secondary

responsibilities are assigned to each class teacher. But only if it is not possible for them to perform the duties themselves that particular event is dealt with by the assistant headmaster.

### **Special arrangement**

The school has a good coaching facility. Besides good students, weak students participate in this coaching. More or fewer teachers take good care of them.

### **4.2 Participants of the institution**

According to this survey, there are three types of participants in my internship institution. One is the students who are the major role player in the institution. Without students, an institution cannot be run. From Play to class 5, students are under 12 years old; where very few are considered 12. Again from classes, 6 to 10 students are more or less 12 to 16 years old. All the students are coming from the lower middle class. So the school is based on the lower middle-class employers' income.

Second are the teachers, who are the backbone of the nation. Including I and other teachers are from 21 to 35 years old and all come from reputed positions. The junior teachers of the institutions are the students of the National University and they are here because it has facilities to continue studying besides doing this job seniors are attached to the school because they are the oldest teachers who were stayed with it from its beginning.

What to say about the headmaster, 55 years old, he is the founder of the school, wealthy with a lot of his own land around the school. The final person of the school is the lady staff, who is 40 years old, belongs to the middle class, and connects with HKHS from the beginning.

### **4.3 An institution chart about employees.**

<b>Name</b>	<b>Age</b>	<b>Identity</b>
Headmaster	55	Owner/Landowner
Assistant Headmaster	25	Student (M.A.)
Senior Teachers (4)	25- 35	Housewives
Junior Teachers (3)	21-24	Students (B.A.)
Lady staff (1)	40	Housewife

#### **4.4 A list of functions performed**

- a. Hold parent's meeting after the 2nd-semester examination (2nd September 2022)
- b. Get together program by senior students
- c. Did fieldwork, and visited students' houses (4 October to 5 October)
- d. Had a tour to the National Memorial (From class 4 to 10, 7th November)
- e. Covid-19 vaccination program (from 6 to 11 years old, 9th November)
- f. Hold Plantation program (18 November)
- g. School leaflet campaign has started (25 November)
- h. Happy class party 2022 (Upcoming 8 November)



## **Chapter 5: Internship Activities**

### **5.1 Introduction**

I have been working at HKHS from 1st September to 30 November, not only internal English Teacher but also played the role of an assistant English Language Teacher. In this professional development, I had been always getting in touch with my external supervisor, Mohammad Shovon Khan, Assistant Headmaster of HKHS.

The school starts at 8 am. so every morning I reached within 7:50. Every teacher should sign in the attendance file so did I. Then I waited for the class to start. My morning started by conducting a coaching class for class 10. Then casually I took more two classes in the kindergarten section. Each class continued for 30 minutes. The morning shift ended at 9:30 am. Then I got 1 hour for a break but the primary and high sections started at 9:50. My second shift started at 10:30 from where I was instructed to conduct 6 classes per day. The school ends at 1 pm. These were my regular working activity for the last three months.

Beyond routine, one day a week which means at least two meetings are arranged in the school, where different types of problems and solutions are discussed in school. Every teacher's opinion is given importance and problems are solved very nicely. And it is very commendable that there is a very good understanding between the teachers. Their cooperative attitude helped me to continue my internship very well and also I believe and can assure you that I learned a lot.

When I first entered the school for the internship, I was not comfortable speaking much but the senior teachers there used to talk to me on their own and helped me to break my nervousness. Their cooperative attitude helped me step out of my comfort zone. Now I know

very well how to solve any problem and whom I can get help from if I can't solve the problem. So, good communication and knowing our own colleagues' strengths can help us in our job sector. So, I guess I grow a bit. So, good communication and knowing our own colleagues' strengths can help us in our job sector. So, I guess I grow a bit.

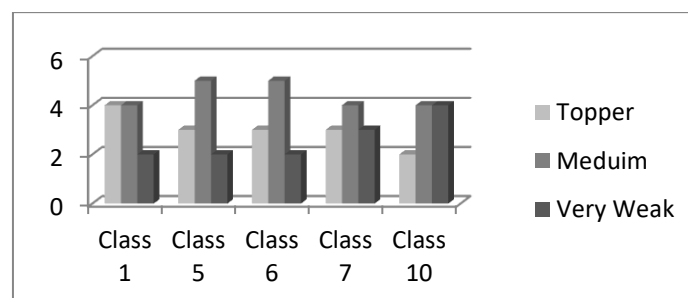
## 5.2 Class Observation

The brief discussion about a class observation I have given in chapter 3.2. I observed three sectors of the school and provided the analyzing data. The chart is showing the quality of students in English at HKHS.

Firstly, when I observed class one, found that only 4% of students are toppers. They are well-mannered and focused on their study. Whereas 4% of students are in the medium stage and if they practice a little they can reach a good position. Only 2% of students are very weak in their studies. They are not well motivated for studying.

The next bar is showing the condition of class 5. There are 3% of students in the class are toppers. 5% of students are in a medium stage and only 2% of students are very weak in English. From class observation, it is known that they think it is better to memorize English than to learn. They said English is very hard for them.

The third line is showing the data about class 6 which is similar to the previous one. The toppers of this class say that they memorize only what they need for the exam. Because during Covid-19 they could not learn grammar properly, that is why their basic is so poor. And I was able to observe this topic from their English reading.



## **Figure 2: 5 classes observation result (2022, HKHS)**

In these circumstances it can be said, to reach a good position they have to hard work in the English language and Teachers should be more conscious of this matter. In class 7 there are 3% of the students are toppers, where 4% are medium, and the rest 3% are very weak in English. By attending to them a good result can be expected. But the condition of class 10 students is very pathetic. They have only 2% copper, 4% medium and 4% are hardly weak in English.

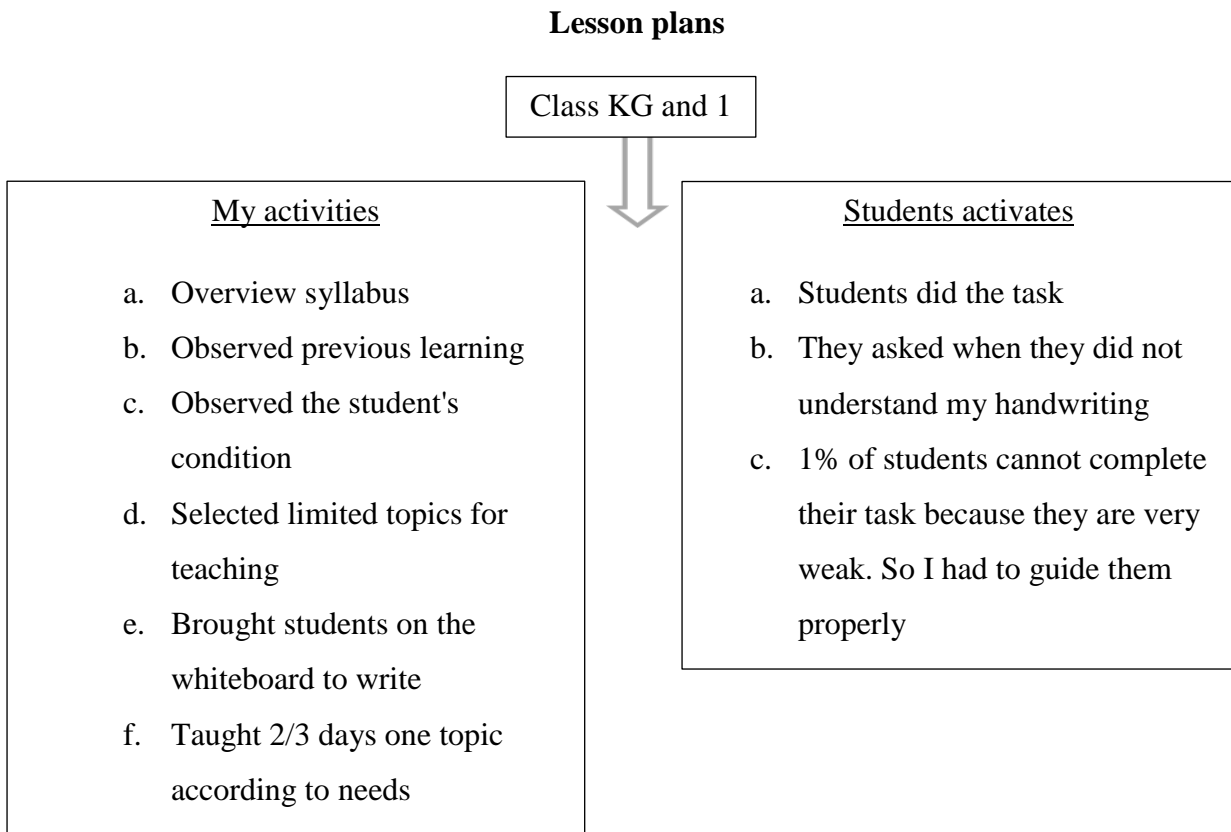
Where the topper students are found in class 1 and the very weak students are found in classes six and seven. So, the rest of the students in the classes were in the medium stage. In class 7 there are 3% of the students are toppers, where 4% are medium, and the rest 3% are very weak in English. By attending to them a good result can be expected. But the condition of class 10 students is very pathetic. They have only 2% copper, 4% medium and 4% are hardly weak in English.

Where the topper students are found in class 1 and the very weak students are found in classes six and seven. So, the rest of the students in the classes were in the medium stage. In these circumstances it can be said, to reach a good position they have to hard work in the English language and Teachers should be more conscious of this matter.

### **5.3 Class Conduction**

I have already given a brief discussion about class conduction in section 3.3. Now I will provide details of the conducted classes during the 3 months. After getting the class routine I found myself conducting six classes per day (KG, 1, 5, 6, 7, and 10). I was instructed to take 3 classes of English 2nd paper and 2 classes of English 1st paper. Before going to conduct my classes I had to make some lesson plans for all the classes. I had to make

different lesson plans for different sectors of the school. The Kindergarten sectors lesson plan is given below:



I have already given a small glimpse of how to conduct the class, in Lesson 3, in 30 minutes. As it was a long process of development during my internship so decently there is huge information on my class conduction strategy and how I lesson planned to provide into the class. Let's have a bird's view of all class checklists.

**Class 5 checklist:**

4 days took regular class/ 1 day took the reading class- (greatly)

- a) Learn with game
- b) Observed their condition in English
- c) Overview of the syllabus
- d) Question/ Answer solving

- e) To reinforce their reading, took class tests
- f) Practice selected topics for examination

**Class 6 and 7 checklist:**

- a) 2 classes in English 1<sup>st</sup> paper and 3 classes in English 2<sup>nd</sup> paper
- b) Overview of the syllabus
- c) Reading passage and Q/A solving (1<sup>st</sup> paper)
- d) Grammatical rules study and practice (1<sup>st</sup> 2 days)
- e) Recap grammar and study composition site. Gave H.W. for next week.

**Class 10 checklist:**

- a) Morning shift held coaching class
- b) Day shift held class
- c) Observed their short syllabus
- d) Observed their condition in English
- e) Practiced grammar in coaching
- f) Started with short topics (2<sup>nd</sup> paper)
- g) Started with easy topics (information transfer, summary writing)
- h) Took class tests every 2/3 days

Outside of taking casual classes, I had to write diaries for the students from class KG and 1. Sometimes I also helped other teachers to write dairies for their class students.

Examinations script checking was another firsthand experience for me. I used to love this part of my internship. Homework checking was another important task because this is the only way to correct the mistakes of the students. It helped me to find their weakness and also helped me to teach them appropriately.

During my whole internship development, I got support from my senior teachers whenever I faced any difficulties. I also watched how they prefer their work and solve any

challenges so that I can figure out my problems and solutions as well. Teamwork is another advantage that I found in this institution. The spirit of cooperation among all the teachers is truly commendable.

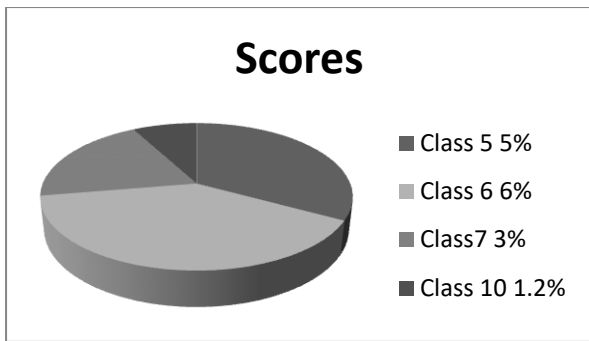
#### **5.4 Experiences as a Teaching Assistant**

In summary, my first-time experience as a teaching assistant taught me to hunt to support students understand concepts rather than help. My first placement happened at HKHS where I was employed as a teaching assistant. I'm very passionate about teaching. My teachers sparked a passion for teaching in me. I learned a lot from the experience which I would share in this article. Hopefully, it's a value-adding piece and it also provides some guidance for first-time teaching assistants.

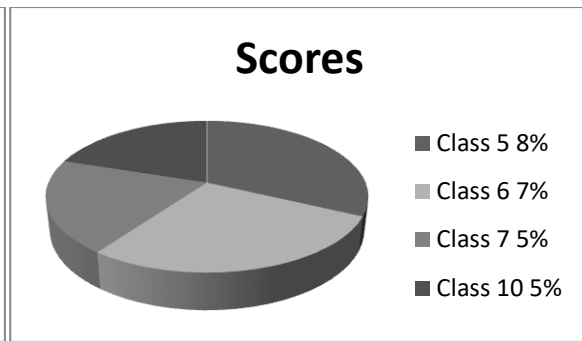
My duties were varied as I might often help students who struggled with the work because of their disabilities but also perform menial tasks such as photocopying. However, by doing all of this I gained valuable experience working in a school, knowledge of learning difficulties, and improved upon many of my transferable skills.

Throughout my time at the varsity, I improved my communication skills by using different techniques for the youngsters. For instance, when lecturing lower-ability children I would use language that was easy to understand and speak slower.

This improved my patience as I had to attend for them to finish before we could move on. This was extremely difficult once I was paired with two students of different abilities and I would often have to find extension tasks for the higher-ability student to do whilst the lower-ability student caught up. This helped me use my very own initiative as I would set them tasks such as reading what they had written to make sure they understood it whilst the other children finished their work.



**Figure 3: Their proficiency in English (Before)**



**Figure 4: Their proficiency in English (After)**

### 5.5 Learning as an Intern

From this internship, I also learn how to develop the necessary skills that are needed for my real professional job sector. However, I learned something more related to being a teacher and student learning from this institution. I discuss some of the important lessons I discovered during my internship in this article, which will have a significant influence on my first job.

#### Prepare your mind

Transitioning from university into the industry may be a big jump: The schedules are different, the training patterns are different, more is required of me during a short period of time, I don't get recess without government holidays, and I can't skip work like I would skip a class. It's vital that my condition train my mind and my body to adjust to this new way of life. During my internship, all my routines changed from before. I had to wake up earlier and get to school on time and I had to adjust to this very quickly.

#### Be on time

Employers are generally impressed by punctuality. Being on time doesn't only relate to what time I buy to work, but also to how I meet deadlines and get on time for other obligations, like meetings, and sophistication conditions. Don't be that person who's always late - it's a very difficult reputation to shake off! During the internship I entered school only

one day late due to my illness. It is unbecoming of a teacher to enter school late and for this he has to face adverse conditions.

### **Restructure your 24-hour day**

To start, ensure I set up a realistic daily schedule. Here is the schedule that I used at my first job, to assist me to see how much time I was allocating to tasks each day:

1. Work = 5 hours in school
2. Time period = 10 minutes
3. Lunch et al. house works = 2 hour
4. Extra research once I got home = 1 - 2 hours
5. Sleeping and awakening = 6 - 7 hours
6. Preparation for work = 1 hour

### **Find a mentor**

At my first job, where I will be able to probably still feel stuck no matter how much I prepare, having a mentor is going to be a great support. Find someone to guide me and show me how things add to my institution. It'll not only make my life easier, but that sort of advice is rarely something I can Google.

### **Personal research: Don't limit yourself to what you learn at work**

Keeping myself up so far with the new trends in the institution means I will able to have a variety of skills to boast about on my way out of my internship and into my first job. Go deeper than my tasks at work, investigate, read the news on what's happening in my institution, and consume the maximum amount of knowledge I can. I'd find that my institution uses legacy technologies; once I leave that company, I'll be behind everyone else.



### **Be good at handling difficult student**

There are all types of personalities everywhere I go; mostly, I can't avoid them. So, the sole thing that I have control over is learning how to deal with them in a skillful way. This is often important because how I handle difficult people speaks to my self-confidence, self-esteem, and professionalism.

## Chapter 6: Discussion of Findings

### 6.1 Observations

- a) This institution has a good reputation
- b) All the teachers are highly qualified
- c) The teacher and student have a positive working connection.
- d) Students' basic in English is very poor
- e) There is no language lab
- f) There is no scope for inspiring the students.
- g) Lack of unique teaching technique
- h) Lack of using technology
- i) The authority is very helpful all way
- j) The authority provides extra benefits for teacher

### 6.2 Class Conductions

SWOT analysis (or SWOT matrix) may be a strategic planning and strategic management technique used to help a person or organization identify Strengths, Weaknesses, Opportunities, and Threats associated with the job sector, business competition, or project planning. It's sometimes called situational assessment or situational analysis.

List your top five insights gained from this internship

My voice	Unique teaching technics
Communication skill	Time management
Presentation skills	

**My strength**

My biggest strengths are my voice, my communication skill, my presentation skills and my teaching technics during this professional development. During my lecture, I think my voice could reach each of the students. If there's a query- why, I got the solution from their response. Communication skills are vital in any kind of job. An honest communicator can easily get along with people. Thanks to my communication skills, I also got plenty of support from my co-workers during my internship. Strength of mine is I can make learning easier for my student so that they will be interested to learn. Example- I taught school 5 about word pronunciation so that they can learn reading frequently. The subsequent day I played a game like Boy verse Girl, who can pronounce more right words and win. This technic is usually liked by them and asked me to do the same strategy so they can learn more.

Secondly, my weakness is I cannot control some students. There are always two or three mischievous boys in every class who aren't obliged to listen to the teachers. Unlike other teachers, I don't use whipping in the classroom, and since of this sometimes it becomes difficult for me to control the class. But I attempted to overcome my weakness.

Thirdly, whenever I got the opportunity to learn a new thing, I adopt it anyhow. During my internship, I had plenty of opportunities to develop. Firstly, the students of the school are very weak in English, and they cannot read English reading. So, I could help them to develop their ability of reading. Secondly, they had also a poor base in grammar so I had to work with it too.

Threat; is that the last element. I think that with my confidence and hard work, I will be able to easily conquer these challenges. It's indeed true that I will face multiple dangers related to my position. But I feel that every job includes it. Everyone faces threats, and it's more common when we are new to anything. If I will go to some other profession then it will be a little hard for me but if I will continue in this particular education sector then I will fit in it.

### 6.3 Interns' Overall Growth

Entered as an Internes	Class Observed skills develop
Class conducted skills	Making lectures plans
Apply techniques for teaching	Students conditions observed
Script checking	Questions making
Report card making	Teachers collaboration
Helping hand	Time management
Ability to observe myself	Come out as a professional teacher

#### My overall growth

I tried to apply my learning's in my teaching and find out the improvements that I could make. I made a mirrored image of my own work. I attempted to understand the qualities of an effective teacher and to have those qualities in me. As an English teacher, I preferred to follow Communicative Language teaching (CLT).

I have also tried to stay the activities task-based for making the teaching more constructive I chose different tasks, especially in group work for creating the activities task-based. I attempted to make the tasks fascinating for the students so that they students get enthusiastic about doing them.

It had been difficult for me to select the best method as I did not get enough facilities for that. But I kept using different methods counting on the context. it had been not smooth to conduct the teaching in a more advanced way as the teaching method in Bangladesh is not well developed and appropriate in many cases.

I always tried to inspire and motivate my students while lecturing. I had high expectations for bringing out the simplest in the students. I took it as a challenge and worked for that considering the skills of each individual as each student differs from one another. It's the core obligation of teachers to choose the proper activities for students for making learning

the most effective. I attempted to make improvements and for that, I made some 26 amendments to the teaching process. For that, I took some necessary steps and gave the scholars different activities. This improved the teaching's effectiveness and interest level. I attempted to create good habits among the students regarding the learning process. I also worked on myself in order that I could acquire the required knowledge and implement them in my teaching.

## **Chapter 7: Conclusion and Recommendations**

### **7.1 Conclusion**

There is some incident in my life that I consider as my golden time and golden memory. The journey of my internship at HKHS is one of those. Through this internship, I've got the actual image of English language teaching. The way of the teaching system is impressive but still, there's some lacking and they should work on it. Hopefully, the day isn't so far when people will understand the importance of the English language and become as fluent as a native speaker.

Being an intern teacher was a golden opportunity to know the value of a teacher's role in the life of students. Teachers can influence pupils in a variety of ways and in a variety of positions. My internship was for about four months and this era of time gave me a notable experience in my life. The varsity where I worked had a good environment and it helped me utilize this opportunity and gain knowledge about teaching.

### **7.2 Recommendations**

#### **For the institution**

- a) Institutions should have a strong security system
- b) The outlook of the institutions needs to change
- c) Regulations should be strengthened
- d) Teacher salary and salary given time must be taken into consideration

#### **To improve English language teaching**

- a) Teachers ought to use this particular teaching strategy.

- b) To develop language abilities, a language lab is required.
- c) To increase the effectiveness of the class, instructors should incorporate multimedia.
- d) Authority should arrange some competitions to encourage the students
- e) A computer lab is needed
- f) Teachers should support pupils in all possible ways.

**For myself**

- a) To identify the methods and aspects of English language teaching
- b) To know how the four skills are being taught
- c) To build a good relationship between teacher and student
- d) To use the practical methods more
- e) To observe the result of learning

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## **Appendices**

### **Appendices-1: Plagiarism Report**

## Turnitin Originality Report

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## Appendices-2: Certificate of Internship



**Certificate of Internship**



**Lesson Planned**

**Appendices-4: Questions making**

Hazi Kiam Uddin High School  
Final Examination  
Subject: English  
Class: KG  
Set: Lxora

**Time: 2 hours**

**Full Marks- 100**

**1. Write letter from 'K to O'.**

**5x2=10**

--	--	--	--	--

**2. Word Making.**

**5x2=10**

<b>M =</b>	<b>J =</b>	<b>A =</b>	<b>X =</b>	<b>O =</b>
------------	------------	------------	------------	------------

**3. Word Meaning**

**5x2=10**

<b>Egg =</b>	<b>Pan =</b>	<b>Deer =</b>	<b>Ram =</b>	<b>Boy =</b>
--------------	--------------	---------------	--------------	--------------

**4. Fill in the blank**

**5x2=10**

<b>D ___ LL</b>	<b>L ___ G</b>	<b>T ___ P</b>	<b>N ___ SE</b>	<b>H ___ N</b>
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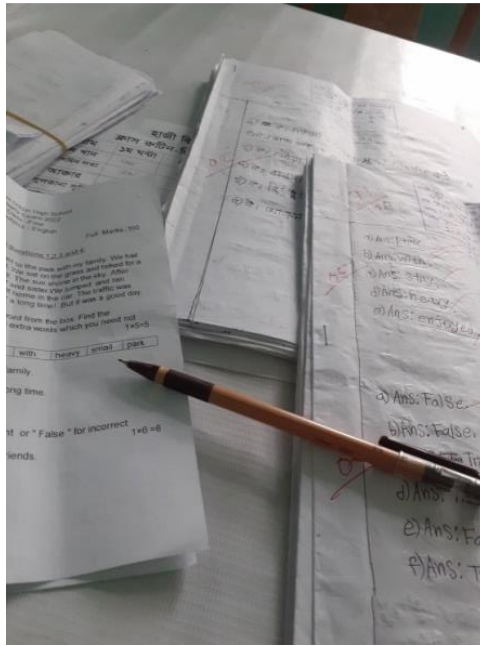
**5. Write five names of flower.**

**10**

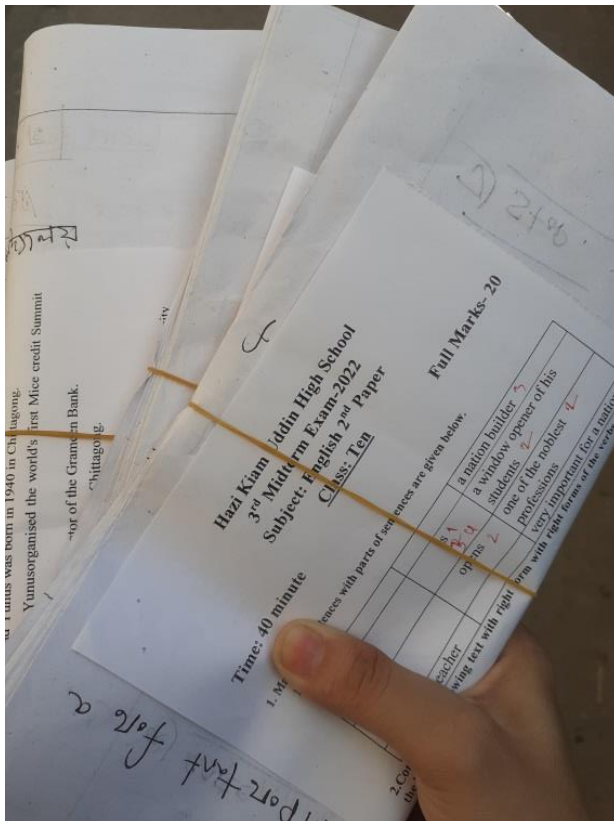
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**Questions making**

**Appendices-5: Script checking**

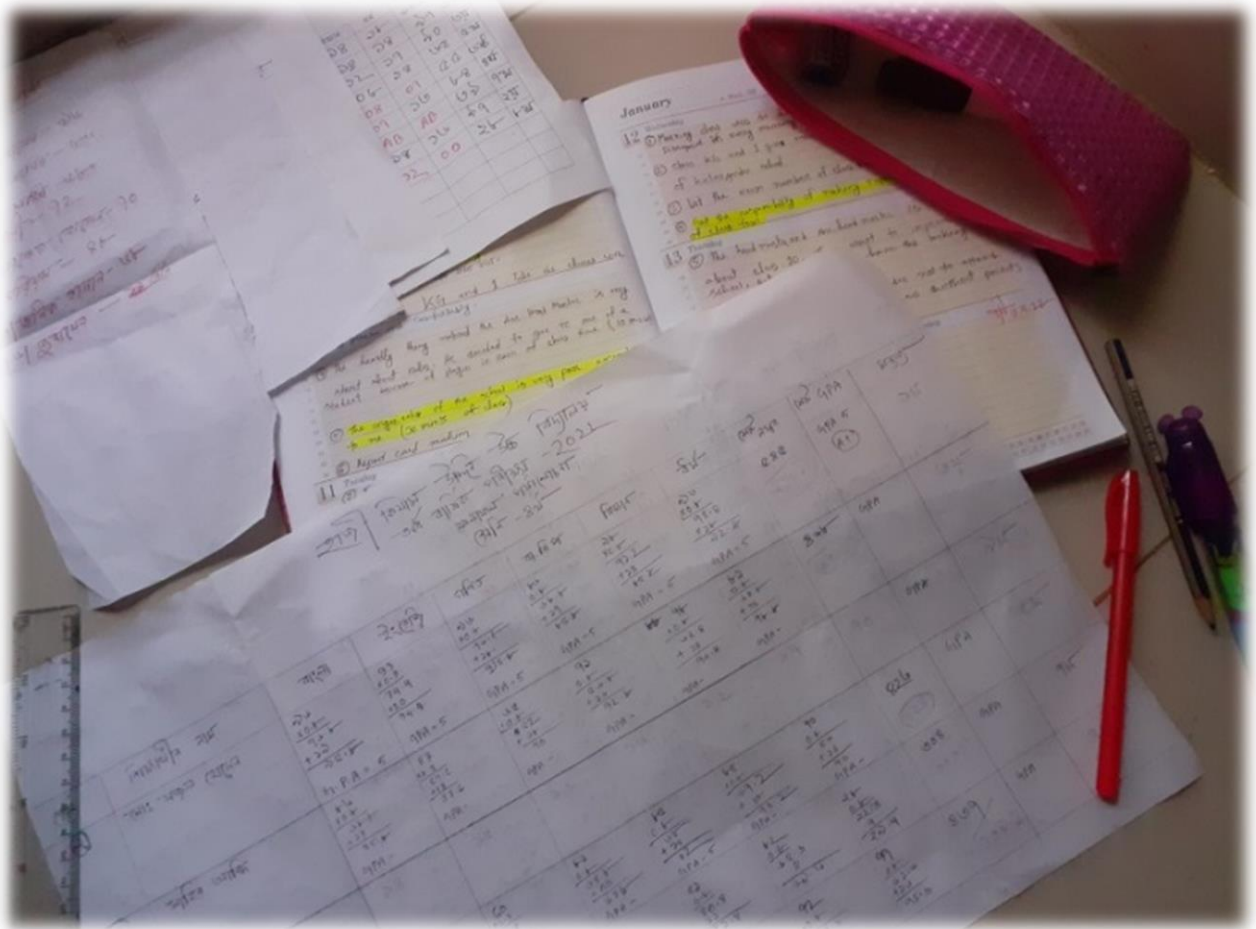


Examination script checked  
(Kindergarten sections)



Examination script checked  
(High sections)

## Appendices-6: Prepared report card



Made report card of class 4

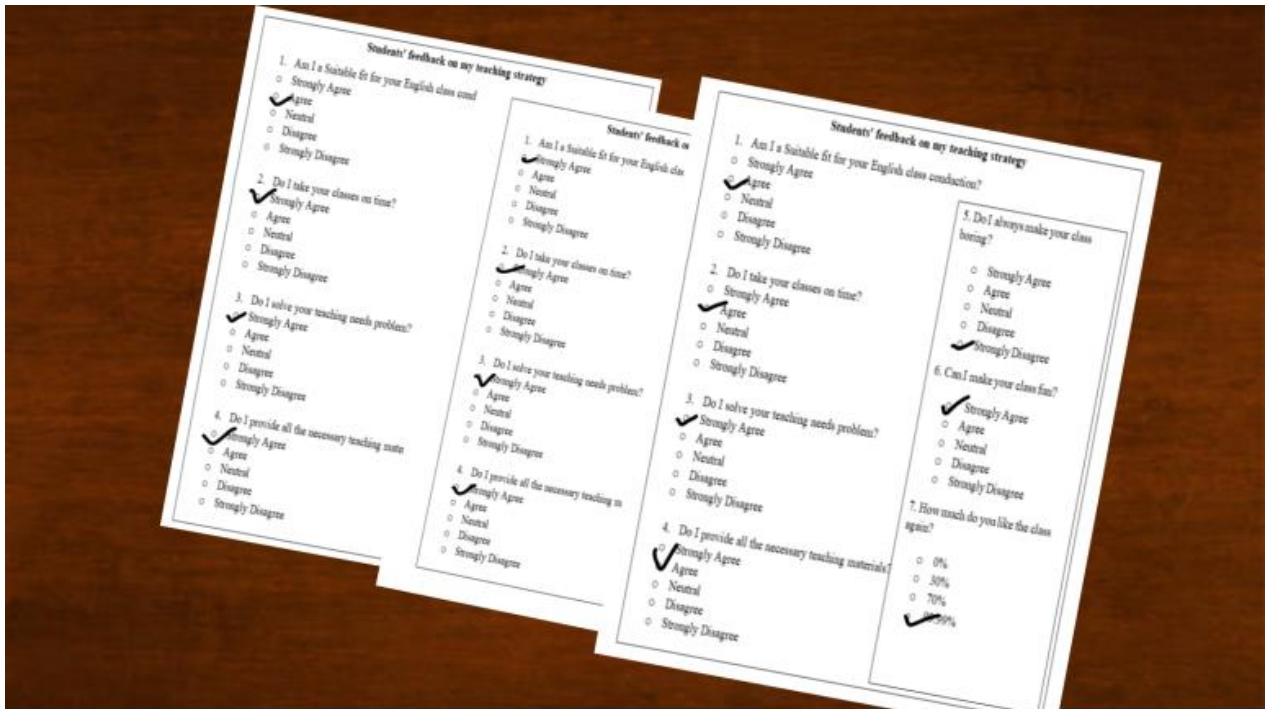
## Appendices-7: Class Conduction



**Class conduction of class 7**



## Appendices-8: Students feedback forums



Students' feedback on my teaching strategy

**Appendices-9: Short tour with students**



**A small tour to get out of boredom in studies**