



**An Internship Report on
A Journey to IELTS Success**

Submitted To

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Declaration of the Report

I, Abid Hasan ID:221-10-995, therefore states that the IELTS report titled "Unlocking Success: A Journey through IELTS Preparation" is a genuine and original work accomplished in fulfillment the prerequisites for the Project Paper with Internship (ENG 431) course in the English Bachelor program at Daffodil International University during the Spring semester of 2024. This report focuses on my personal observations and personal experiences while attending the International English Language Testing System (IELTS) program. It was completed as part of the "Project paper" course (Course Code: ENG431) for the B.A. (Hons) in English program, guided by Mohammad Mustafizur Rahman, Assistant Professor in the Department of English at Daffodil International University.



(Signature of the student)

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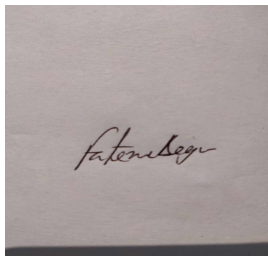
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Authorization of the Supervisor

This document serves as an official certification for Abid Hasan, an enrolled student at Daffodil International University, identified by the ID number 221-10-995. It is with great satisfaction and pride that I hereby attest to the successful accomplishment of the Project Paper associated with the Internship Course (ENG 431) under my guidance as the supervisor. Throughout the IELTS program, I have had the privilege of closely monitoring and supporting the progress of the student. From the initial stages of project planning to the culmination of the internship, I have provided guidance, mentorship, and feedback to ensure the student's adherence to academic standards and requirements. I have witnessed firsthand the dedication, diligence, and commitment exhibited by the student in undertaking this academic endeavor. Their proactive approach, critical thinking skills, and willingness to learn have been evident in every aspect of their engagement with the internship project.

Furthermore, I have observed the student's ability to effectively apply theoretical knowledge acquired in the classroom to real-world contexts, demonstrating a deep understanding of the subject matter and its practical implications. As the supervisor, I take immense pride in the student's achievements and commend their exemplary performance throughout the internship period. I am confident that the skills, experiences, and insights gained from this endeavor will serve them well in their future academic and professional pursuits.

I hereby extend my congratulations and best wishes to Abid Hasan for his outstanding work and commendable dedication to academic excellence.

A photograph of a handwritten signature in cursive script, reading "Fatema Begum Laboni", on a light-colored piece of paper.

Fatema Begum Laboni

Assistant Professor

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Acknowledgment

First and foremost, I want to thank almighty for granting me the ability, persistence, and possibility to embark on this adventure of preparation for the IELTS exam. Your blessings have inspired and guided me throughout this process. I am grateful to my parents for their consistent support, inspiration, and belief in my skills. Their affection and encouragement have served as pillars of strength for me, inspiring me to strive for greatness in all that I do. I would like to express my heartfelt gratitude to my respected supervisor, [Supervisor's Name], for their tremendous assistance, direction, and constructive input during the creation of my IELTS test. Their mentoring has helped shape my understanding and attitude to obtaining success on the IELTS exam. I am appreciative to the University for offering me with the assets, premises, and academic atmosphere that support my learning and progress. The supportive learning environment has greatly aided me in preparing for the IELTS test. I also want to thank my course professors for their devotion, experience, and commitment to conveying expertise and abilities that have helped me improve my knowledge of English proficiency. Their advice and encouragement have been invaluable in my journey to success on the IELTS exam. Furthermore, I'd be grateful to all other academic personnel, such as mentors, advisers, and faculty members, for their ongoing support and encouragement during my academic career. Their advice and encouragement have been extremely beneficial for guiding my academic and professional growth. I am extremely grateful to the Almighty, my family, the University, course teachers, and all other academic individuals for their constant support, guidance, and encouragement throughout my IELTS preparation. Their efforts have been critical to my career, and I am deeply grateful for their help and prayers

Abstract

This project paper is a reflection on the key difficulties that I encountered when preparing in IELTS and the way I managed to overcome them. Initially, I was faced with poor mock scores in listening, reading, writing and speaking (approximately 4.5-5.5), poor vocabulary, poor grammar, poor time management, and high levels of anxiety when taking exams. The quick and natural accent, reading passages with complex content, writing organization and speaking during stress, were particular and challenging to me.

To balance these difficulties, I used a systematic and rigorous study plan. I studied on a daily basis using IELTS resources, used listening with transcripts, and read books and scholarly articles to develop vocabulary and understanding. Teacher feedback and coaching facilities such as Mentors, as well as attending language clubs, assisted me in rectifying errors and facilitating fluency. I implemented particular reading and speaking strategies like skimming and scanning and IDEA speaking technique. Frequent practice tests, contemplation over my mistakes, and stress management practice prior to and during the exam helped to calm my anxiety and boost my performance. Consequently, my scores became 6.0-6.5, and I gained stronger skills in communication, academic writing, and self-learning, which will help me in my future academic and professional ambitions.

Introduction

The International English Language Testing System (IELTS) is a universally accepted standard of non native English speakers who want to seek higher education, career or even migrate to English speaking countries with band scores of 0 to 9 where 6.0 is the average requirement to enter a university in most countries such as Australia, the UK, and Canada, and 7.0 is the average requirement to secure a scholarship and competitive employment. In Bangladesh, English proficiency is a primary career resource, given the rising organizational requirements, such as IDP, the British Council, and local companies, including Mentors coaching centers, where I participated in the IELTS course, representation of various accents in listening, intricate academic vocabularies in reading, the systematic way of essay writing in the examination, and fluent impromptu speaking under pressure, my challenges included a low level of initial mock scores at 4.5-5.5 in all the sections, and the lack of time in my daily schedule as a teacher who has to. This project paper documents my transformative experience overcoming these obstacles using a structured approach: daily 45-minute focused practice using transcripts and podcasts to listen to (improving my score by 4.5 to 6.5), practicing skimming/scanning skills and reading the newspaper to improve my reading score (to 6.5), teacher feedback in essays written in IDEA format to improve my writing fluency, and language club to practice speaking without fear to speak (to 6.0). Combining mock tests, self-reflection, stress management rituals such as pre-exam nutrition and composure, I achieved my target score of 6.5 as well as acquired lifetime skills in academic writing, content creation, and in multilingual learning, and demonstrated perseverance and adaptive strategies that transform exam anxiety to proficiency to the goals of a global ambitions.

Objectives of the Internship

The paper is a narration of my experience in preparing IELTS. My initial scores were low (4.55.5) in each section: listening, reading, writing and speaking. My vocabulary and grammar were also limited, I had a problem with time as I am a busy teacher and I was worried about accents, bad passages, structure of the essay and talking aloud in order to be under pressure. I had objectives to increase my scores to 6.0-6.5 in a bid to enter the university and secure scholarships at Australia, UK and Canada. I have prepared a systematic daily schedule that involved listening to transcripts and practicing listening skills of 45 minutes, reading newspapers and skimming and scanning newspapers, IDEA-formatted essay and mentors feedback and attending a language club. I also reflected on my progress in terms of mock tests and habits of stress-management such as eating well before exams. My focus was to transform my weaknesses in examinations to my advantages in my future career and academic objectives in Bangladesh competitive employment market.

METHODOLOGY

I would have liked to enhance my IELTS mock scores that stood between 4.5 and 5.5 in listening, reading, writing and speaking. The poor marks were a result of lack of vocabulary, poor grammar, inability to keep time as a rushed teacher, and anxiety when doing the test due to unknown accents, difficult passages, structure of essays, and speaking under pressure. My goals were appropriate since I worked towards them using a definite plan and everyday routine of studying.

Firstly, I considered my areas of weakness. That is why I created a rigid plan: I devoted 45 minutes to listening on IELTS audios, podcasts, and the accents (UK, Australian, US) per day. This made me realize more and my listening score increased to 6.5 as compared to 4.5. In reading, I read newspapers and academic materials at fast speed in order to acquire new words and time management, which enhanced my score to 6.5. Writing I applied the IDEA method (Introduce, Describe, Explain, Add example) and received the feedback of the mentors in a coaching center. This enabled my essays to be clear and my grammar to be better. To become more proficient and confident in speaking, I spoke in language clubs and increased my speaking score to 6.0.

I also passed a full mock test on a regular basis, learned what I did wrong and practiced stress-reduction, such as eating properly before the exams and remaining calm. The practices it developed made me think and be strong. My determined and consistent practice elevated my poor grades in bands to 6.0- 6.5 and I acquired life skills of writing academically, creating contents, and multilingualism to achieve my international objectives.

Listening Section

My first listening score was 4.5 which was caused by difficulty in comprehending various accents, rapid speaking, new vocabularies and following a talk or a lecture. To be better, I established a practice plan of 45 minutes a day that is a combination of active and passive listening.

I had to work on official IELTS study books that contain audio clips and scripts. I had to listen to every clip three times. The initial one was done without the script to determine the extent of my comprehension. The second instance where I used the script to identify words that I had missed and observe the associations of sounds. The third time I heard it again without the script to retain the words in the mind. This script-based shadowing assisted me in better hearing of natural speech and it contributed approximately 20-30 new words per week.

Besides, I also heard real programs between 15 and 20 minutes a day. I have chosen BBC podcasts (UK accent), ABC News (Australian), NPR (US), and films. It is through this passive listening that I got to listen to numerous accents and normal language. I also have checked my progress by taking mock tests and found that after four weeks I scored 5.0, after eight weeks I scored 5.5 and just before the exam I scored 6.5. The practice that I did and had to follow as a routine transformed my listening into a good skill.

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Writing

Writing was hard at first. Problems in assembling my thoughts, selecting the correct words, and maintaining the sentences proper were present when I was in a rush. My initial essays were assessed at around 5.0 and lacked any distinct structure and content.

First, I got to know the conventional structure of IELTS Writing Task 2. I have briefly described what I wrote in 2-3 sentences which rephrased the question and indicated my side. After that, I wrote two body paragraphs, each one had the definite topic sentence, 2-3 points, examples, and connected words, such as furthermore and however. I ended up with a conclusion that was a summary of what I had said and nothing new was added.

I would then do three essays per week on various issues in Cambridge IELTS books, e.g. environment, education and technology. I timed myself to 40 minutes. I applied the IDEA approach: I introduced the subject matter, said what the problem was, how it affected, and provided an example.

Thereafter, I requested the feedback every two weeks with both teachers and sites such as IELTS Liz. I examined my fault in word association, clarity of ideas, better word choice, and grammar. I corrected the general mistakes by substituting sentence structures and applying scholarly terms, such as adverse effects, rather than the bad results.

Lastly, I have been assessing my progress through scoring myself against the band guidelines and revising ten previous essays. This struggle improved my score to 6.5, increased my confidence in academic writing and enabled me to acquire skills to make content part as a teacher.

Speaking

The preparation of my speaking was done in a four-stage systematic approach to change my original score of 5.0, which was characterized by nervousness, limited vocabulary, and low fluency, to a confident 6.0 band.

Phase 1: Baseline Assessment and Diagnosis.

I started with three simulated IELTS speaking exams which were recorded with the help of official prompts in the Cambridge IELTS books. Self-assessment disclosed the basic weaknesses, such as the hesitation (delays larger than 3 seconds), the use of repeated simple words (e.g., good, nice), and pronunciation mistakes in such words as schedule and environment. This step took one week and daily 15 minutes recordings were checked with band descriptors.

Phase 2: Structured Technique Acquisition (IDEA Framework)

I chose the IDEA method: Introduce the topic in a sentence or two (IDEA, 2010), Describe key features in 2-3 sentences, Explain reasons/importance in 2 sentences, and Add an example in personal experience (IDEA, 2010). Sample answers and feedback were obtained in the coaching center of Mentors twice-weekly, in 1-hour sessions with mentors. I studied 10 vocabulary sets on the topic (e.g., education: “curriculum, pedagogy, extracurricular) and trained phonetic exercises with difficult sounds (/th/ and /dh/ and /sh/).

Phase 3: Intensive Group Practice.

I attended three sessions of 90 minutes (one session in Part 1 (personal questions), one in Part 2 (2-minute cues card), and one in Part 3 (discussion)) in a local language club (10 members). Feedback on fluency (targeted at fewer than 1-second pauses), coherence (logical flow), and pronunciation (stress/intonation). I made note of every session, and I aimed to have 30 minutes of solo work using cue cards randomly selected under IELTS Liz resources.

Phase 4: Simulation and Refinement of Exams.

I had done 12 timed mock speaking tests in total (comprising 12 full tests) over a period of more than four weeks, interspersed with self-assessment and mentor assessment. Deep breathing (4-7-8 method) prior to Part 2 and positive visualization were also applied as stress management. Last changes were made to filler reduction (um, you know) by rehearsing the scripts.

Reading

The reading section proved difficult when I started practicing to take IELTS and the first practice test resulted in a score of 5.5. Passages were difficult to understand because of difficult academic words, long sentences, and the necessity to read fast. To correct this, I attended a daily 8-week reading plan. To begin with, I took 45 minutes of vocabulary daily. I also had a notebook and recorded 20-30 new words after reading IELTS passages, newspapers (The Daily Star, The Guardian) and academic articles. The words were learned through putting them into context, writing definitions, synonyms, collocations, and sample sentences, and then flashcards helped to revise the learned words using spaced repetition. Second, I learnt how to skim and scan using drills. To skim, I read 2-3 minutes to locate the main ideas, topic sentences, as well as what every paragraph is about. In 60 seconds, I scanned passages each with a particular date, name, and numbers to find this specific information. I measured myself using official Cambridge books of IELTS (books 14-18). Third, I read texts of various types. I read 5 articles per week on BBC News, The Economist, and National Geographic. I was concerned with academic, scientific and opinion articles. This assisted me to accustom to several styles of writing, types of structures and types of questions such as True/False/Not Given, matching headings and summary completion. I was able to monitor the progress week after week by completing a complete 60-minute mock exam on Saturdays and analyzing my errors. I divided errors into vocabulary and wrong inferences, as well as time issues, and switched my focus every week. There were consistent increases at the checkpoints: Week 4 was 6.0, Week 6 was 6.25, and the last checkpoint was 6.5. This approach not only brought my IELTS reading score up to 6.5 (previously it was 5.5), but also allowed me to read faster university academic texts, which will be useful in my further studies and employment connected with reading.

Pre Exam activities

During the last weeks preceding my IELTS exam, I adhered to a simple program, which comprised of studying, setting up of my study material as well as training my mind on how to perform better. The first thing I did was to familiarize myself with the test format by reading the official IELTS guidelines on the British Council and IDP sites and I also recorded the time that I would spend on each section; 60 minutes of listening, 60 minutes of reading, 60 minutes of writing, and 11-14 minutes of speaking. I also examined such important materials as Cambridge IELTS books 14 18 and concentrated on the most frequent topics, such as environment, education, and technology, which are listed in the test.

The Outcome of the Internship

The practice of IELTS was really fulfilling as it enhanced my knowledge of English in the four skills. The result of hard work, coaching center consultation such as Mentors and daily practice elevated my average score of 4.5 5.5 to a good score of 6.0 6.5. The listening score increased to 6.5 (previously it was 4.5) based on the usage of podcasts and 45 minutes a day practice which allowed me to comprehend lots of accents. The use of skim and scan technique on newspapers led to an increase in reading to 6.5 which simplified complex academic texts. My organization, grammar and vocabulary scored higher because I had writing with IDEA-structured essay and teacher feedback, which enhanced my writing. Practicing speaking at language clubs increased my score by 0.5 points to 6.0, provided me with more confidence and fluency when speaking under stress. These scores did not only enable me to pass the test. I scored in the target scores on university admissions in Australia, the UK and Canada, and I was able to receive such scholarships as the British Council IELTS Scholarship which requires a 6.5+. The work process helped me to have life-long skills such as content creation, time management, and self-reflection on my mistakes in the form of mock testing and error analysis. Pre-exam rituals, such as good food, rest and calmness, were also incorporated by me to do well on the test day. My IELTS score has helped once in terms of employment to secure a job in Bangladesh such as IDP and local firms that approve IELTS certification and also prepares exams such as BCS. Altogether, my weak points became my strong ones thanks to hard work and adaptable approaches and provided me with a stable confidence in further education, improved career, and skills to learn more languages in a globalized world

Conclusion

The IELTS preparation was a change. I had a starting score of 4.5 to 5.5 in listening, reading, writing, and speaking. I pushed them with labor up to 6.0 to 6.5 on the whole. Each day I listened to 45 minutes of podcasts that have transcripts. This has made me listen to a good number of accents and my score on listening has improved to 6.5 as opposed to 4.5. I also gained the skills to skim and scan news articles which raised my reading score to 6.5. In the case of writing, I disabled IDEA layout and received comments on mentors. They assisted me in making my essays understandable. The language club helped me to practise speaking and became more confident, which increased my speaking score to 6.0 and reduced anxiety. I also did practice tests, revisited my progress, dined prior to the exams and remained composed on the day of the test. Such habits proved to be more effective and taught me to persevere, manage my time, and adjust. In addition to the test, my hard work made scholarships and improved employment opportunities in Bangladesh available to me (such as with IDP and the British Council). It also assisted me to study in advance towards the BCS exam, to write better academically and to be at ease speaking various languages. This demonstrates that with a planned strategy, the areas of weakness can be transformed into a network of strengths to study abroad, achieve a career and personal objectives.

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Appendix-2



