



Daffodil
International
University

Internship Report
on
A Journey from a Student to a Teacher: A Report on an Internship
Experience at English Therapy

Submitted By

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DECLARATION

I hereby declare that the internship report titled “A Journey from a student to a Teacher: A Report on an Internship Experience at English Therapy” is the result of my own work and learning. This report has been prepared as a partial requirement for completing my B.A. Honors degree. I completed my internship at English Therapy, when I performed all assigned task with sincerity and dedication. This report has been carried out under the supervision of Ms. Zerin Tohfa Farhat, Lecturer, Department of English, Daffodil International University, whose guidance and continuous support have greatly contributed to the completion of this work. I affirm that this report has not been submitted to any other academic institution or organization for any purpose. I further declare that all materials used in this report have been acknowledgment properly, and the content does not violent any academic standard or existing legal regulation. I have tried my best to maintain honesty, clarity and originality while preparing this report. I respectfully welcome any inquiry, comment, or evaluation regarding this submission.

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Certificate of the Supervisor

This is to certify that Mst. Farzana Yeasmin, a student of the Department of English, Faculty of Humanities and Social Sciences, Daffodil International University, has completed her internship report titled: “A Journey from a Student to a Teacher: A Report on an Internship Experience at English Therapy.”

During the period of her internship, I observed her steady progress and sincere effort toward understanding the practical aspects of teaching. She approached her responsibilities with maturity, maintained regular communication, and demonstrated punctuality in completing her assigned tasks. Her report reflects thoughtful engagement with her experience and a clear awareness of her personal and professional development.

I commend her for her dedication and wish her every success in her future endeavours.



Zerine Tohfa Farhat
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ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to Almighty Allah for granting me the strength, patience and guidance to complete my internship and prepare this report titled “A Journey from a Student to a Teacher: A Report on an Internship Experience at English Therapy”. Without his endless blessings, this journey would not have been possible. I would also like to extend my heartfelt thanks to my parents, whose constant encouragement, prayers and unconditional support have always been my greatest source of motivation. Their trust in my abilities inspired me to move forward with confidence and dedication throughout the entire internship period. My sincere appreciation goes to my supervisor, Ms. Zerine Tohfa Farhat, Lecturer, Department of English, Daffodil International University, for her insightful guidance, thoughtful feedback and continuous supervision. Her supportive attitude and expert suggestions have been invaluable in shaping both my internship experience and this report. I am equally grateful to everyone at English Therapy, where I completed my internship. I would especially like to acknowledge the cooperation, mentorship and encouragement I received from the authority and the dedicated team members of the institution. Their professionalism and friendly environment helped me understand how a teacher interacts, communicates and grows within an academic setting. Finally, I would like to thank all individuals who directly or indirectly supported me during this journey from sharing knowledge to offering encouragement. Moreover, their contributions have enriched my experience and helped me to transform from a student into a more confident and responsible future teacher.

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ABSTRACT

Teaching is often described as one of the most influential professions, as it prepares individuals who later shape the future of a nation. This internship report, “A Journey from a Student to a Teacher: A Report on an Internship Experience at English Therapy” Present my personal and professional transformation while working as an intern teacher. Entering the internship, I simply expected to observe classes, practice basic teaching tasks and gain short-term experience. However, practical involvement with students, classroom activities and institutional responsibilities profoundly changed my understanding of the teaching profession. During the internship, I explored how effective communication, classroom management and student-centered teaching methods contribute to meaningful learning. I actively applied the strategies learned from my university courses, along with techniques developed through personal tutoring experience. Interacting with diverse learners helped me understand their needs, challenge and learning patterns, which strengthened my confidence and improved my teaching approach. This report highlights my daily responsibilities, the challenges I encountered as I moved from the role of a student to that of a beginner teacher. The internship at English Therapy not only enhanced my professional abilities but also shared my long-term aspiration to build a career in the field of education. Ultimately, this experience reaffirmed that teaching is not only a profession but a lifelong commitment to guiding and nurturing future generations.

Keywords: Internship, Teaching Experience, English Therapy, Classroom Management, Student Engagement.

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CHAPTER 01

INTRODUCTION

Teaching is ranked as one of the most noble and accountable jobs in the world. A teacher does not merely teach, but he or she forms attitudes, values and confidence. The success of a student in the future in many cases is in the way that a teacher leads, encourages and helps him/her in the process of learning. An effective educator is able to provide the environment that will motivate, honor, and inspire students to become learners. This is why the role of teaching is a strong one in forming an individual and society.

I got interested in teaching way before my life in university. Having noticed the impact of the English language proficiency on the communication and professional advancement in our country, I wanted to do something to make people overcome this obstacle. I began this process by volunteering in the social service department of the Duke of Edinburgh International Award Program where I assisted disadvantaged students in learning English. I took three months to achieve the award, but I still did not stop as I felt real pleasure in assisting my students to improve. Respect and trust of them made me understand that I am the most appropriate professional to teach. I realized that I like the classroom setting, I like explaining things, and I like watching students develop under my tutelage.

I chose to have my internship in the location where I was exposed to English in a place where I could test my fluency in English as well as experience real teaching when I decided to complete my Bachelor degree internship. This is the reason why I selected English Therapy. Their policy of speaking only English was one of the things that attracted me. I thought that remaining in such an environment would eliminate my reluctance and allow me to be more assertive. Their curriculum also appeared to be special and realistic. English Therapy has two key courses, namely, a three-month course in spoken English (basic to advanced) referred to as English Therapy and a three-month course in IELTS referred to as IELTS Therapy. They also give lifetime validity card whereby students can rejoin again to practice without an extra fee. Their curriculum incorporates seven tests over a period of three months, monthly outings, farewell programs and rewards to students who have attended all classes and submitted their homework. Such activities will keep

the students motivated and make the learning process to be enjoyable. English Therapy has a program of three months of spoken-English. The course takes a period of three months. The students have various teachers every month. A batch has two teachers in every month; a class coordinator and a senior teacher. The class coordinator remains four hours and teaches vocabulary, sentence creating, listening, reading and practice activities. The senior teacher will spend 1 hour 20 minutes session and conduct forged lessons. Outside speaking is taken up in pairs after the senior's teacher lesson and the coordinator oversees and corrects them. The classes will be every day except on Fridays and the teacher will have another teacher who will be his/her examiner on his/her exam day.

I was enrolled in English Therapy on 01 September. They picked me as a 3rd month teacher and thus I mainly dealt with the 3rd month batch. During the first month, I was staying with a 3rd-month class coordinator and shadowed her classes. The second month, I attended various levels as well one day at 2nd month class and two days at 1st month class. I also attended proxy classes in the absence of teachers and attended the classes of all the teachers with 3rd month of the term to learn various techniques. I also had one day experience in the admission office which provided me with administrative experience. I also work in the English Therapy hostel that I have been staying as a hall super, which I learned how to guide students who were not in the classroom. I had been given two batches in November, a morning batch consisting of 25 students and an evening batch consisting of 32 students. I was the 3rd month class coordinator and managed the four-hour session, checked the speaking pairs on the outside and escorted students one by one when the practice was in progress. One of the unexpected events was during exam day when there were changes of teachers. I was an examiner in a different classroom where I discovered that one of the students was my classmate in the university. It was an experience to remember. Though I sometimes had students older than me, their respect was a great accomplishment to me and most students respected me. This internship made me realize that teaching is a process that is characterized by patience, observation, and familiarity with students' feelings. It transformed me into a person who is afraid to talk into a teacher who has more confidence. I am a teacher and my experience in English Therapy proved that.

CHAPTER 02

OBJECTIVES

2.1. Objectives of the Internship

1. To achieve the applicable teaching experience through two full batches on my own in November and control the entire classroom operations on my own.
2. To find out how English-only setting at English Therapy contributes to the lessening of hesitation among learners, overcoming of fear, and enhancement of fluency.
3. To observe various senior teachers during the first month to learn the professional teaching skills, the skills of managing the classes and the effective communication skills.
4. To detect the general errors, weaknesses and pronunciation issues faced by the learners of various age brackets and offer solutions to these issues with proper explanation and practice.
5. In order to translate the academic experience of the courses I am taking in the university to the teaching scenarios in real life through explaining the grammar rules, correcting sentences, and helping people to practice communication.
6. To enhance the confidence level of the students in speaking English by using gossip topics daily, practice exercises, grammar tests, presentation exercises, and conversation exercises.
7. So that I would be able to grow as a student into training a teacher managing the time of classes, students' behavior, attendance, lesson plans and providing feedback.
8. To attend weekly meeting with the CEO sir and with senior teachers to know the expectations of the institution and the standards of professional teaching.
9. To know how to manage mixed-age classes through the employment of simple words, the development of interesting activities, and the establishment of a friendly classroom atmosphere.

10. To enhance my personal level of fluency, confidence, and communication abilities with the help of constant teaching, English conversations, and communication with teachers and students on a daily basis.

CHAPTER 03

METHODOLOGY

In order to meet the demands of my internship, I was stationed at English Therapy, which is an English language learning institution following an activity-based and communication-based learning process. I have been in the school since 01 September, and during the whole period of my internship, I was actively involved into the coordination of classes, observation of teachers, training and conducting classes independently. This chapter will provide the explanation of the methods, strategies, and the teaching practices that I adhered to throughout the internship.

3.1 Teaching Method

I was not relying on one specific approach during my internship. Rather, I used different teaching methods that matched with the learning environment of English Therapy and helped to meet the needs of the learners. I also applied a few methods that I acquired during my university classes but I modified them and applied them in the real classroom scenario. Being a class coordinator, I had four hours a day with the students, leading them through practice, and helping them on a one-on-one basis, and watching their progress. I attended grammar classes of senior teachers, I attended outdoor learning and I later conducted two batches on my own. Through these experiences, the primary approaches that I would have used are discussed below.

3.1.1 Description Learning Method (DLM)

The Description Learning Method is aimed at assisting the students to describe things, images, and everyday events in English. In the given activity, students were practicing the aspects of a loud reading, recognizing the meaning of questions and completing one-to-one speaking tasks. This was the way of diminishing hesitation and promoting spontaneous speech.

Key features included:

- i. The older teacher instructions.
- ii. Repeated loud practice.
- iii. Without Bangla assistance in describing pictures.
- iv. Realizing pattern of questions.
- v. Conversation exercises between partners.
- vi. Short paragraphs practice with the help of PLM.

3.1.2 Outdoor Learning Method (OLM)

Outdoor learning contributed significantly to the acquisition of skills of real life communication. Students used to go out in pairs, have conversations, switch partners after every fifteen minutes, and communicate with the individuals around them in the presence of the teacher. They were there the whole day and I went with them as a coordinator.

Important aspects included:

- i. Pair-based outdoor practice.
- ii. Availability of a senior teacher to be on guard.
- iii. Reducing the batches per location.
- iv. Avoiding mingling or mixing with strangers.
- v. Switching spouses frequently.
- vi. Change of the spot of practice in case of a difficulty.

3.1.3 Tongue Twisters Learning Method (TLM)

This was done to enhance the pronunciation, fluency and speech clarity. Students were asked to listen to the teacher and then to practice slowly, correctly and quickly.

The steps included:

- i. Teacher demonstration.
- ii. Slow and steady practice.
- iii. Proper pronunciation exercises.
- iv. Talking simultaneously in two or more breaths.

This technique was particularly handy in lessening the impact of the mother-tongue.

3.1.4 Miscellaneous Learning Method (MLM)

The students under this approach were provided with practical hints on how to do better in English, acquired new words and did regular short works.

This included:

- i. Tips, which the teacher exposes only.
- ii. When the vocabulary drills last ten minutes a day.
- iii. Writing and guided reading.
- iv. Repeated recitation of ten words without interruption.

3.1.5 Presentation Learning Method (PLM)

PLM was meant to develop confidence in speaking in front of audience. The senior teacher was first to explain to the students, followed by practice on an individual basis and finally, the students appeared before the rest of the class.

The process included:

- i. Teacher-led explanation.
- ii. Self-practice at home
- iii. A one-to-one practice with partners.
- iv. Group activity within the classroom.
- v. Training to develop natural confidence (outdoors).
- vi. Producing short videos on the set topic,
- vii. Delivering the final version, the following day.

3.1.6 Conversation Learning Method (CLM)

Students were trained in conversation techniques in and out of the classroom so as to enhance their communication skills. I would keep track of their speaking, correct them and assist them to find the easy answers.

Main components included:

- i. It is better to read the given dialogue.
- ii. Seeking clarification by asking questions.
- iii. Explanation by elderly teachers.
- iv. Conversation practice with one-to-one.
- v. Repeat of the same conversation outdoors.
- vi. The answers that are easy to memorize are marked.
- vii. The repeated use of the marked answers.
- viii. On the next day, teacher questioning.
- ix. xi. Fluency through constant repetition.

3.1.7 Vocabulary Learning Method (VLM)

The vocabulary lessons were conducted using daily oral tasks, writing exercises, and games on words. Students identified words that they were familiar with, constructed sentences, and wrote new words and used them all day.

This method included:

- i. Identifying known words.
- ii. Loud repetition.
- iii. Sentence formation.
- iv. Repeating writing of new words.
- v. Partner-based questioning.
- vi. Strategies and tips of learning.
- vii. Speaking the learned words throughout a day.
- viii. Learning ten new words daily.

3.1.8 Main Grammar Session

The older teacher used to have 1 hour and 20 minutes grammar classes every day. I registered with students during this period and watched the instruction methodology and how to make grammar rules easy to understand by using real life examples. This session assisted me to know how professional teachers are clear, fast, and focused.

3.1.9 Sentence Analysis

I also applied sentence analysis in a number of classes with my students. This included determining parts of speech, structure and meaning. It also assisted the learners to learn grammar using actual sentences in the class materials, discussions, and passages to read. All in all, during the internship, I combined several institutional and academic methods of ensuring successful learning process. As a class coordinator, my methodological approach has enhanced this approach, which has made me integrate observation, practice, mentoring, and independent teaching in a systematic and meaningful manner.

CHAPTER 04

INSTITUTION DETAILS

Name of Institution	English Therapy
Founder & CEO	Saiful Islam
Location	Mirpur-2, Dhaka
Year of Establishment	20 January, 2018
Total Number of Employees	200
Total Number of Teachers	75
Dress Code	Employees are required to wear white dress otherwise they have to pay 100tk.
Shifts	Morning, Day, Evening
CCTV Security	Available
Departments	Faculty, Business Development Team, Pirapod Publication, Nirapod Hostel, HR and Admin

CHAPTER 05

INTERNSHIP ACTIVITY

5.1 CLASS OBSERVATION EXPERIENCE

5.1.1 Observation of 1st Month Classes

Under the English Therapy, during my internship time, I was able to observe some of the 1st - month classes to find out how the beginners learn English through Level 1 and 2 books. The classes were structured in a way that the Class Coordinator dedicated 5 minutes to Destiny Declaration in order to instill a positive mindset, 5 minutes to Vocal Exercises, 5 minutes to Tongue Twisters, 30 minutes to Reading, 30 minutes to Listening, and 1 hour 20 minutes to the grammar lessons given by the Senior Teacher, with the rest of the time allocated to the Class Coordinator to lead the students through the lessons practice, group activities, dialogues, conversation exercises, vocabulary development, and other interactive works. The only two classes of this batch I attended were where the Senior Teacher covered such grammar centered topics like 'have' and do verbs, tense parts and tongue twisters as covered in the books, and all other tasks were performed by the Class Coordinator. This observation aided me to appreciate how the coordinators can organize the activities of the beginner students and offer them such practical exercises that are complimentary to the formal grammar lessons offered by the Senior Teacher.

5.1.2 Observation of 2nd Month Classes

I also attended the 2nd-month classes where Level 3 and 4 books were used to study the way the students move past the beginner stage. The daily program was maintained as 5 minutes of Destiny Declaration, 5 minutes of Vocal Exercise, 5 minutes of Tongue Twisters, 30 minutes of Reading, 30 minutes of Listening, 1-hour Outdoor Session, 1 hour 20 minutes of grammar classes by Senior Teacher. The Senior Teacher was teaching more advanced grammar-related issues like auxiliary verbs, modals, sentence transformation, and question construction whereas the Class Coordinator worked with activities like dialogues, conversation practice, paragraph writing, self-presentation exercises, vocabulary building and group tasks. The sessions observed enabled me to view meeting organization by coordinators, how they encourage students to talk in English, and how they assist students to gain confidence and proficiency in both structured and practical activities.

5.1.3 Observation of 3rd Month Classes

Since I was selected as a future 3rd-month teacher, I observed the 3rd-month classes in greater detail using Level 5 & 6 books. These sessions followed the same structured daily schedule: 5 minutes Destiny Declaration, 5 minutes Vocal Exercise, 5 minutes Tongue Twisters, 30 minutes Reading from *You Can Win* book, 30 minutes Listening, 1 hour Outdoor Session, 1 hour 20 minutes Senior Teacher grammar class, and the rest of the time led by the Class Coordinator. The Senior Teacher conducted lessons on advanced grammar topics such as advance linkers, preposition, voice change, Wh-question and embedded sentences while the Class Coordinator led all practical exercises including sentence-making patterns, dialogue practice, picture description, vocabulary building, paragraph writing, self-presentation, storytelling, and group tasks. I observed these classes entirely from a student's perspective to learn the teaching flow, methods, and classroom management techniques. I spent one month and ten days observing classes under Shornali Ma'am, the Class Coordinator, and Pinky Ma'am, the Senior Teacher. During this period, I also observed how other coordinators and Senior Teachers including Shova Ma'am and Sultana Ma'am as Class Coordinators, and Misu Ma'am as a Senior Teacher implemented the English Therapy methods effectively while ensuring consistency in learning outcomes across different classes.

Overall, observing both coordinators and Senior Teachers provided me with a complete understanding of how English Therapy trains students from beginner to advanced levels and how each component of the daily schedule contributes to overall language development.

5.2 CLASS CONDUCTION EXPERIENCE

During my internship at English Therapy, I worked with two batches a morning batch of 25 students and an evening batch of 32 students. Both batches had the same students throughout the entire session as English Therapy has a policy that the number of students present on the first day must remain the same until the final day. If a teacher successfully retains all students till the end, they receive the Dedicated Teacher Award which includes 1500tk reward. Conducting both of my batches successfully and maintaining the same number of students was a remarkable achievement for me and I am honored to be eligible for this award.

Throughout my internship, I actively participated in classroom activities, observed senior teachers, conducted proxy classes, and later handled both batches independently. I observed the classroom methods of several coordinators and senior teachers including Shomali Ma'am Pinkey Ma'am, Shova Ma'am, Sultana Ma'am, and Misu Ma'am which helped me to understand how English Therapy maintains consistency, discipline, and learning outcomes across all levels.

Each day followed the institution's structured method which includes:

5 minutes of Destiny Declaration for positive mindset building,

5 minutes of vocal exercises,

5 minutes of tongue twisters,

30 minutes of reading practice,

30 minutes of listening practice,

1 hour of outdoor session,

1 hour 20 minutes of senior teacher's grammar class, and the remaining time dedicated to lesson practice, group tasks, and activities conducted by the class coordinator.

5.2.1 Class Experience Overview

October-Beginning Stage & Proxy Classes

My first experience was starting by taking proxy classes in October. In this time, I was able to note the manner in which senior teachers handled the reading, listening, and grammar portions. I mostly used institutional approach and helped the coordinators in completion of basic vocabulary and sentence making exercises. This initial exposure made me adapt to classroom setting and learn the level of students.

1 st -14 th November -Normal Classes of both Batches

Between 1 and 14 November I had normal classes in the morning and evening batches. I used Level 5 and Level 6 books on the topics of grammar taught by senior teachers when directing students during speaking, reading and writing exercises led by coordinators. I made sure that I engaged in the classes correctly, gave feedback, checked daily tasks, and was consistent in both batches.

15 November - 5th Level Examination

English Therapy has a rigid rule where a teacher is prohibited to study his own students. As such, I was called in as an examiner on 15 November in a different classroom, and another teacher visited my batches as the examiner. It was exam based, and my work involved upholding discipline, administering question papers, receiving scripts, and a sense of fairness in the examination procedure. I examined the answer scripts of my batches and prepared the results after the examination.

16 to 24 November - Post-Exam Classes

I proceeded to carry on with classes 16-24 November after the 5 th level exam. This stage paid more attention to revision, speaking tests, building vocabulary, and improving weak points discovered with the help of the exam scripts.

25 November - 6th Level Examination

The students took their 6th Level exam on 25 November but it was once again on the cross-examiner system. I acted as the examiner in another class when my batches were under the supervision of another teacher. I later revisited all examination scripts and corrected the results sheets.

26 November - Farewell Program

The batches were present at the Beyond Buffet farewell program on 26 November at Mirpur-1. This was a rewarding experience because it gave me an idea of the extent to which the students had accomplished within the course. I engaged with students, gave them feedback, and experienced the students to be excited about finishing their journey successfully.

Final Tasks

I went through all the exam scripts after the farewell program, completed the documentation and handed over final report to the authority.

5.3 LEARNINGS:

- I enhanced my skills of presentation by attending normal classes and through observation of senior teachers.
- I conquered my phobia towards speaking in front of people that boosted my confidence.
- I was able to use a stronger communication as a result of everyday communication with students and colleagues.
- I improved my time management through managing the schedule of classes and meetings.
- Problem solving has been developed because I was challenged to solve problems day-to-day and I was involved in solution-based meeting.

CHAPTER 06

ADMINISTRATIVE WORK

Besides my teaching duties, I was also assigned with various administrative duties which also enabled me to acquire good communication, organizational and leadership skills. It is through these experiences that I was able to contribute towards the institution and the hostel setting. My administrative duties were:

1. A work experience in the admission office one day where I was talking to new applicants, helped them in course information and helped them in the admission process.
2. Assisting applicants to complete the forms of admission making sure that they got all instructions.
3. Being a hall super to my hostel floor where I would enforce some of the essential rules like:
 - The students should switch off the light at 11.30 pm.
 - They are not allowed to use their phones after 11.30 pm.
 - They must go to sleep on time

Most of all, they are unable to speak Bengali since English communication is compulsory.

4. Solving and managing different issues within my floor in a manner that instills discipline and enhances comfortable living conditions among all residents.

CHAPTER 07

OVERALL FINDINGS

Strict English-Only Environment

- English Therapy is a strict English only policy and most of the students found it hard initially. I had noted that practice gradually helped them to be more fluent and confident. This experience helped me to learn how to motivate the students to be patient and help them in the language development.

Structured Teaching System

- The structure of assigning 1st, 2nd and 3rd -month classes to different teachers aided in the development of a progressive learning process. I observed the way this structure simplified the process of the students transitioning between simple and complex activities. Through this, I was aware of how to plan lessons depending on every level and ensure consistency in teaching.

Student Engagement through Interactive Tasks

- Presentations, quizzes, and free-hand writing group activities made the students more active. These activities enabled them to be more creative in thinking and be freer in class. It was based on this that I learned the importance of interactive activities to make the lessons more effective and entertaining.

Innovative Teaching "Teacher of the Day" Method

- The students I selected were the shy ones or the weaker ones particularly those who were afraid of presentations then the "teacher of the day". On the first day they were afraid and were unwilling to attend forward, and after having attended one class, they began to volunteer themselves. This method supported them to get over their fear, gain confidence, and was able to show me that innovative methods can change student attitudes.

Guiding New Students during Admission

- The admission process saw many new students appearing to look confused and nervous. I assisted them to know the rules and the class system that made them feel more relaxed. It is through this that I enhanced my communication and learned how to approach the issues of students with confidence.

Hostel Discipline and Management

- The hostel has very strict regulations regarding the time of sleep, use of phones, and the use of English. I noticed the manner in which these rules instilled discipline and helped in a focused learning atmosphere. Balancing these roles helped me to learn about leadership, fairness and patience.

CHAPTER 08

RECOMMENDATIONS

1. The hostel must have one male staff who will purchase food stuff such as rice, chicken and vegetables since the female students cannot walk to the market.
2. One student meal manager should take care of every floor with the meal menu; the student must be compensated with free meals.
3. Use less challenging reading material (story books) due to the fact that some students are not able to read such advanced books as the one *YOU CAN WIN* by Shiv Khera.
4. In case of listening activities, insert short interesting or funny videos in addition to BBC and motivational clips to make the activities more fun and entertaining.
5. To become a well-developed English speaker, I should work on my vocabulary and study all the grammar basics. This will enable me to respond to the questions of students with a lot of confidence and gain their confidence as a learned teacher.

CHAPTER 09

CONCLUSION

My internship journey at the English Therapy has been a rich and an important experience that has enabled me to develop as a person and a professional. Through this internship, I interacted remarkably with the students, assisted them in mastering their English language as well as modifying my lesson plans to suit their requirements. Being a new teacher, I had difficulties in managing classes and delivering proper communication but with some practice and observing senior teachers, I managed to devise strategies to avoid the pitfalls.

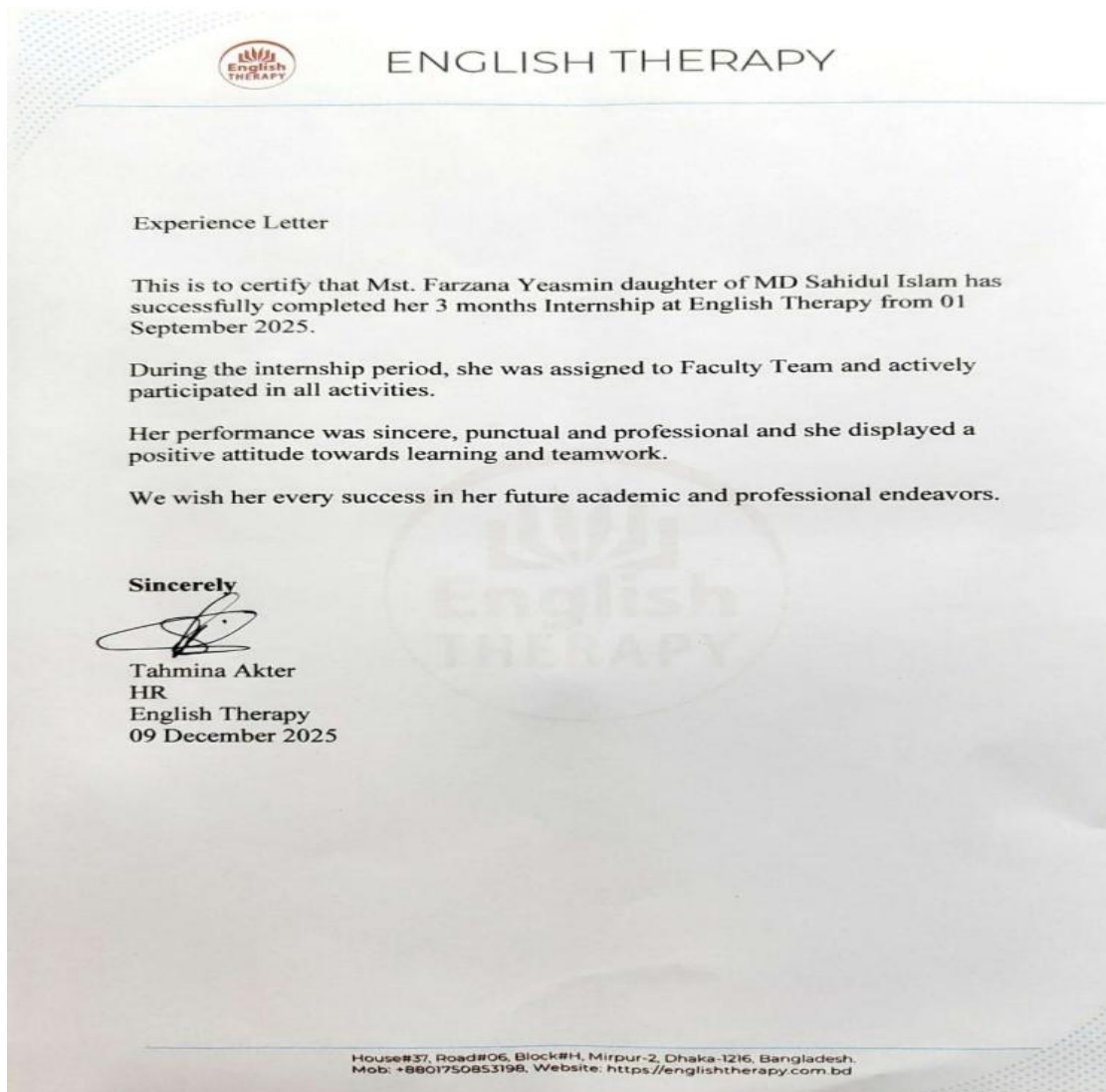
In addition to teaching, my management duties in the administration office and my work as a hostel hall-supervisor allowed me to get some practical experience in management and leadership and problem-solving. The activities that I conducted to guide the new learners, to keep the hostel in order, and to assist floor level activities equipped me with the need to ensure that things are well organized, responsible, and communicated properly.

During my trip, I have observed the passion of students to learn and thus I was encouraged to keep on refining my teaching style. I experienced accomplishment and knew the role that a teacher can play in the development of the students by assisting them to improve their pronunciation, vocabulary, reading, and comprehension skills.

CHAPTER 10

APPENDICES

Experience letter from English Therapy





Conducting a proxy class for the evening batch



Conducting a proxy class for the evening batch



Enjoying a wonderful time with my morning batch



Classroom moments with my evening batch



Performing my duty as an examiner



A productive day at the admission office



Cherishing moments at the farewell of my morning batch at Beyond Buffet



Celebrating the farewell of my evening batch at Beyond Buffet



Teachers training with CEO Sir



Teachers training with CEO Sir



Quantum session experience with students



Handing over the fines collected from students for speaking Bangla

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