



Daffodil
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University

An Internship Report on English Teaching in a High School

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This report submitted to the Department of English, In partial fulfilment of the requirements for the degree of B.A. Honors in English.

Declaration

I am declaring that this internship report is an original presentation of my project, which is prepared under the guidance of Mr. Emran khan, Senior Lecturer at the Department of English. During my internship at Akran High School & College, I committed myself fully to the responsibilities assigned by the supervisor. All sources used in this report have been properly cited and referenced. I understand that this report will be evaluated as part of my defence program, under the course Project Paper with Internship (ENGLISH-431), and confirm that it has not been submitted for any other purpose. I am taking full responsibility for the accuracy and authenticity of this report. Any errors or mistakes are unintended, and I do welcome constructive criticism and feedback for further improvement.



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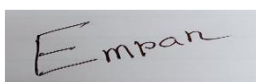
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Certificate of the Supervisor

This is formally acknowledged that, Md. Shamim Hossain has successfully accomplished his internship, titled, An Internship Report on Teaching and Learning in a High School, under my supervision. I can confirm that all information include in his report is both accurate and credible. I am delighted to report that he has met and exceeded all requirements and completed the Project Paper with Internship (ENG-431) with commendable proficiency under my mentorship. In recognition of his exemplary performance and dedication, I wish him continued success and prosperous future in both his professional and personal endeavours

A rectangular box containing a handwritten signature in black ink that reads "Emran".

Mr. Emran Khan

Senior Lecturer

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Acknowledgement

I wish to convey my profound gratitude to the Almighty Allah for bestowing upon me the strength and perseverance necessary to successfully complete my project paper with internship (ENG-431) within the prescribed time .I am deeply indebted to my esteemed supervisor, Mr. Emran Khan, Senior Lecturer at the Department of English in Daffodil International University, for his invaluable insights, critical acumen, and unwavering support, all of which proved indispensable in the completion of the project. His mentorship has been both inspiring and instrumental. I extend my sincere appreciation to the Department of their continued encouragement and resources, which greatly facilitated my academic journey. I am equally grateful to the administration of Akran High and College for granting me the opportunity to fulfil my internship at their institution. Eventually, I profoundly thankful to all those who contributed to the successful execution of this internship, offering their guidance, and resources, and wise council throughout this three-months of internship period.

Dedication

This report is dedicated to my family, whose boundless support and unwavering belief have afforded me the privilege to explore the world with curiosity and ambition. Their unconditional love has been an enduring beacon of light and a source of blessings throughout my academic and personal journey. Their encouragement and faith in my potential have continually inspired me to surpass my limitations and pursue excellence with resolve and integrity.

Abstract

This report outlines an internship experience focused on teaching as English teacher at a school. During the teaching journey, the emphasis was on exploring the perspectives of both students and educators regarding English Language acquisition. This teaching endeavour prioritized the use of Communicative Language Teaching and sometimes switched on Grammar Translation Method to promote practical English learning within a Bangladeshi school context. This project paper began with an introductory overview, explaining the objectives and observations related to the institution's instructional methods and figured out the differentiation with the newly adopted methods. It then detailed the findings, outcome, and suggestions for enhancing language instruction and resources. This report also highlighted the difficulties encountered by the intern, such as limited facilities and old teaching methods encountered with newly adopted method. Moreover, this report illustrates the intern's professional development direct classroom experience and observational learning.

Contents

Declaration	ii
Certificate of the Supervisor	iii
Acknowledgement	iv
Dedication	v
Abstract	vi
Contents.....	vii-viii
Introduction	1-2
Objectives.....	3-4
Methodology.....	5-6
Details of the Institutions.....	7-9
Internship Activities.....	10
Class observation activity-1	11
Class observation activity-2	12
Class observation activity -3	12
Class observation activity -5	13
Class Conduction Experience.....	14-15
__Class conduction -1	16
Class conduction -2	17
Class conduction -3	18
Class conduction -4	19
Class conduction -5	20
Learning from my Internship:	21-22
Overall Findings:	23-24
Recommendation:	25-26
Conclusion:	27-28
References:	29-30

Chapter-01

INTRODUCTION

Introduction:

Education is a process of learning, or acquiring knowledge, skills, values, beliefs and habits. Pedagogical methods include storytelling, discussion, teaching, training and conducted research. Learning often occurs under the guidance of a teacher, but students can also educate themselves. Education can be conducted in formal or informal ways and is any experience that has a formative effect on how people think and feel. The method of teaching is called pedagogy. Education can be divided into pre-school or kindergarten, primary school, secondary school and then college, university. The overview underscores significant challenges and teaching methods in Bangladeshi English education system, especially in root levels. The Grammar Translation Method remains the prominent method, due to its long history and the training most teachers have received, however this method restricts students' ability to use English in real-life situation. Although, Bangladeshi National Curriculum and Text Board has designed the text board based on the Communicative Language Teaching approaches, but in the real-life educational setting many educators' defaults to traditional methods that prioritize grammar rules and vocabulary memorization over practical application. Adoption of modern methodologies like Communicative Language Teaching alongside Grammar Translation Method, which promotes active communication and practical language use, has been gradual, particularly in root levels such as Akran High School. This show teachers' limited training and exposure, with students' unfamiliarity and hesitation toward these newer teaching strategies, Nonetheless, well-structured proper lesson plans and engaging activities have the potential to inspire the students and teachers to embrace communication approaches alongside the traditional approaches, ultimately fostering more effective language learning and practical proficiency.

Chapter-02

OBJECTIVES

Objectives:

In perspective of Bangladesh, the English Language Teaching profession holds a great honour and prestige, offering several compelling reasons to pursue it as intern:

- Acquiring a classroom experience
- Building a foundation for educational leadership through mentorship and collaboration with experienced educators.
- Developing interpersonal and communication skill by engaging with diverse student groups.
- Enhancing problem-solving skills within the context of Bangladeshi schools
- Embracing technology-integrated language learning methods
- Making global citizens through effective English instruction and learning

Chapter-03

METHODOLOGY

Methodology:

I aimed to complete my internship as an English teacher. I found a several institutions and consult with them and finally select one named Akran High School and College. After that, I collected a recommendation letter from my university and sent it to the school authority and got the chance to join as an English Teacher Abdullah Al Mamun sir was assigned as a mentor of teaching journey. Additionally, the old approaches, the Grammar Translation Method was executed alongside with newly adopted method to make the classes comfortable and effective English learning. Finally, I assessed the students' progress and conducted a self-evaluation with the help of the guidance of my mentor. Finally, I got the take classes with myself alone. I got the chance to take classes with the guidance of my mentor. I observed few classes to familiarize myself with the teaching techniques, teachers-students' responses to these methods. In the classes, I tried to implement Communicative Language Teaching approaches for practical language learning. Task-Based language learning was encouraged to engage student in meaningful task that required practical language use.

Chapter-04
DETAILS OF THE INSTITUTION

Institution:

Akran High School is founded in the 1960s and located in Akran, Birulia, Saver, Dhaka. This institution stands as a beacon of educational excellence. This institution is dedicated to fostering intellectual empowerment and nurturing students who are equipped to act as catalyst for societal progress. Central to its mission is the cultivation of self-driven individuals, with a sense of duty towards the welfare of humanity, the school endeavour to shape individuals capable of contributing to make better world and make every individual a global citizen.

Location: Birulia, Savar, Dhaka.

Mobile: 01730616161

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Name of the teachers	Designation
MD. HARUN-AR-RASHID	Principal
SHEIKH MD. MONOWAR HOSSAIN	Assistant Principal
MD. JAHIDUL ISLAM	Senior Teacher
MD. HOSEN ALI	Senior Teacher
MD. SAMAUN ISLAM	Assistant Teacher
MS SELINA AKHER	Assistant Teacher
MD. MONIRUL ISLAM	Assistant Teacher
NIGAR SULTANA	Assistant Teacher
MD. ABDULLAH MAMUN	Assistant Teacher
MD. ARIFUL ISLAM	Assistant Teacher
SHARMIN SULTANA	Assistant teacher
BORWATI MOIN	Assistant teacher
SONIA SHEIKH SUBORNA	Assistant teacher
MD. HASIBUR RAHMAN	Assistant teacher
HASAN KABIR	Assistant teacher
SOHEL RANA	Stuff member
NAJNIN AKTER	Stuff member

Chapter-05
INTERNSHIP ACTIVITIES

Classes observation:

Under the guidance of Abdullah Al Mamun (assistant teacher) in English, I conducted an in-depth analysis of classroom practices to attain a nuanced understanding of the pedagogical strategies employed in language instruction. These preliminary classes observations were essential for discerning the methodologies endorsed by the institution, the instructional approaches of the educators, and their subsequent influences on the student engagement and learning outcomes. This evaluation process provided profound insight to identify the students' academic inclinations, and the intrinsic nature of their responsiveness to the instructional framework. Observing these classes also enable me to grasp the balance between theoretical instruction and practical application within the lessons. Furthermore, this comprehensive understanding was instrumental in preparing me to deliver lessons that aligned with the institution's academic standards and student expectations.

Class observation activity-1

First class observation session with Md. Monirul Islam was a well-structured and interactive class. The teacher started the class by completing the roll call, and ensuring the attendance was taken care of. After that, he called the class captain and command him to take all homework's. Then he evaluated the previous day home works and marked. Two of the boys got the highest mark 8 out of 10. Majority of the students got the average marks 5 and some of them got below average. Later, he started the regular classes and command them to open up the text book and find out the chapter-11-page number 138 "Renewable Energy". Initially, he cleared about the definition of the renewable energy and then discussed about the types of the renewable energy then familiar energy resources and finally discussed about the energy crisis in near future. At the end of the classes, he took feedback from students about their familiarity with the renewable energy. The teacher. Wrapped up the classes with a composition "RENEWABLE ENEGY" within 250 words for the next classes.

Class observation activity-2

Second class was held by Sharmin Sultana mam. She made a brief conversation with me and then start the class in 3rd period of the class routine. She started her with a question “who is your idol?” Is there anyone whom do you follow most of the time?” Then some of the students responded the question and everyone said about their favourite person then she told them to open chapter -8, page 61 ” My Inspiration” and commanded one of them read aloud the passage, after that she asked another one by one by to read the rest of the part. Sometimes she was taking the pause and explaining the line and translating into the native language means in Bengali Language to the discerning the passage clearly. Then she solved fill in the blanks with the interactions of the student and identified the appropriate words for the blank sentences. Then she commands them to read the passage carefully and solve the question at home and make ten sentences about your idol and tomorrow, we will discuss the rest of the part of the passages. Thank You everyone. See you in the next class. All the students stood up and greeted their teacher with respectfully.

Class observation activity -3

I observed third class with Sheikh Monowarul Islam, assistant principal of the school, when he entered the class, all the students stood up and greeted him with “Assalamualikum sir” Then replied their greetings and told them,” sit down please” then all the students sat down and, he made a roll call of the students. After that, he commanded all the students to submit their previous day homework, according to his bidding, everyone submitted their homework, after evaluating the home work, he started the regular class activities and the teacher clearly instructed students to focus on a specific topic name “ Transformation of Sentences”. Initially, he emphasized on the rules then applied some of the examples. Then, the teacher encouraged active participation and practical application of the rules, by asking students for their own examples. Writing the students’ examples on the board, making corrections, and explaining their mistakes is an effective method to improve understanding and address individual errors. Eventually, he finished the class with a homework to write all the rules and make at least one example of each rule.

Class Observation activity -4

I was observing another class with Sharmin Sultana mam in class 10. After entering the class, all the student stood up and greeted her. Then, she sat on a chair and told the student, please sit down and open the chapter we had discussed on previous day, ‘’ On the Grasshopper and Cricket’’ short poem written by John Keats. The teacher told one of the students to read the whole poem. One of the students willingly stood up and read the poem the carefully. After that, the teacher explained the poem the line by line and asked the figured out the difficult words and line. After finding the difficult words and lines students clarified their doubted words and lines by the teacher. Finally, the teacher, resolved the fill in the blanks and questions were included with the poem the lesson. After finishing the classes, she said to the student, we will discuss the next chapter from the next class. Thank You everyone, see you in the next class.

Class observation activity -5

Fifth class observation was with Md. Hosen Ali, Senior Teacher in English. After entering into the classes, he introduced me with the students and made a roam for me to take seat. Then, he started his regular class with evaluating the previous day homework. After that, he commands them to open Grammar & Composition book written by ‘’Chowdhury and Hossain ‘’ chapter - 9 degrees. Initially, he discussed about the positive degree then comparative and finally superlative degree. Give them some examples and told them to transform it into another degree and submit it to the class captain for assessing the copy. He provided 10 minutes for the task and students one by one submitted their task to the class captain and the class captain submitted to the teacher and he took the copy to evaluate those copy in the office desk and told the captain to collect it from the office desk and he left the class with as usual greeting.

Chapter-06
CLASS CONDUCTION EXPERIENCE

Classes conduction:

During my internship journey, I had a great opportunity to observe numerous classes and later entrusted with conducting the classes myself. However, my mentor gave me support to conduct the classes, quipped with the class schedule and necessary teaching materials, I approached each of the session with meticulous preparation, crafting detailed lesson plans to ensure efficient time management. For guidance, I drew on Herbert Spencer's lesson plan framework, formulating clear strategies to foster natural and spontaneous English Learning. Over the course of my three-month internship, I successfully conducted all my classes without encountering any prior challenges.

Class conduction-1

Subject: English Grammar and Composition

Topic: Right form of verbs

Class level: Seven (7)

Duration: 45 minutes

Classroom: 105

Number of students: 33

In my first-class, I entered the classroom with a warm smile and greet the students and to surprise the students begin with a question “can anyone tell me the difference between ‘He goes to school and he go to school?’” after got some responses, I explained them.” Today, we will learn how to use the correct form of verb based on tense, subject, and sentence structure. This is called the ‘Right Form of Verb.’” I wrote the heading ‘The Right Form of Verb’ on the board, and then explained the key rules briefly like -Subject-verb Agreement” singular subject takes singular verb and plural subject take plural verb – Use of modals” we need to use the base form of the verb after modals like can, should, must, etc then conditional sentences and then I wrote fill in the blank and asked them use appropriate right verb of the sentences. After finishing the task, they submitted their task, Then I evaluated the task and correct their error with brief explanation so that they can understand their errors. Finally, end the class with a greeting and left the classes.

Class conduction -2

Subject: English For Today

Topic: ‘Beauty of Poetry’

Class level: Eight (8)

Duration: 45 minutes

Classroom: 106

Number of students: 41

Textbook References: page-13, ‘I wandered Lonely as Cloud’ (short poem)

After entering into my second class in another room, as a new teacher I introduced myself to them and asked them to introduce themselves and share their favourite Bangla Poem. Then, everyone introduced themselves with a favourite poem. I did the task as Ice-breaking activity. Initially, I started the class with the concept of poetry and asked them to engage the notion with the poem ‘I Wandered Lonely as Cloud’ then briefly talk about the poet and then showed them of daffodils from the textbook are to create a vivid mental image and asked them to remember the panoramic sights and destinations, linking their thoughts to the poem’s theme. After that, by exploring its themes and summary, I wanted feedback from them and asked do you have any question to ask regarding this topic and then few of the student asked meaning of the unknown words and question and I delivered all the question cordially and gave them a homework write a paragraph ‘How can personal memories relate to the poem’s themes? And left the class with greetings.

Class conduction-3

Subject: English Grammar and Composition

Topic: “Parts of Speech”

Class level: Six (6)

Duration: 45 minutes

Classroom: 104

Number of students: 32

Another class was taken by me, when I entered the class, I greeted them with a warm smile and wanted to know about their brief introduction “just their name and hometown”

After completing the ice-breaking the session, I started the real class and make lesson plan on “Parts of Speech” to identify a sentence correctly like use parts of speech effectively in sentences through exercise and examples and asked them “have you ever wondered how we build sentences? What if there were no rules for organizing words? Write on the note that “Parts of Speech are the building blocks of sentences and then briefly explain the importance of parts of speech in understanding and forming correct sentences. Later identified the parts of speech from the sentences to know the parts of speech practically. “The smart boy quickly ran to the park and shouted with joy” Noun: boy, park, joy Adjective: smart Adverb: quickly Verb: ran shouted conjunction: and preposition: to, with Discuss each answer with the class and provided a homework of sentences with blanks and told them to fill them in with appropriate words and ended the class.

Class conduction-4

Subject: English Grammar and Composition

Topic: Articles

Class level: Seven (7)

Duration: 45 minutes

Classroom: 105

Number of students: 33

There was another class conducted by in class seven again, I entered into the class and briefly talk about the previous class of “Right form of Verb” and then make an ice-breaking session to introduce the next class, command them to make a pair and one student named a noun word and their partner will assigned the appropriate article “(a, an, the)” after the ice-breaking session I delivered a comprehensive overview of definition of (a, an) and (the) articles , then designed a fill in the gap exercise on the board, challenging students to identify and apply correct articles within 10 minutes timeframe, After reviewed the submission quickly and provided an constructive feedback with the correct answer and summarized the session by highlighting the key points ended the classes with warm regards and best wishes.

Class conduction-5

Subject: English

Topic: Formal Introductions

Class level: Ten

Duration: 45 minutes

Classroom: 108

Number of students: 23

I started the class with an interactive question: “what are some situations where formal introduction is necessary? Then, one by one students shared their thoughts mentioning events like interview, formal gatherings, etc. Then I started the essential components of a formal introduction begin with a greeting: ‘Good Morning/afternoon’ Starting your full name, my name is/ This is Then introducing others start with ‘May I introduce you to ... Then, comes to other things like your hometown, weakness, strength, vision etc. After that, introducing the formation of a formal introduction then made a pair discussion with each other. Each student introduced themselves with their partners to the class, using the format provided. Finally, provided constructive feedback on body language, tone and structure of introductions and reviewed the significance of clarity, confidence, and politeness in formal settings, Ended the class with a final tip: ‘Always smile and maintain an eye contact during formal introductions.’”

Chapter-07
LEARNING FORM MY INTERNSHIP

Learnings:

My three-month tenure as an English Teaching Assistant was a profoundly transformative journey, brought a lot of opportunity to grow both personally and professionally. Every one offered a chance to learn, whether it was through observing the teaching methodologies of seasoned educators, engaging with curious and dynamic students, or understanding the operational intricacies of the institution. Because, the as an English teacher demanded versatility, took on diverse responsibilities like designing lesson plans and assisting in classroom instruction required both creativity and precision. Coordinating group activities and maintaining classroom and organizational skills. Additionally, providing individualized support to student help me developed empathy and effective problem-solving abilities. Nevertheless, the experience was not without its challenges. Maintaining strict schedules, and engaging with teachers' resilience, these hurdles, were invaluable in fostering discipline, adaptability, and robust interpersonal skills. Overall, this internship was far-more than a job- it was an immersive experience that deepened my understanding of education and equipped me with the skills and confidence to navigate professional environments with competence and grace.

Chapter-08

OVERALL FINDINS

Findings from the Internship activities:

- Most of the Teachers do not practice ice-breaking session.
- Students preliminary rely on receptive learning means heavily focuses on rigid grammar rules and note memorization, which restrains communicative competence.
- Relying on outdated pedagogical practices-most of the teachers adheres to old teaching methodologies.
- Overcrowding and limited classroom space and accommodating 4-5 students on a single bench which undermines comfort and focus.

Findings from class conduction:

- Students showed considerable enthusiasm for pair work.
- Insufficient class duration, because only 45 minutes class period was insufficient for delivering a comprehensive lesson.
- Icebreaking sessions were particularly well-received, significantly contributing to a more engaging and inclusive classroom environment.

Self-Findings:

- Adapting to a professional challenges.
- Building confidence in teaching practice.
- Developing effective communication skills.
- Struggling with time management.

Chapter-09

RECOMMENDATIONS

Recommendations

- ✓ Mandatory Ice-breaking sessions.
- ✓ Need to add few more minutes for effective class lesson.
- ✓ Adopt modern language teaching method for effective language acquisition.

Chapter-10

CONCLUSION

CONCLUSION:

This internship has been a great milestone in my professional journey, offering invaluable findings and practical skills while highlighting the contrast between academic theories and real-world application. Engaging with professional setting, managing dynamic tasks, and navigating challenges have sharpened my adoptability, resilience, and confidence. While a bit longer internship has deepened my immersion and broadened my opportunities, the experience has laid strong foundation for my career aspiration. The skills, relationships, and lessons gained during this journey will undoubtedly server as a cornerstone for future success, inspiring continuous growth and excellence.

Chapter-11

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