



Internship Report

On

“An Analytical Exploration of Traditional English Teaching–Learning Practices and Classroom Challenges at Halima Suruj High School”

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Course Code: ENG431

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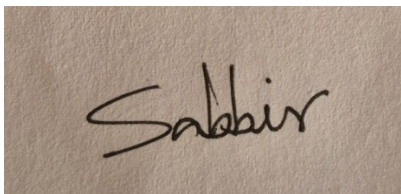
Date: 15 December, 2025

Declaration

It is my personal testament that I have written internship report titled as An Analytical Exploration of Traditional English Teaching-Learning Practices and Classroom Challenges at Halima Suruj High School as a prerequisite to achieving my Bachelor of Arts in English at Daffodil International University.

I attest that all the contents of this report are based on my personal observations, learning experiences as well as critical evaluation undertaken during the internship period. None of the report is sent to any other institution or it was reused in the academic context. Everything below is original to my knowledge and I have properly credited any outside ideas or sources used.

This is an internship report that is done under the guidance and supervision of my noble supervisor. I would like to express my grateful thankfulness to the constructive feedback and constant help that helped to complete this piece of work successfully.

A photograph of a piece of light brown paper with the name 'Sabbir' written in black ink in a cursive, handwritten style.

Sabbir Ahammed

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Batch: 55th

Department of English

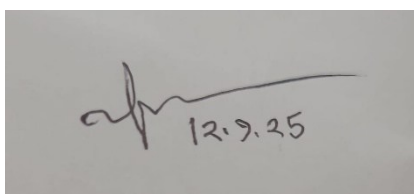
Daffodil International University

Certification of the Supervisor

It is hereby certified that the internship report entitled, An Analytical Exploration of Traditional English Teaching-Learning Processes and Challenges in Classrooms at Halima Suruj High School, by Sabbir Ahammed, ID number 221 -10 972 55th batch, Department of English, Daffodil International University has been done as per the standards laid down by my supervision.

I am pleased to certify that the student has successfully completed all the necessary internship tasks and drafted this report using the real classroom observations, pedagogical experiences, and reflection. This report has been analyzed and has been found to be original, well written, and in line with the academic requirements of the Department of English.

I think that this report meets the requirements of the course ENG 431: Project Paper with Internship, and, thus, I can recommend it to be submitted.

A rectangular box containing a handwritten signature in dark ink. Below the signature, the date "12.9.25" is written in the same ink.

Ms. Farjana Yesmin
Lecturer
Department of English

Acknowledgement

It is my utmost pleasure to acknowledge Almighty Allah, who gave me the capability, the strength, and viable health to do my internship and write this report successfully.

It is my great pleasure to express my hearted gratitude to my respected supervisor, Ms. Farjana Yasmin, Lecturer, Department of English, Daffodil International University, to have effectively guided me and offered appropriate ideas and supportive assistance during the period of my internship. Her support and constructive criticism have played a significant role in the creation of this report.

I would like to express my great appreciation to the head teacher, English teachers, and the entire members of Halima Suruj High School who gave me a chance to carry out my internship in their institution. The collaboration, their contribution, and supportiveness made my experience fulfilling and memorable.

I should gladly say a word of gratitude to the students of the school, whose interest, interest, and constructive feedback made the process of teaching and learning the learning task really engaging and significant.

To sum up, I would like to say to my friends and family my endless gratitude that they provide me with motivation, patience, and support throughout the internship and report writing process.

Abstract

This internship report is a critical analysis of the traditional teaching-learning practices as well as classroom issues of the Halima Suruj High School in teaching of English. The main objective of the research was to monitor the process of English lessons delivery in a real classroom, to examine how the students react to such teaching strategies, and to detect the obstacles which cannot contribute to the successful learning process. The report outlines the main weaknesses and strengths of the current instructional methods through the systematic observations in the classroom, reflective teaching experience, and the interaction data obtained during the classroom observations of students and teachers.

The results disclose that most English classes are based on the lecture-based and teacher-centred paradigm, where the lessons are mostly designed in terms of translation, reading textbooks, and boardwork. Though these techniques ease the students in preparation of examination, they often limit participation, creativity and network communication proficiency. The issues that affect the classroom setting such as large classes, limited resources, mixed ability of learners, and lack of integration of interactive learning practices significantly worsen the overall learning process. Notwithstanding such hiccups, a significant number of instructors are still able to maintain positive relationships with students and are willing to work towards improving learning outcomes.

The report highlights the necessity of more activity-based learning, more involvement of students, and more modern forms of pedagogical teaching that would make the process of learning English to be more productive and enjoyable. In general, the internship provided an invaluable amount of knowledge about the actuality of educational practice at the Bangladeshi high schools, and served as a reminder of the need to find a way of changing traditions that have been long embedded to support the needs of the learners more effectively.

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Chapter 1

Introduction

1.1 Introduction

English language education takes a central stage in the curriculum of school-going children in Bangladesh, hence, affecting their academic achievement, communication skills and future employment opportunities. Despite the recommendations of the national curriculum about the interactive and learner-centered pedagogy, most schools continue to use quite traditional didactic instructions. These practices usually focus on rote memorization of textbooks, grammar based teaching and teacher centric lecturing. As such, there exists a perceivable gap between the curricular expectations and the reality that is present in the classroom setting.

The internship experience held in the Halima Suruj High School provided a chance to explore the pedagogical application of teaching English to learners in a natural setting, a real-life situation of a secondary school, and to capture the challenges faced by both teachers and students. During the period of internship, the researcher was present in a number of English lessons, critically assessed teaching practices, interacted with students and led learning lessons. These interactions played a crucial role in enlightening the mechanism of operationalization of the traditional modalities and in clarifying the effects on the influence of contextual variables which include varying levels of ability, large numerosity of participants, and limited material resources.

The teaching learning interaction seen in the institution is full of both strengths and weaknesses. Whereas instructors are shown to be committed and create a professional relationship with students, the lecture-based pattern of instructions is prevalent. Students have a great tendency of translation exercises, memorization, and test-based preparation, which suppresses, consequently, the ability of communicative proficiency and imagination. However, a substantial minority expresses interest and hidden capacity meaning that strategic pedagogical enhancement would be able to boost learning effectiveness in a material way.

The general aim of this report is to present a critical description of English teaching practices that are still in existence and the related challenges that have been observed in the classroom environment. Through the systematic recording of observations, pedagogical experiences, findings, and suggestions, the current research attempts to uncover the current state of instructions in the English classrooms of Bangladeshi secondary schools and provide credible

ways forward in promoting the existing traditional teaching frameworks with more effective and learner-oriented methods.

Chapter 2

Objectives

2.1 Objectives

As a student in the internship of Halima Suruj High School, I aimed at knowing the pedagogical methods used to teach English in the secondary level and to measure the student responses to various instruction methods in the classroom. I monitored the teaching practices by teachers, the abilities of the students to the prescribed activities, and whether the methodologies used enabled genuine learning performances. I also searched the assessment system in order to understand how it quantifies student progress and whether it encourages understanding, imagination and active engagement.

Besides teaching strategies, I put much emphasis on student motivation, behaviour and participation in the classroom. This discussion was able to give an insight on the factors that support learning and the barriers to student development. I also recorded the problems affecting teachers such as large classes and limited resources.

Being a trainee educator, I was able to reflect on my teaching performances in order to learn what I have learned and establish opportunities to grow professionally in the future. Based on these observations, the research objectives are as follows.

1. To observe the traditional English classroom teaching-learning activities in Halima Suruj High School.
2. To examine how the conventional instructional techniques help or hinder learners in their knowledge of English classes.
3. To analyse the weaknesses and strengths of the current model of assessing English.
4. To investigate the involvement of students, their motivation and behaviour in the classroom during English lessons.
5. To determine the key issues of teaching and learning English by both teachers and learners.

Chapter 3

Methodology

3.2 Methodology

I have a firm desire to work in the pedagogy field and this is the reason why I decided to have an internship in a secondary school. As a result, I chose an existing institution with an organized program of teaching English on different grade levels, called Halima Suruj High School, which provides a good experience to interns. Having passed the necessary administrative process as required by Daffodil International University, I started a three months internship.

The direct classroom observation was the major means of data collection during the internship. I was able to visit classes that were teaching English in several classrooms and closely noted the delivery of lessons, interaction with students, and the impact of the general classroom atmosphere on learning. Special attention was given to the issues of pedagogical practices, the proportion between the teacher-centred and student-centred pedagogies, and the use of teaching aids and learning resources.

Besides the observational data, I also informally interviewed English teachers during recess times. The information obtained in these semi-structured interviews was abundant in details about their instructional techniques, lesson-planning, classroom-management techniques, and the problems that they face daily during instruction.

I also reviewed curriculum texts, supplementary curriculum materials and classroom instructional resources used in the school; I evaluated their suitability in line with the classroom practices and their compliance with the stipulated curriculum. My daily field note kept throughout the internship period helped to conduct systematic analysis of classroom practices, assess the student engagement, and determine the underlying strengths and weaknesses of teaching and assessment of English in the school.

All these methodological strategies allowed me to gain a hands-on experience in t

he pedagogical practices, student reactions, and assessment systems, thus, supporting a substantial framework of the observations, analyses, and recommendations provided in this report.

Chapter 4

Institution Details

4.1 Institution Details:

Institution Name	Halima Suruj High School
Location	Panatiyapara, Bakshigonj, Jamalpur
School No.	136827
Date of Establishment	2003
Post Code of School	2140
Number of Students	349
Number of Teachers	23
Number of Staff	3
Dress Code	Students are required to wear the prescribed uniform, and attending classes without it is strictly forbidden.
Class Time	9.00 AM - 4.00 PM
Library	A small Library
Digital Classroom	No
Canteen	Although the school does not have an official canteen, several eateries and small restaurants have developed around the school premises, where students usually take their meals.
CCTV Security	No

Chapter 5

Internship Engagements

Chapter 5.1

Teaching-Learning Observation

5.1.1 Class Observation-1

Date: 23 October 2025

Time: 10:00 AM

Teacher: Kamal Pasha

Class: 6

Subject: English Second Paper

Number of Students: 35

Class Duration: 45 minutes

Subject: English Grammar

Topic Covered: Parts of Speech, Articles

Materials: Textbook, whiteboard, marker

The lesson began with the teacher entering the classroom to introduce herself to the students and tell them to pick up their books on English grammar.

It was a lecture lesson that was taught in the traditional teacher-centred style. The teacher was near the desk and read out the definitions and regulations in the book. Then, he instructed the pupils to examine the examples provided in the textbook; he made a short introduction to parts of speech and articles.

A short poem was another component of the lesson, and the instructor also did not request the pupils to analyse it but only read it to them and commented on its meaning line by line, which also excluded the pupils from a discussion. No multimedia tools and additional materials were used and it means that the school lacks technology-based classrooms.

Teaching style

The session could not have been complete without the textbook.

- There was no group work, or any pair and activity-based learning.
- It was predominantly quiet with the teacher being the only one speaking.
- The exercises done were minimal; they were also textbook-based and done individually.

- The teacher was such a heavy user of the Bangali language in explaining the rules of grammar, hence, this made the knowledge easy to comprehend and at the same time reduced exposure to English.

The instructional method was an orthodox grammar-translation model that is prevalent in village high schools.

Students behaviour and their interaction

Most of the students appeared to be non-responsive to the lesson.

- Only two or three students were sitting before the instructor who responded to the questions of the instructor.
- The number of students in the back was many and they were distracted or they could not give their full attention.
- There were some students who seemed to be scared to reply, and they were likely scared due to lack of confidence in the English language.

The classroom environment compensated the big size of the classes and the meager resources.

Strengths of the class

- The teacher was very strict and time conscious.
- Simple grammar rules were declared in a proper way.
- There was a systematized textbook provided to students.

Weaknesses of the class

- It was highly teacher centred and thus the students were not involved much.
- No group or pair work or creative activity that was offered.
- It limited the use of English language in instruction.
- Students were not attentive and self-assured.
- The education was more focused on memorizing and reading of books.

5.1.2 Class Observation

Date: 28 October 2025

Time: 11:00 AM

Class: 7

Number of Students: 40

Class Duration: 45 minutes

Subject: English First Paper

Topic Covered: A Reading Passage from the English Textbook

This lesson began with the teacher requesting the students to open up the reading passage in their English textbook. From that point, the instructor read the passage either once or aloud, and the students listened to him/her in their turns. Subsequently, the instructor was line by line translating the passage into Bangla.

This type of translation-based approach is common in the rural educational context, and students often experience problems in vocabulary acquisition and syntactic production.

The teacher has made a small group of students to read selected lines on their own, and it should have been read with an accent. However, the teaching did not incorporate the pre-reading tasks, brainstorming, or discussion aimed at eliciting prior knowledge. This session was followed strictly using the textbook-based based highly structured format.

No additional teaching aids were used; the teacher relied on the textbook and the blackboard only and marked difficult vocabulary words.

Teaching style

The teaching method combined lecture, translation and reading orally.

- Teacher-centered instruction mostly.
- Semantic explanation High dependency on Bangali.
- Minimal investigation and is mostly fact-based.
- No pair or group work.
- A low level of interactive discourse.

The instructor tried to explain vocabulary, but most of the explanations were limited to describing the direct synonyms in Bangla, but not in context.

Behaviour and engagement of students

- The students were approximately 10-12 in number and active participants of the reading material and tried to pronounce the words properly.
- Some of the learners were found to have some confusion upon coming across complex sentences.
- The students sitting at the back were less attentive and they seemed not engaged in the lengthy translation part.
- Some students also did not read out loud which assumed that they were scared to pronounce it wrongly.

Students in general showed some kind of effort but they still lacked a lot of confidence, especially in terms of continued reading in English.

Strengths of the class

- The teacher ensured that every learner had an open textbook.
- The text itself was explained in easily understandable words.
- Pronunciation were also included, but they were limited in nature.
- Those students who participated in oral reading had a propensity of self-confidence.

Weaknesses of the class

- Too much dependence on translation, and little on true understanding.
- Poor delivery of contextualised vocabulary teaching.
- Lack of interaction, group or student-oriented methods.
- There was a large percentage of students who were inactive and unengaged.
- Strategic, guided instructions were not used to develop reading competencies.

5.1.3 Class Observation-3

Date: 30 October 2025

Time: 12:00 PM

Teacher: Mushfiquir Rahman

Class: 8

Number of Students: 38

Class Duration: 45 minutes

Subject: English Second Paper

Topic: Prepositions

Materials: Textbook, board, marker

The instructor entered into the classroom and greeted the students. She penned on the blackboard the subject matter of the prepositions, and directed the students to test the grammatical element of the textbook. The lesson opened by a brief definition of prepositions, and some of the examples of the common type were placed on the board.

During the greater part of the session, the instructor explained the rules and made only a mere reference to the text book. Then, she later gave two textbook questions, and asked some students to read out the answers. No extra exercises, dialogues, and imagination were introduced. The lesson was presented in a conventional and linear way.

Teaching style

The teaching method was mainly lecture based.

- The instructor presented content through voice presentation in the presence of the students.
- The descriptions were well explained but purely book-centered.
- Through Bangali, the teacher used Bangali to enable them to understand the rules.
- No other instructional aid was used other than the blackboard.
- The course was more focused on doing tasks as opposed to investigating real life uses of prepositions.

Behaviour and engagement of students.

- As the teacher asked the students, a minority of them responded.

- Some students made efforts of memorizing the rules and wrote down the examples carefully.
- Some of the students sitting in the back rows did not participate and remained quiet.
- Some of them looked bewildered but were not asking questions.

Generally, there was a calm and punitive atmosphere in the classroom, but it was not very dynamic.

Strengths of the Class

- The regulations were explained in a simple form.
- Students were in attentive silence.
- Basic grammar arguments were sufficiently addressed.

Weaknesses of the Class

- Absence of group or pair work.
- Lack of practice to the students.
- Much of the students were silent and passive.
- Illustrations were not used except on the examples of textbooks.

Chapter 5.2

Classroom Experience

5.2.1 Teaching Experience-1

Date: 5 November 2025

Time: 10:00 AM

Class: 6

Subject: English second paper

Topic: Parts of Speech

Class Duration: 45 minutes

This was among the early lessons of the school as taught by the author. The teacher addressed the students and introduced himself in a friendly manner at the beginning of the lesson. The instructor posed some intuitive questions regarding the name of students and the subjects they liked in order to have this comfort.

The instructor then put Parts of Speech on the board and elaborated the subject by using simple examples. Definitions were not too long, as the instructor felt that most of the students had limited knowledge on the basics of grammar.

This was accompanied by real-life examples like Sabbir runs and The boy is happy which was used to explain nouns, verbs and adjectives. The teacher then divided the group into small groups where each group was given a short sentence. In the assignment, every group was asked to recognize the parts of speech in the sentence.

Most students claimed that they liked this activity since it was not based on the traditional lecture teaching approach.

Student reaction

Students were very active and enthusiastic during the group activity and even those students who were supposed to be weak participated in it.

There were some mistakes made by some students, but they were corrected without much force, also the instructor motivated all participants.

Difficulties faced

There were also reluctant students who were not eager to speak English; a minority of students was also limited by the shyness and fear of giving wrong answers.

Time management was also an issue because the group work took a longer time than expected.

5.2.2 Teaching Experience-2

Date: 9 November 2025

Time: 11:00 AM

Class: 7

Subject: English first Paper

Topic: A Short Poem from the Textbook

Class Duration: 45 minutes

I started the session with the positive environment of a colleague, asking students whether they enjoyed poetry and what types of poetry they enjoyed. This plan made the process of relaxation and increased participation in the lesson easier.

This was followed by putting the title of the poem on the board and explaining a few of the tricky lexical words using brief definitions, with a few examples and demonstrative behaviors to ensure that the vocabulary is stuck in their or his mind.

I then recited the poem aloud, and in such a way, as to indicate pacing, and opened the invitation to echo me out. Their admiration of the soundness of the poem came through their efforts to imitate its rhythm.

After recitation, I stated the main theme of the poem through a brief narrative. I had planned to foster comprehension of the emotional connotation and the overall meaning, and not a mechanical memorizing of the text.

Student reaction

The poem was received favorably, due to its simplicity and appeal and was read in oral form on many occasions and also actively participated in.

Students showed greater interest and innovation when asked to come up with one sentence with an uncommon phrase used in the poem.

Difficulties faced

Some learners had difficulties in pronunciation. Individuals who were at the back exhibited lesser confidence and thus required more instructions.

Without the multimedia facilities, all educative materials were presented using the board only.

5.2.3 Teaching Experience-3

Date: 12 November 2025

Time: 12:00 PM

Class: 8

Subject: English Second Paper

Topic: Prepositions

Class Duration: 45 minutes

In this teaching unit, I came up with a more interactive lesson. I started by presenting an assortment of commonly used prepositions, that is, in, on, under, behind and between, on the board.

I used concrete, real-life examples as an alternative to providing detailed explanations that are rule based. I used ordinary items used in the classroom like books, chalk, and a bag.

- “The book is on the table.”
- “The bag is under the chair.”
- “The chalk is in the box.”

The learners quickly acquired an insight into the prepositional use, as the examples could be seen instantly.

I then divided the learners into small groups and gave each group a series of sentences with incorrect prepositions and instructed them to correct the sentences in the set.

Student reaction

The pupils were joyful in using the real objects; they were laughing and seemed to be relaxed. Even the less outspoken respondents were involved in spoken communication, which is owed to the simplicity of the models. The group setup also allowed all weaker students to participate without fear.

Difficulties faced

The major challenge was that some learners were found to exhibit a slow written

responsiveness hence the need to have additional time allowances. Additionally, the large group made it a little difficult to monitor each group in a comprehensive manner..

Chapter 6

Key Learnings

6.1 My learning from this internship

My internship in the Halima Suruj High School provided me with a valuable concept of the sphere of the pedagogical practice and the relationships in the classroom.

1. Practical classroom issues: Knowledge base.

I could observe that teaching in rural setting needs patience and innovativeness. Students tend to be shy and have low-level English, and therefore, teachers need to modify their approaches to teaching in accordance with the requirements of the students.

2. Importance of simple and direct descriptions.

I realised that students were well-informed in the concepts of grammar when they have a background of contextualised examples out of the experiences of their daily life. Theoretical explanations may be long and are at times confusing, and short activities may be relatable and can be understood by the activities.

3. Interactive teaching power.

I discovered that the learners get involved actively when tangible artifacts, collaboration in a group, or a fun activity are included in the lessons. The most reluctant students will resultingly engage at will, as long as the learning atmosphere is cordial and conducive.

4. It is not only to give knowledge.

Teaching also entails inculcating a sense of motivation, enhancing the confidence of students and assist the students in overcoming fears. A sympathetic attitude can change the general atmosphere in the classroom.

5. Lesson planning and preparation matter.

Good lesson planning helped me to allocate the time of instruction effectively and be confident in delivering lessons. Without systematic preparation, teaching work is likely to degenerate.

6. Theoretical knowledge is filled in by Practical experience.

The skills developed over the course of study at the university such as pedagogical approaches, ELT concepts, classroom management strategies became a reality and had a sense of meaning when they were applied within the settings of the internship..

Chapter 7

Overall Findings

7.1 Overall Findings

According to the empirical study which includes classroom observations, teaching experiences, informal interviews with teachers and students, a number of salient findings were obtained in terms of English teaching-learning practices at Halima Suruj High School.

1. Conventional teaching process of the classroom.

The dominant teaching model in most of the English classes is still lecture based and teacher centered. The instructors largely present materials reading the textbook and expounding in Bangali, whereas activity and communicative approaches are rarely used.

2. The confidence of the students in English is low.

A considerable percentage of the students are found to have fear in reading or speaking English. They are often afraid to answer questions and do not want to take part in classroom discussions which makes them less motivated because of the fear of committing errors.

3. Limited use of teaching aids

Lacking the use of multimedia capabilities limits the lessons to the use of the textbook and blackboard. As a result, the creative method of teaching is suppressed, which reduces student engagement.

4. Vocabulary weakness- reading ability.

Students are faced with the challenge of words that are foreign to them in passages of reading. Their low level of vocabulary mastery makes them rely so much on Bangla translations to get a hold of the text.

5. Absence of group work and interactive activities.

There is little implementation of group work, pair work, and communicative tasks. The majority of the teaching lessons are individualistic and quiet, which robs the students of the chance to practise the English language in a real setting.

6. Overcrowded classrooms

Some of the classes have over 35-40 students thus the ability of the teachers to give more personalized attention is hampered, students sitting on the back seats often tend to stay quiet.

7. There is a restricted teacher-student interaction.

In spite of the cooperative intent on the part of teachers, interaction is still largely unidirectional. The students are subjected to listening as the teachers talk thus avoiding proper feedback and practice of speaking.

8. Homework and practice culture is weak.

Learners do not practice English outside of school very often. Most people are ready to memorise answers instead of developing a content understanding.

Chapter 8

Recommendations

8.1 Recommendations

To improve English teaching/learning in Halima Suruj High School, the following recommendations can come in handy:

1. Apply activity-based learning.

Teachers are advised to apply pair work, group work, role-play, sentence games, vocabulary activities, and short discussions as a way of enhancing the engagement of the lesson.

2. Improve exposure to English in classroom.

A more general variety of English expressions in the classroom such as greetings, short instructions and simple questions and therefore can make students feel more comfortable on the linguistic front because the teachers can use this variety of expressions.

3. Simple teaching materials and visual Aids.

Teachers can use visual representations such as pictures, flashcards, physical objects, charts, and printed work sheets to explain the content of instructional process and to increase the interest of learners even without the help of multimedia resources.

4. Train teachers.

Supporting modern English Language Teaching (ELT) professional development may help instructors with the current pedagogical techniques which will decrease the use of lecturing-based teaching.

5. Lessen dependence on translation.

Teachers are advised to focus more on providing contextualised explanations of vocabulary through the use of exemplars and synonyms, and through exemplification, downplaying the heavily relied direct Bangla translation.

6. Promote reading practice.

Students should be encouraged to read short stories, poems or elementary prose

in the English language other than those given in the textbook thus enhancing language fluency and self-confidence.

7. Enhance classroom control of large classes.

In large classroom, educators can divide the cohort into smaller classes, and it would be more easy to govern the classroom and engage students.

8. Enhance homework and practice assignments.

Enhancing homework and practice work, including vocabulary collections, succinct sentence structure, oral reading, and paragraph writing, contribute to the gradual increase in the student..

Chapter 9

Closing Remarks

9.1 Closing Remarks:

The experience of the internship at Halima Suruj High School was a substantial learning experience as it allowed having a better understanding of the practical side of teaching the English language. Observation and teaching practice showed that traditional pedagogical models still dominate in the rural classrooms, thus, barring student confidence, lexical learning and oral skills. Also, lack of material resources and technological infrastructure also lower the quality of instruction. On the other hand, the data also showed that students become highly motivated when the lesson is not complex, participatory, and involving. Therefore, the implementation of modern teaching methods, further development of teacher preparation, and amplification of student-centered learning might significantly contribute to the effectiveness of English teaching in the framework of the Halima Suruj High School.

Altogether, this internship increased my professional desire to work as a teacher. It helped me to become a budding teacher and provided me with real experiences of the implementation of the teaching of English in practice and meaning.

Chapter 10

Appendices

10.1 Joining Letter

Date: 20/08/2025
To
The Headmaster
Halima Suruj High School
Bakshiganj, Jamalpur.

Subject: Intimation for Joining Duty

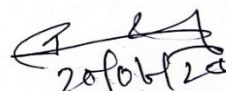
Respected Sir,

I respectfully inform you that I am ready to join my duties as an intern at Halima Suruj High School. I am grateful for the opportunity to work under the post of Assistant Teacher during my internship period. I firmly believe that my academic background and prior experience will enable me to serve responsibly and contribute positively to the institution. I am eager to learn, support the students, and fulfill all assigned duties with sincerity and dedication.

I therefore request you to kindly accept my joining letter and allow me to commence my responsibilities from the scheduled date.

Yours sincerely,

Sabbir Ahammed
ID: 221-10-972
Department of English
Daffodil International University
Email: ahammed10-972@diu.edu.bd


20/08/25
সুব্বিক্ত সন্ধান
এম.এস.সি. বি.এড.-১ম শ্রেণী
প্রথম শিক্ত
জাতিয়া ইক্সপ্লোরেশন
বাকশীগঞ্জ, জামালপুর।
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10.2 Internship Certificate



হালিমা সুরজ উচ্চ বিদ্যালয়

EIIN : 136827
এমপিও কোড-
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স্থাপিত : ২০০৩ইং

ডাকঘর : পানাতিয়াপাড়া, উপজেলা : বকশীগঞ্জ, জেলা : জামালপুর।
মোবাইল : ০১৩০৯-১৩৬৮২৭, ই-মেইল : hsschool2003@gmail.com

স্বাক্ষর: ২০/১১/২৫

তারিখ : ২০/১১/২৫

To Whom It May Concern

This is to certify that **Sabbir Ahammed** has successfully completed her internship as an English teacher at Halima Suruj High School, Bakshiganj, Jamalpur. from 20 August 2025 to 20 November 2025. During her internship, she demonstrated a sincere and positive attitude while working with young learners and cooperated well with the school authority. She has shown dedication, responsibility, and professionalism throughout her service. To the best of my knowledge, she upholds a good moral character.

I sincerely wish her every success in her future endeavors.

২০/১১/২৫
স্বাক্ষরিতঃ বহাল
এম.পি.ও. কোড-১৩৬৮২৭১২
হালিমা সুরজ উচ্চ বিদ্যালয়
বকশীগঞ্জ, জামালপুর।
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10.3 Photos(classroom and exams)



10.4 Plagiarism Report

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