Internship Report on

Experience as an English Teacher at Hogalbunia Hatbati Secondary High School, Batiaghata, Khulna

Submitted by-

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ID: 211-10-711
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(A report submitted to the Faculty of Humanities and Social Science in partial fulfillment of the requirements of the degree of Bachelor of Arts in English)

Submitted to-

Dr. Md. Mostafa Rashel

Associate Professor
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Declaration of the Intern

I confirm that the report titled "My Internship Experience as an English Teacher at “Hogalbunia Hatbati Secondary High School” was submitted to the Department of English, Daffodil International University. It is a true account of the work I completed under Dr. Md. Mostafa Rashel, Associate Professor, Department of English, Daffodil International University. This report is part of the requirement for the B.A. (Hons) in English degree for the course Project Paper with Internship (ENG431). I assert that the contents of this report are original and have not been submitted, in whole or in part, for any other purpose or to any other institution for academic credit. I have properly cited and referenced all sources, ideas, and data this report uses.

Snigdhojyoti Biswas Stiphen

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Certification of the Supervisor

I, the undersigned, am pleased to attest that Mr. Snigdhojyoti Biswas Stiphen, student ID 211-10-711, and a dedicated learner at Daffodil International University, has admirably completed his project paper as part of the (ENG 431) internship course under my careful supervision. He selected Hogalbunia Hatbati Secondary High School, Batiaghata, Khulna, for his internship placement. His performance as an English teacher was truly commendable. His eligibility to present this report for evaluation is well earned. Throughout the project, Mr. Snigdhojyoti Biswas Stiphen maintains open lines of communication with me, aligning his efforts with my guidance. I was always on hand to offer support whenever he faced challenges. The content encapsulated in this project paper report is a testament to his unwavering commitment and intellectual understanding. With full confidence in the quality of his dedication, I hereby permit him to submit this internship report for evaluation. As Annoda Sankar Ray embarks on the next phase of his educational journey, I extend my heartfelt best wishes for his continued success and am optimistic that he will scale new heights in the future.



Dr. Md. Mostafa Rashel
Associate Professor,
Department of English
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Acknowledgments

The culmination of my project, titled "My Internship Experience" as an English Teacher at "Hogalbunia Hatbati Secondary High School," fills me with a deep sense of contentment and pride. I am humbled by the support and guidance I have received from numerous sources throughout this journey. I extend my heartfelt appreciation to the English Department authorities at Daffodil International University for the privilege of embarking on this enriching journey of mine. The knowledge and skills I have acquired during this internship are poised to be a cornerstone in shaping my future path, promising a lasting, positive influence on my forthcoming endeavors. I owe a significant debt of gratitude to my esteemed supervisor, Dr. Md. Mostafa Rashel. His exceptional guidance and unwavering support were instrumental in my successful completion of both the project paper and internship report. There is a saying that a good teacher is like a guiding light, and ideals, dedication to his craft, and profound humanity have consistently served as the source of inspiration. His influence will forever hold a special place in my heart. I express my sincere appreciation and respect to Headteacher Annoda Sankar Ray and other teachers of the Hogalbunia Hatbati Secondary High School. As well as the school's teaching staff and professionals. Their direct and indirect assistance has been invaluable and taught me the art of learning from one's mistakes.

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Abstract

My experience working as an English teacher at Hogalbunia Hatbati Secondary High School is detailed in the internship report. I engaged with diverse classes to gain insights into my development as well as my students' educational experiences. In this report, I endeavor to share my observations. Which stem from a range of factors, including my skill development, encountered challenges, teaching methods, learning processes, assessment techniques, and feedback mechanisms. The core objectives of this research revolve around illuminating the instructional strategies employed by teachers within the classroom setting. Drawing upon the intern's findings, the study yields a set of recommendations that can prove invaluable in discerning the institutional strengths and weaknesses. Also, academic performance, opportunities, facilities, and the collective potential of the teacher were observed during this enriching internship experience.

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CHAPTER ONE

1.1 INTRODUCTION

There are approximately 7,139 official languages spoken in the world. But English as a language is the one that has been most widely spoken and connects the whole world. No matter which portion of the earth you live in, it will connect you in world politics, science, arts, news, and many other aspects with other parts of the world. Knowing English is important because it helps us in our daily lives. It helps us to make opportunities and shape how we live and work. Yet, while countless individuals endeavor to master this vital language, many grapple with finding proper guidance. Indeed, a significant number of students remain unaware of the pivotal role English plays in their future success. This report encapsulates my unique journey during an internship at Hogalbunia Hatbati Secondary High School, situated in a rural setting. It offers a window into the pursuit of English language proficiency, highlighting the experiences, insights, and challenges encountered during my time at the school. I aim to provide valuable insights for those aspiring to enter the teaching profession while offering recommendations gleaned from my time at Hogalbunia Hatbati Secondary High School. This report is a testament to the significance of English in education, both as a tool for personal development and a means to unlock opportunities.

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CHAPTER TWO

Background and Objectives of the Internship

2.1 BACKGROUND

An internship can be defined as a professional learning experience that is offered by an organization for a limited period that will enhance a trainee's practical knowledge related to his/her particular field. In the pursuit of my B.A. (Hons) in English, I embarked on the journey of experiential learning through an internship course titled "Project Paper with Internship (ENG 431)." For this endeavor, I selected Hogalbunia Hatbati Secondary High School, located in the heart of Khulna, as the institution to complete my internship. Over three months, I assumed the role of a teacher, dedicating myself to the responsibilities and challenges that came with it. This internship experience painted a vivid picture of an educational institution nestled within a rural landscape, where education is not merely a vocation but a lifeline for the community. The school's environment, with its unique blend of teaching, learning, and diverse student-teacher interactions, provided a holistic view of the educational process. As I navigated through this academic landscape, I conducted a range of classes, each intricately woven into the fabric of the school's routine.

Despite the balanced weekly schedule that accommodated the classes of other teachers, my gratitude knows no bounds for the school authorities. Their unwavering support and the opportunities they extended played a pivotal role in shaping this internship experience.

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2.2 Objectives of the Internship

The central purpose of this internship revolves around the immersive representation and extension of my role as an English teacher within a school setting. To elucidate this goal, the specific objectives of this internship encompass:

- Assess the impact of technology on language learning. Apply effective teaching strategies in real classrooms.
- Explore the teaching-learning process, student engagement, and modern pedagogy.
- Evaluate Hogalbunia Hatbati Secondary High School's academic performance.
- Assess student facilities and immerse in the student experience. ·Implement English language teaching strategies effectively.

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CHAPTER THREE

Methodology

3.1 Selecting the Institution

Selecting the right organization is often the most pivotal and daunting decision when embarking on an internship journey. However, my pursuit of becoming an English teacher, a dream nurtured since childhood, filled me with an unrelenting passion. As time flowed by, this aspiration transformed into a fervent desire to become an English teacher in a school. The allure of teaching English drove me to consider the sage advice of my supervisor, who wholeheartedly endorsed my pursuit. With unwavering support and encouragement, my supervisor assured me, saying, "Snigdhojyoti, your teaching abilities will shine in any school." This assurance ignited my motivation further. With my supervisor's counsel as my guiding light, I took the leap and submitted my CV to Hogalbunia Hatbati Secondary High School. To my immense joy, I was selected for the internship position at the school.

3.2 Selecting the Classes

Upon my arrival at the school, the first order of business was to determine which classes I would engage in during my internship. I was promptly asked about my preference, and without hesitation, I expressed my readiness to teach both 9th and 10th class students. Initially, the senior English teacher expressed reservations about assigning me to classes from both year groups. One noteworthy subgroup within this mix was the Ex-ten students, who were preparing for their impending examinations, merely three months away. After a week of observation and interaction with the student. I was approached with the offer to take charge of the seventh and eighth classes. Eager to embrace the challenge, I gladly accepted and commenced teaching both classes, working in tandem with my senior teacher.

3.3 Selecting Facilitators

Hogalbunia Hatbati Secondary High School was a strategic choice for my internship, given its accommodating schedule and activities. The school's headteacher played a key role in

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facilitating a seamless experience, promoting open dialogue, and offering comprehensive guidance. His prompt resolution of any challenges provided a vital support system. The entire school staff extended a warm welcome, fostering a positive atmosphere. Their collective assistance was instrumental in my internship's success. My heartfelt appreciation goes out to all who contributed to this enriching educational journey.

3.4 Observing Teachers

Being placed in a school for my internship limited my class participation due to the established teaching routines. The English teacher's schedule primarily consisted of two classes per week. However, guided by the insights and advice shared by the senior English teacher, I eventually joined three classes. This transition was highlighted by an incredible moment when I introduced myself as another English teacher. Observing these classes offered a valuable opportunity to understand the students and gauge their English proficiency. The principal had prohibited me from attending other English lectures, further emphasizing the significance of these observations.

3.5 Observing Students

Leveraging my prior experience with diverse student profiles, I tailored my teaching approach to best suit their needs. I evaluated their learning styles through exam assessments and diverse question types. This approach allowed me to gauge their preferences and adapt my teaching methods accordingly. Assigning take-home tasks, I witnessed their spontaneous completion, providing insights into their current state of comprehension. Through my unceasing dedication, I endeavored to establish a meaningful connection with the students and secure a place in their learning journey.

3.6 Conduction of Class

Effective class management is a skill that demands dedication. I began by implementing my unique style of class management, working diligently to create engaging and informative lessons. The approach I adopted was well received by both students and the senior teacher, who offered support. I initiated classes with introductions and diagnostic tests, gradually aligning

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my lessons with the student's syllabus. Their enthusiasm for learning was evident throughout. Before each session, I conducted thorough research on the topic, collecting additional resources to enhance the students' understanding.

3.7 Self-Assessment

Throughout my internship, my unwavering commitment was to provide exemplary classes, focusing on a positive impact on the student's future. I highly valued their feedback and strived to deliver progressive and engaging content in each session. This approach allowed me to serve as a positive role model, dedicated to my duties. While the journey wasn't without its share of mistakes, these served as valuable lessons, fortifying my resilience. In retrospect, the experience of gaining popularity among the students as a school teacher is undoubtedly a significant milestone in my life.

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CHAPTER FOUR

Institution Details

4.1: School's Summary

Hogalbunia Hatbati Secondary High School is located in Batiaghat, Khulna. It is an educational institution with the Educational Institution. The school was established in 1982. The school offers education in the fields of science, business studies, and humanities, with an MPO number of 9004121302. The school has about 456 running students.

It operates during the day and is governed by a governing body. Recognized by the government.

4.2 School's details

Name: Hogalbunia Hatbati Secondary High School

Location: Batiaghata, Khulna
Post office & Upozela: Batiaghata, Khulna
Management: By the governing body
Contact No: 01935368618
Founded: 1982
Number of Teachers: 15

Section/Division: Science, Business Studies, and Humanities Teacher's Qualification: Rules of Education Ministry
Financial Issues: Government-funded, Students Tuition Fees, Donations, etc. Shift: Day
Constituency No: 215 Region: Grameen

Curriculum: NCTB
School Management
Ananda Sankar Ray
(Headteacher)

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CHAPTER FIVE

Internship Activity

Summary of three months of experience:

- Significant Learning and Challenges:

The knowledge I have acquired during this internship holds significant importance for my future career. Undoubtedly challenging, I confronted difficulties with unwavering confidence, turning the seemingly impossible into achievable feats.

- Teaching English at Hogalbunia Hatbati Secondary High School:

As I embarked on my journey as a teaching intern, I confronted and comprehended the complexities of teaching the English language. My experience at Hogalbunia Hatbati Secondary High School, where I honed my skills as an English teacher, shed light on my strengths and shortcomings. The insights gained during this internship are sure to be invaluable in pursuit of my future career aspirations.

- Diligent Teaching Approach:

Each day, I diligently provided feedback to students, encouraged questions, and offered spontaneous clarifications. I aimed to instill foundational knowledge, discussing grammar from its fundamental aspects to strengthen their weaknesses. Preparing meticulously for every class, I formulated questions and conducted assessments, particularly enjoying teaching grammar—a subject I excelled in since childhood.

- Rewarding Internship Journey:

This internship journey, from day one to the final moment, was profoundly rewarding and enlightening. Teaching at a school was a novel experience, marking an instructive phase in my life. Below, I share my observations and experiences from the three-month internship:

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5.1 Class Observation Details: Summary of Some Observing Classes

Importance of class observation that helps to start a teaching career:

Class observation without any doubt plays a significant role in preparing individuals for a successful teaching career. Aspiring teachers benefit immensely from the opportunity to witness experienced teachers in action. Observation allows novice teachers to understand the inner ideas of managing diversified student needs, creating an integral learning atmosphere, and implementing effective instructional methods. Through observation, future educators can extract valuable insights into various teaching styles, proper classroom management strategies, and ways of adapting to different learning preferences. Not only that, class observation serves as a unique and ideal bridge between theoretical knowledge and practical application. While teacher education programs equip individuals with pedagogical theories, witnessing these theories in action during observations offers a tangible and real-world perspective. This practical learning is invaluable in numerous aspects as it extends the understanding of how to translate educational concepts into impactful teaching practices.

❖ Class Observation 1

On 2nd October, I had the privilege of observing my first class alongside a senior teacher, Sujon Sir. The class comprised class 8. Students who were transitioning from school to college life. Sujon Sir, in his initial class, exhibited a keen sense of time management, and his excitement was palpable as he initiated the session with a touch of playfulness.

The focus of the class was the rules pertaining to articles. adeptness in English and grammar shone through his articulate explanations. Many students grasped the article rules with ease. To keep the engagement, he decided to spring a surprise quiz, which all students enthusiastically participated in. It became evident that some students encountered challenges with 'a' and 'an' rule. Sujon Sir patiently offered individual guidance to those struggling and effectively resolved their queries. The majority of students displayed keen attentiveness while he conveyed the rules. Sujon Sir adeptly managed class assignments, ensuring timely completion, and assigned homework to the students.

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Strengths observed:

- Good at teaching lessons.
- excited about teaching.
- Friendly with students.

Weaknesses:

- Lack of extensive teaching experience.
- Preference for sole class management.
- Occasional lapses in confidence.

Overall impression of teaching effectiveness:
Sujon Sir, the approach was effective, particularly when students felt comfortable and engaged. Further development in experience and confidence could enhance the teaching impact. positively.

❖ **Class Observation 2**

On the second day, I had the opportunity to observe the same teacher. This time the teacher was conducting the class on voice changing. He commenced the class promptly, using the textbook as his teaching resource. He was trying to do a significant action to engage attention toward him with simple tricks about grammar. Then he wrote a sentence and described the two forms of voice changing in a very simple way.

The students, captivated by the narrative, attentively listened to him. Also, they were trying to catch the narrative. Also, then he elaborates on the rules and the regulations of voice changing. Then he gave some simple tasks to his students. And students are learning with joy because of his teaching style.

At the conclusion of his teaching, he posed questions to ensure student engagement. The class concluded with assigned homework, encouraging students with many simple tricks of grammatical rules.

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Strengths observed:

- Confidence in his teaching.
- Demonstrated creativity in his approach.
- Maintained discipline.
- Patience in engaging with students.
- Showed respectfulness.
- Displayed determination and dedication.

Weaknesses:

- Intermittent timidity.
- Desire for solo class.
- Sensitivity to critique.
- Recognition of students' limited grasp of English tenses.
- Some explanations lacked universal comprehension.

Overall impression of teaching effectiveness:

A friendly approach would further benefit the students' comprehension. Students demonstrated a solid understanding of the topic as they conveyed it effectively. The class concluded warmly, with a reminder to improve grammar skills for better text comprehension and historical understanding of the textbook.

❖ Class Observation 3

The third-class I observed took place the following week, and it was dedicated to the class 10 students who were on the cusp of their pre-test examination. The teacher entered the class with a warm smile and was greeted affectionately by the students. Initially, he inquired about any areas of weakness among the students, and several students shared their concerns. He provided well-explained solutions for these issues. He opted not to focus on any specific topic but dedicated his time to resolving each student's concerns, encompassing both grammar and the English first paper. Throughout the class, the teacher displayed remarkable sincerity and enthusiasm, tirelessly addressing questions. Beyond solutions, he aimed to inspire confidence in the students, dissolving any lingering exam apprehensions. One of his speeches left a significant impression on the students' minds: "Whatever happens, never give up. Maintain

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belief in yourself." He also imparted valuable tips and suggestions, extending the class by an extra 30 minutes, which the students embraced attentively.

Strengths observed:

- Building a warm and amiable connection with students.
- Efficiently maintaining classroom order and focus.
- Promptly offering well-explained solutions to challenges.
- Injecting motivation and resilience into

Weaknesses:

- Insufficient emphasis on grammar-related subjects.
- Inadequate coverage of literary elements.
- Room for vocabulary enrichment is Evident.

Overall impression of teaching effectiveness:

The class was both enlightening and motivating for the students, serving as a valuable pre-exam booster. Despite time constraints preventing the completion of the entire syllabus, it proved highly beneficial for the students.

❖ Class Observation 4

This particular day diverged from the usual routine. Upon entering the class, I initiated a discussion with the students, inquiring about their academic weaknesses. Initially, a veil of silence enveloped the room, possibly owing to apprehension. I reassured them that there was no need for unease and encouraged them to share their concerns. It was my promise to provide valuable insights. Subsequently, I suggested that they express their thoughts on paper, and with growing interest, most students engaged. Notably, many of them highlighted concerns regarding tense. I then delved into the intricacies of tense categories, explaining conjugation in detail and furnishing examples for each category to facilitate memorization. In the next phase, I organized the students into teams of four, with the intention of preparing them for a forthcoming debate competition with opposing teams. Their response was one of enthusiasm and eagerness, appreciating the unique approach.

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Strengths observed:

- Promptly delivering solutions to challenges.
- Readily attending to students' needs.
- Exuding self-assurance during instruction.

Weaknesses:
Differential impact observed among students.

- Varied comprehension levels in English tense among the students.
- Disparities in student performance and academic preparation.

Overall impression of teaching effectiveness:
My approach yielded considerable progress among most students, achieving the objectives I had set out to address.

❖ Class Observation 5

It was a Monday, the final class before midterm exams for class 10 students. The anxiety in the air was palpable, as the impending English exam posed a greater challenge than other subjects. The unanimous request from the students was to address the previous year's grammar section. Since not all students had their books, I transcribed the questions on the blackboard. We delved into articles, correct verb forms, narration, degrees, prepositions, and sentence rearrangement, offering detailed explanations. The majority of students diligently took notes during the explanations, but a few remained bewildered. Recognizing that this was their last class before the exam, I tailored the session to their specific needs, minimizing any time wastage. Unfortunately, time constraints prevented me from addressing every student's queries comprehensively, although many were eager to tackle additional questions.

Strengths:

- Fostered active participation through interactive question-and-answer interactions.
- Illustrated the students' focus and engagement. Adaptability in addressing inquiries and addressing concerns.

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Weaknesses:

- Insufficient emphasis on grammatical aspects.
- Evident student hesitance with regard to grammar concepts.
- Challenges in effectively managing time and tasks delegation.

Overall impression of teaching effectiveness:

I devoted my best efforts to impart knowledge to the students. If they earnestly absorb the class content, it will undeniably contribute positively to their future endeavors.

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CHAPTER SIX

Teaching Experience

6.1 Class Experience:

My internship in school as a teacher is very fortunate, exhortative, joyous, and proud for me. From the beginning to the end. I worked with integrity, learned, and gained a lot of experience. It is a place from which both the student and the teacher are able to gain knowledge.

❖ Class Experience 1

Lesson Plan:

Class: 8
Subject: English 1st part, including the grammar part.
Lesson Name: Importance of learning the English language
President Duration: 45 minutes
Create Classroom Environment: 5 minutes Students-Teacher Activity: 30 minutes Evaluation: 10 minutes.

On this memorable day, I was introduced to the students of class 8 by the respected headteacher. It marked my inaugural day as a teacher in front of a considerable number of students. I am not a seasoned educator, so I couldn't help but feel a mix of curiosity and nervousness. Nevertheless, I sought to engage the students by beginning with an educational joke. I taught Class 8 students the lesson on "Importance of Learning the English Language." The objective was to help students understand the significance of English in today's world, especially as a global language for communication, education, and career opportunities. I began by explaining how English is used worldwide in various fields, such as business, technology, and science.

The students were engaged in a discussion about how learning English can open doors to new opportunities, both locally and internationally. I encouraged them to think about how they use English in their daily lives, whether it's through media, travel, or online platforms.

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For the grammar portion, I focused on the proper usage of articles and prepositions. I provided examples and led them through interactive exercises, which helped reinforce the concepts. The students actively participated and demonstrated their understanding by completing sentences correctly.

Overall, the class was interactive and productive. The students showed a good understanding of the lesson's importance and were eager to practice the grammar concepts. I believe this lesson successfully emphasized the value of learning English and the practical benefits it brings.

However, just as I began explaining the structures of tenses, the bell rang, signaling the end of the session. I bid farewell to my students, and I hope they left the class with a clearer understanding. Slowly my nervousness was going away. No sooner had I written the structures of tense than the bell rang. So, I said goodbye to them, and I hope they also felt easy at the end of the class.

Observer's Comments:

The observer observed that while I initially exhibited signs of nervousness and anxiety, my performance on the first day as a new teacher was considered a promising beginning. Notably, my nervousness gradually dissipated throughout the class, suggesting a positive trajectory for my teaching journey. Additionally, the observer underscored the noticeable deficiency in the students' foundational knowledge. With optimism for more engaging sessions in the days to come, I eagerly anticipated tackling these educational obstacles.

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❖ **Class Experience 2**

Lesson Plan:

Class: 8
Subject: English
Lesson Name: Tense
Duration: 45 minutes
Create Classroom Environment 5 minutes Students-Teacher Activity: 30 minutes Test and Evaluation 5+5—10 minutes.

On the second day of teaching, I felt notably less nervous, thanks to the experience gained on the first day, which boosted my confidence and ease. To kick off the class, I posed some questions related to the previous lesson, but the students couldn't provide the feedback I expected.

Today's lesson on tense was an enriching and engaging experience for both the students and myself. The goal was to help students understand the different tenses and their correct usage in sentences. I began the lesson by introducing the concept of tense as a way to express the timing of an action. I explained the three main tenses: present, past, and future, breaking each down into its various forms (simple, continuous, perfect, and perfect continuous).

To make the topic more relatable, I used real-life examples and interactive activities. I encouraged the students to form sentences in each tense, providing guidance and correction as needed. I also conducted a few group activities where students identified the tense of sentences and corrected errors.

The students were actively engaged throughout the lesson, with many of them asking insightful questions about the nuances of tenses. A few struggled with understanding the difference between present perfect and present continuous tenses, but after discussing more examples and providing individual practice, they gained a clearer understanding.

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I concluded the lesson by assigning a short exercise for homework, where students had to write five sentences for each tense. The overall experience was positive, with students showing improvement in their grasp of tense concepts.

Observer's Comments:

My observer noticed a substantial increase in my self-assurance and clarity compared to the previous class. The session had a highly positive impact on the students, and my classroom management skills received recognition.

Students Comments:

Several of them extended their thanks following the class, leaving me hopeful that I had effectively conveyed valuable insights. This experience further deepened the connection between the students and me.

❖ **Class Experience 3**

Lesson Plan:

Class: 10
Subject: English Duration: 45 minutes
Create Classroom Environment: 5 minutes Students-Teacher Activity: 30 minutes Test and Evaluation: 5 + 5 = 10 minutes.

Upon entering the classroom, I was met with surprised expressions, as it was my first encounter with the students. Realizing that their exams were looming, I promptly commenced the class. Our senior teacher informed me that they had already covered the entire syllabus. I initiated the session with random questions, primarily focusing on the grammar section. It was gratifying to see that most students answered correctly. However, when I probed further, asking for the rules and reasons behind their responses, many fell silent. Recognizing this gap, I endeavored to bridge it in a friendly manner. I then posed questions related to the English first paper, and while they provided sound answers, their writing skills left room for improvement. I offered essential suggestions and instructions for their upcoming exams, aiming to inspire and motivate them. Overall, it proved to be a productive and uplifting day.

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Observer's Comments:

The observer noted a marked transformation in my demeanor, as I exuded confidence and composure. My approach and subject clarity resonated well with the students, leaving them content, satisfied, and motivated. The session appeared to be highly beneficial for them, addressing their needs effectively.

Overall Challenges:

- The school's rural location poses transportation challenges for students residing in distant areas.
- A lack of internet connectivity hampers the acquisition of additional information. Communication issues create barriers to effective interaction.
- The absence of a conducive learning environment with practical applications is evident.
- The student body primarily consists of economically disadvantaged individuals, resulting in a low literacy rate.
- Many students grapple with English grammar weaknesses, stemming from a lack of emphasis during secondary education.

❖ **Class Experience 4:**

Lesson Plan:
Class: 10
Subject: English Duration: 45 minutes
Create Classroom Environment: 5 minutes Students-Teacher Activity: 30 minutes Test and Evaluation: 5 + 5 = 10 minutes.

Today's lesson focused on enhancing students' grammar and reading skills, aligning with the set learning objectives. I started the class by assessing students' grammar abilities through a short quiz, focusing on sentence structure and verb usage. This allowed me to identify areas where they needed improvement and guide the lesson accordingly.

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Next, we worked on pronunciation, emphasizing the correct pronunciation of challenging words. I encouraged students to practice reading aloud, paying attention to stress and intonation. This exercise helped them gain confidence in speaking and reinforced their pronunciation skills.

For the reading portion, I provided a short text for the students to read aloud. We discussed the text's main ideas and its benefits, such as how reading enhances vocabulary and comprehension. Afterward, I led a discussion on the key points of the text, helping students connect grammar with context and reinforcing their comprehension skills.

The students actively participated in all activities, and I noticed an improvement in their ability to read with the correct pronunciation. They also demonstrated a better understanding of how grammar rules apply in the context of a text. Overall, the lesson was effective in meeting the learning objectives, with students showing progress in both grammar and reading comprehension.

Reflection:
The lesson went well, but I feel that incorporating more interactive exercises, such as group readings or role-playing, could further engage the students and improve their understanding of the text. Moving forward, I plan to continue focusing on reading fluency and grammar integration in future lessons.

6.2 Skills Developed During the Internship

Communication Skills:
The internship significantly enhanced my ability to communicate effectively, particularly in interactions with students. Engaging with a wide range of topics and addressing students' diverse issues improved my communication skills.

Problem-Solving Skills:
The internship provided ample opportunities to develop problem-solving skills. I successfully addressed various challenges faced by students, further honing my ability to find solutions to real-world issues.

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Time Management:

Punctuality and efficient time management are crucial life skills. During the internship, I consistently adhered to a schedule and attended classes promptly.

Overcome the fear of public speaking:

Public speaking apprehension is common, and I initially experienced it. However, as I conducted classes throughout the internship, my fear of public speaking gradually dissipated. This newfound confidence in delivering lectures will be a valuable asset in my future endeavors.

Decision-Making Skills:

I initially grappled with how to begin each class and select the appropriate topic for instruction. However, I learned to make sound decisions by evaluating each class's requirements, ensuring that the students found the lessons engaging and comprehensible.

Developed my fluency in English:

Teaching every class in English substantially improved my fluency in the language. This experience will undoubtedly have a positive impact on my future professional growth.

Professional Skills:

As a newcomer to the teaching profession, I initially lacked insight into professional relationships and the associated skill set. However, with time and experience, I gradually familiarized myself with the expectations of professional life.

- I entered the teaching profession without prior knowledge of professional interactions but quickly adapted to the necessity of maintaining formality in interactions with colleagues, students, and others.

- Completing professional activities during my internship significantly contributed to my expertise in professional communication.

- Guided by senior professionals, I developed skills in building positive student relationships, gracefully receiving constructive feedback, proficient lesson planning, and delivering effective block lessons.

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- Through my internship, I gained the knowledge and skills required for maintaining professional interactions. Completing professional activities during my internship significantly contributed to my expertise in professional communication.

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CHAPTER SEVEN

Observations and Findings

7.1 Institution Overall Findings

Upon joining the school, I observed the institution's strong commitment to enhancing students' English education. Students displayed varying levels of proficiency in English, prompting the establishment of a group focusing on English speaking, writing, and reading, with the school administration emphasizing its potential to elevate students. Recognizing English as a universal language and a vital skill in understanding global business communication, the school aimed to equip its students accordingly, underscoring the increasing importance of English across various fields in today's world.

Facilities for the students:

Teacher Facilities:

Hogalbunia Hatbati Secondary High School boasts an adequate number of teachers, ensuring continuous classroom coverage by alternate teachers when necessary.

Class Facilities

The spacious classrooms accommodate a large number of students comfortably.

Fresh Environment:

The school's rural and riverside location provides a refreshing, cooling atmosphere and features a vast green field surrounded by lush greenery.

Scholarship Facilities:

The school's scholarship offerings stimulate healthy competition among students, presenting them with valuable opportunities for self-improvement.

Co-curricular Activities:

Beyond academics, students can engage in various artistic pursuits, fostering their personal growth.

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Lack of facilities -

Lack of Library:

The school's library, though well-stocked, faced issues of space inadequacy, occasionally inconveniencing students.

Lack of Lab:

A shortage of research labs hampered students' research endeavors due to high demand.

Classroom Aesthetics:

While this school had an ample number of classrooms with adequate space, they lacked sufficient decorative elements.

Lack of communication:

The village and riverside location, although picturesque, posed challenges regarding transportation, which has been improving over time.

7.2: SSWOT Analysis

Strengths:

- Fueled by a strong desire to become a teacher.
- Gained a substantial vocabulary repertoire.
- Developed the ability to maintain class discipline effectively.
- Cultivated the knack for establishing a friendly rapport with students.
- A deep-seated love for the art of teaching.

Weakness:

- Difficulty in remembering the names of numerous students due to class size.
- Opportunity for further enhancement of vocabulary breadth.
- Initial feelings of nervousness.
- Insufficient time for conducting an adequate number of assessments.

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Opportunities:

- The teaching profession offers valuable experiential opportunities.
- A conducive environment to nurture personal growth as a teacher.
- Opportunity to exercise control and guidance over students.
- A platform to advance English language skills.

Threats:

- Initially encountered resistance from some teachers regarding English classes.
- Ongoing progress toward completing graduation requirements.

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CHAPTER EIGHT

Limitations of the Internship

8.1 Limitations of the Internship

· Time Constraints:

The three-month duration of the internship was restrictive, aligning with the school's rigid routine and pre-established course plans, which limited the number of classes I could conduct; nevertheless, this period was sufficient to exhibit my skills and acquire invaluable insights for my future career.

· Technology Gaps:

The absence of internet access and projectors in the classrooms hindered our ability to access additional online resources, which we could have utilized to enhance our discussions and learning experiences.

· Dilemma in Methods:

I had to figure out the best ways to teach that matched what the students needed and how I like to teach. It was a big learning experience as I thought about different ways to do it.

· Data Collection Hurdles:

The collection of confidential data proved to be a challenge during my internship. Despite receiving guidance on the types of data I required from my university, I faced difficulties in obtaining the necessary information. My hesitancy to directly collect data from colleagues and other record keepers within the institution added to the complexity of the situation.

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CHAPTER NINE

Recommendations

9.1 Recommendations for the school

Based on my brief but enlightening experience, I have several recommendations for the school to enhance the overall learning environment:

- It is advisable to require all teachers to deliver their lectures in both Bangla and English.
- Teachers should be encouraged to develop and adhere to daily lesson plans, ensuring a well-structured and organized approach to teaching.
- Expanding the library's collection with diverse English novels could stimulate students' interest in English and reading.
- Decorating classrooms with famous motivational speeches can provide a continuous source of inspiration for students.
- Classrooms should be decorated with colorful, natural materials to create a positive and conducive learning environment that caters to students' needs.
- Teachers should explore additional teaching materials, such as projectors, to complement the use of textbooks.
- The establishment and management of English clubs by teachers can significantly contribute to the improvement of English speaking, writing, and reading skills on the school campus.

9.2 Recommendations for Myself:

- ➢ Support Struggling Students
- ➢ Enhance Classroom Confidence
- ➢ Improve English Speaking
- ➢ Understand Student Needs
- ➢ Increase Patience with Feedback
- ➢ Cultivate Adaptability

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- Enhance Explanation Clarity
- Stay prepared for uncertainty.

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CHAPTER TEN

Conclusion

The journey of my internship at Hogalbunia Hatbati Secondary High School has been an enlightening experience, providing valuable insights into the realm of teaching and the challenges of imparting English education. This period of professional growth allowed me to confront various challenges, and my unwavering confidence in surmounting obstacles propelled me forward. I assumed the role of an English teacher, identified my strengths and weaknesses, and garnered a wealth of experience. The dedication I put into preparing for each class, formulating questions, and evaluating students' progress was deeply rewarding. This internship proved instructive and will undoubtedly have a profound impact on my future professional endeavors. To maintain professionalism throughout this report, I acknowledge that any limitations are a reflection of my current knowledge and skills. However, I am certain that the knowledge and experience acquired during this internship will serve as a cornerstone for my future professional success. Teaching in a school was a novel experience for me, and I embraced the opportunity wholeheartedly. The learning curve was steep, but it reinforced my resolve to make the impossible possible, reinforcing my commitment to the teaching profession. This experience has provided me with a robust foundation on which to build my future endeavors, equipped with the knowledge and skills required to excel as an educator.

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REFERENCES

11.1: References for Institution details

Institution details were taken directly from the Office of Hogalbunia Hatbati Secondary High School. It has been provided by -

Annoda Sankar Ray, Headteacher, Hogalbunia Hatbati Secondary High School.

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APPENDICES

Lesson Plan

Lecture 1

Class 8

Subject: English Second Paper Duration: 45 minutes

Topic Name: Tense

Learning Objective:

* To assess and enhance grammar knowledge.
* To understand the significance of grammar.
* To introduce tense rules.
* To improve comprehension skills related to grammar. Teaching Materials:
* Whiteboard * Desk
* Book
* Marker

Create Classroom Environment: (5 minutes)

* Foster a learning environment that promotes enjoyment.
* Encourage open sharing of essential ideas.
* Share information with enthusiasm.
* Utilize practical examples during the class.

Student-Teacher Activity (30 minutes)

* Engage the entire class in a cordial discussion about the topic.
* Encourage students to provide feedback and participate actively.

Evaluation (10 minutes): Overall Q/A session.

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Lecture 2

Class: 8

Subject: English 1st Paper Duration: 45 minutes

Topic Name: Freehand English writing about their wishes for life.

Learning Objective:

* Testing and learning the grammar.
* Able to know how to read a text.
* Giving the chances of brainstorming.
* Improving the understanding skills of the grammar.

Teaching Materials:

* Whiteboard * Desk
* Book
* Marker

Create Classroom Environment: (5 minutes)

* Foster a learning environment that promotes enjoyment.
* Encourage open sharing of essential ideas.
* Share information with enthusiasm.
* Utilize practical examples during the class.

Student-Teacher Activity (30 minutes)

* Engage the entire class in a cordial discussion about the topic.
* Encourage students to provide feedback and participate actively.

Evaluation (10 minutes): Overall Q/A session.

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Lecture 3

Class: 10

Subject: English 1st Paper & Second Paper. Duration: 45 minutes

Topic Name: Overall discussion

Learning Objective:

* To assess and improve grammar skills.
* To use appropriate pronunciation.
* To understand how to read a text.
* To comprehend the benefits of reading a text.
* To enhance comprehension skills related to grammar and text.

Teaching Materials:

* Whiteboard
* Desk
* Book
* Marker

Create Classroom Environment: (5 minutes)

* Foster a learning environment that promotes enjoyment.
* Encourage open sharing of essential ideas.
* Share information with enthusiasm and enjoyment.
* Utilize practical examples during the class.

Student-Teacher Activity (30 minutes)

* Engage the entire class in a cordial discussion about the topic.
* Encourage students to provide feedback and participate actively.

Evaluation (10 minutes): Overall Q/A session.

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Lecture 4

Class: 10

Subject: English Second Paper Duration: 45 minutes

Topic Name: Grammar

Learning Objective:

* Gain insight into distinguishing between active and passive voice in sentences.
* Develop proficient pronunciation skills.
* Investigate the utility of freehand writing.
* Devote time to prepare for the upcoming midterm examination.
* Improve overall comprehension of grammar-related concepts.

Teaching Materials:

* Whiteboard * Desk
* Book
* Marker

CCreateClassroom Environment: (5 minutes)

* Foster a learning environment that promotes enjoyment.
* Encourage open sharing of essential ideas.
* Share information with enthusiasm.
* Utilize practical examples during the class.

Student-Teacher Activity (30 minutes)

* Facilitate a cordial discussion about the topic with the whole class.
* Solicit feedback from the students.
* Receive students' comments and provide solutions as needed.

Evaluation (10 minutes): Overall Q/A session.

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Lecture 5

Class: 10

Subject: English 1st & 2nd Paper Duration: 45 minutes

Topic Name: Parts of Speech & Grammar.

Learning Objective:

* Distinguishing between active and passive voice usage in sentences.
* Enhancing pronunciation skills.
* Validating their proficiency in English.
* Improving understanding of grammar.
* Acquiring techniques for expanding their freehand writing.

Teaching Materials:

* Whiteboard * Desk
* Book
* Marker

Create Classroom Environment: (5 minutes) * Fostering an enjoyable learning atmosphere. * Sharing essential ideas related to the topic.

* Welcoming students warmly atmosphere.
* Incorporating practical examples into the class.
* Focusing on interactive activities involving students.

Student-Teacher Activity (30 minutes)

* Engaging the entire class in a cordial discussion on the topic.
* Soliciting feedback from the students.
* Encouraging students to provide comments and solutions.

Evaluation (10 minutes): Overall Q/A session.

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Class Observation Pictures



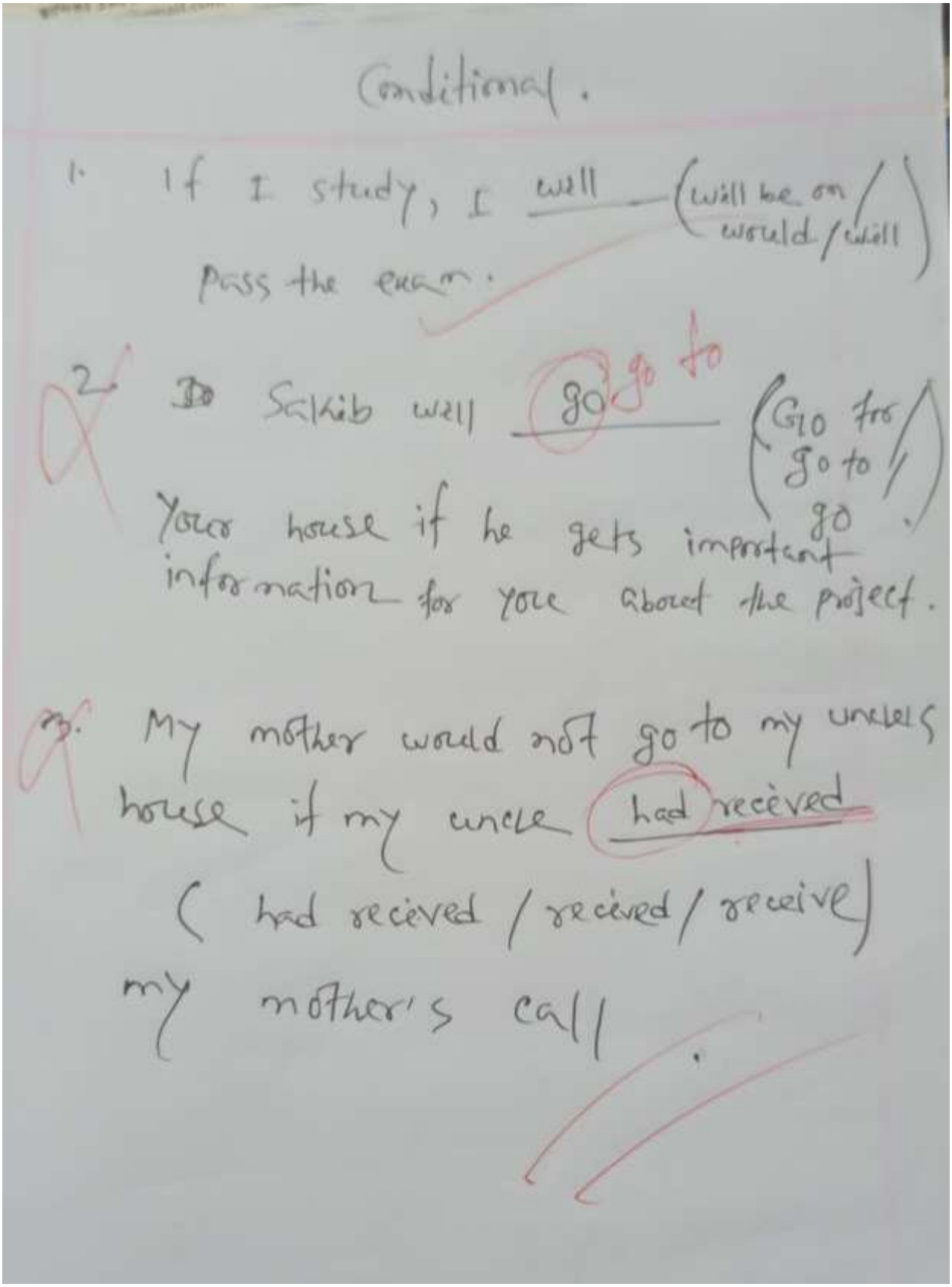


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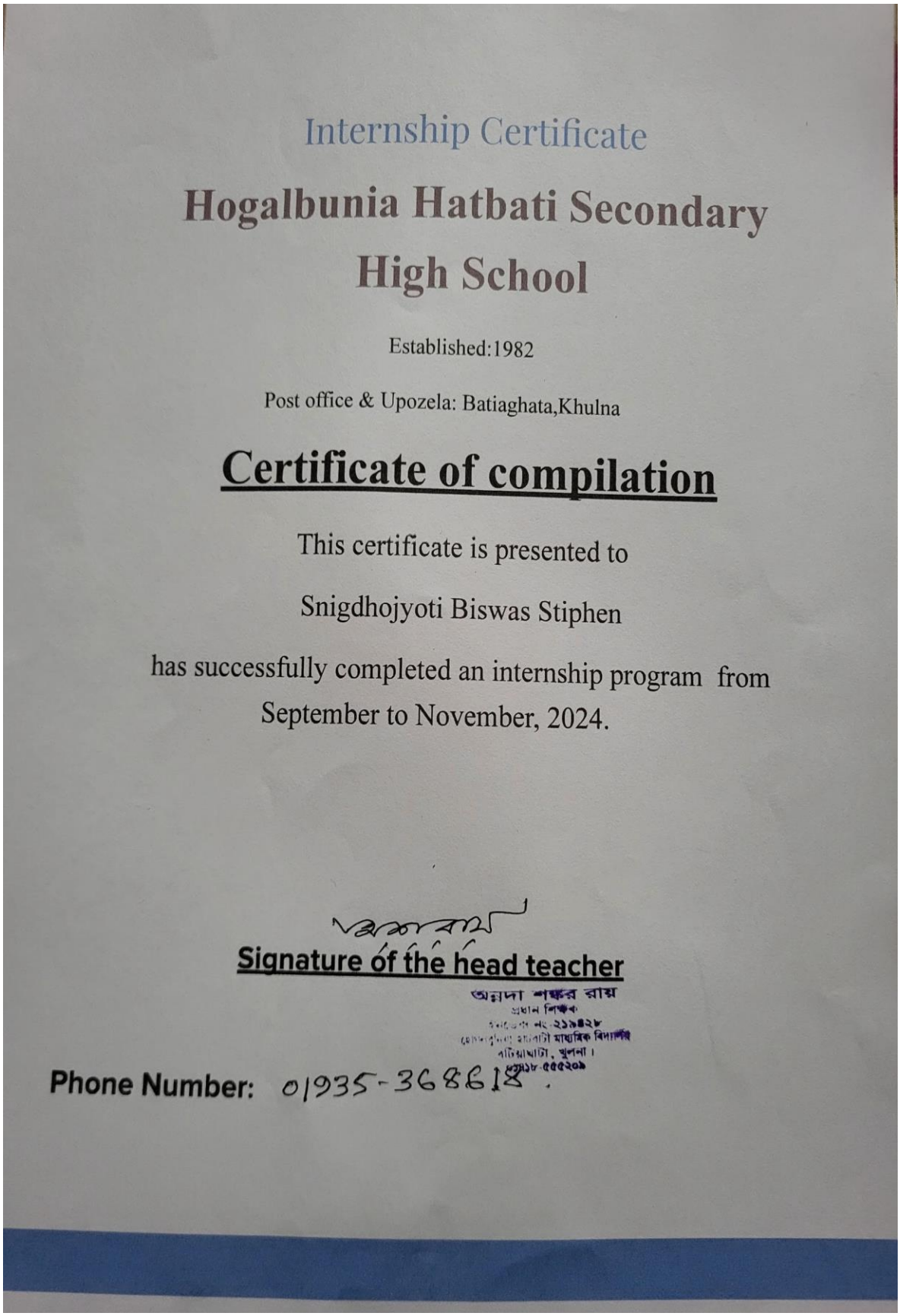
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Feedback



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Internship Certificate



Internship Certificate

Hogalbunia Hatbati Secondary High School

Established:1982

Post office & Upozela: Batiaghata,Khulna

Certificate of compilation

This certificate is presented to

Snigdhojyoti Biswas Stiphen

has successfully completed an internship program from September to November, 2024.

Signature of the head teacher

অন্নদা শঙ্কর রায়
প্রধান শিক্ষক
হোগলাবুনিয়া হাটবাটী মাধ্যমিক বিদ্যালয়
বাটিয়াঘাটা, খুলনা।

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