



My Internship Experience on English Language Teaching
at
Allardarga Secondary School

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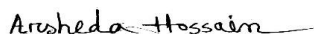
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This report is submitted to the Department of English at Daffodil International University for partial fulfillment of B.A in English Degree.

Declaration of the Intern

I, Arsheda Hossain Mitu (ID: 221-10-992), solemnly affirm that I have written this internship report, entitled “My Internship Experience on English Language Teaching at Allardarga Secondary School,” on my own. This report is submitted to the Department of English at Daffodil International University in partial fulfillment of the requirements for the Bachelor of Arts in English degree, under the guidance of Mr. Mahmudul Hasan, Lecturer, Department of English, DIU.

I declare that this work reflects my personal effort, carried out honestly, and that I have not submitted it either in full or in part to any other institution previously.



Arsheda Hossain Mitu

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Certification of the Academic Supervisor

I am happy to say that Arsheda Hossain Mitu (ID: 221-10-992) signed up for ENG-431: Project Paper with Internship under my supervision. She spent three months at Allardarga Secondary School teaching English. She came to me often for help, and we always talked about her progress. Now that she's completed everything she needed to for the course, she can submit her report for her viva-voce and get academic recognition.



Mr. Mahmudul Hasan

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Acknowledgements

I would like to state that I would like to thank Mr. Mahmudul Hasan who has been of continuous help, guidance, and assistance to me throughout my internship. His advice has had a tremendous impact on my work and made me develop professionally. I would also like to thank everyone in the Allardarga Secondary School who offered me an opportunity to learn and teach in their classroom.

One more thing that I would like to say is that I would like to thank all my teachers of Department of English at Daffodil International University. The concepts I acquired about them were very beneficial and contributed significantly towards my success in the internship.

Abstract

This internship report explains the experience that I had teaching English in a school with the Bengali medium. Its primary aim is to report on what I saw and the approaches to teaching and methods of instructions that are prevalent in the Bangladeshi schools. The report elaborates on the teaching of English as a second language, in the backdrop of Bangladesh with references made to the second language acquisition and class room use. I served my internship in Allardarga Secondary School. In this report, I explain how I prepared lessons, classroom management skills, student learning, my professional interaction, evaluation of student progress through various methods of assessment, feedback, and observation. It also entails my three months teaching experience as an intern. Judging by what I saw and what I had put to practice, I am able to propose a few alterations or additions that would improve the teaching of English in the school level by providing an improved teaching methodology and student centered lessons. Finally, the report brings in the strengths and weaknesses of English teaching in this MPO registered school. It also gives results and suggestions that I feel would be beneficial to both ardent teachers and the school itself.

Keywords: second language learning, classroom management, instruction, teaching strategy, assessment techniques.

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CHAPTER-1

Introduction

1.1: Introduction

A strong command of the English language is now often seen as essential to students' success in both their academic and professional endeavors. English is required in all National Education Board-run schools in Bangladesh because of its importance in global communication and the job market. Although it is very important, it is related to the primary and secondary education curriculum which frequently does not receive a proper attention. Therefore, the existing system of English Language Teaching (ELT) has numerous issues. This renders a profession in English education as a good and worthy practice in the contemporary age.

Being an English major, I wanted to have a practical experience in teaching. Thus, I used a chance to become an intern in one of the educational institutions. Given the fact that most students speak the Bengali language, I decided to select a school teaching in Bengali as my experience. The three months internship time gave me an insight on the methods and systems of teaching associated with such schools. As part of the ENG 431 course project, I finished my internship at Allardarga Secondary School.

The following report presents my experience during the internship through the observation and conducting of English classes. It also pinpoints the talents and expertise that I obtained during this time. Lastly, the report gives recommendations that may be of value to the school as well as anyone wanting to embark on a career in English teaching.

Chapter 2

Background and Objective of the Project

2.1: Background

I studied a course during my final semester named ENG, Project Paper with Internship to finish my B.A. (Hons) in English. My choice of the Allardarga Secondary School as my internship place was to work as a trainee English teacher during the three months. In the process I gathered information on the teaching of English in Bengali medium secondary schools. The National Curriculum and Textbook Board (NCTB) designed the national curriculum, which governs the school and covers every topic, including English in Bengali. As the schools in Bengali language are so prevalent in Bangladesh, I decided to take this school to gain a better insight and analyse the situation of English language teaching in it. During my internship, I also had a practical experience on teaching English to students in secondary schools.

2.2: Objective of the Internship :

This internship's main objective is to gain real-world experience teaching English in a high school or college. Being a person who is willing to become an English teacher, I find this to be a wonderful opportunity to learn more about the job. Furthermore, my objectives are as follows:

- To be familiar with the ELT system in a Bengali-medium school.
- To acquire ELT approaches and learn how to use them in the classroom.
- To identify the challenges associated with teaching English in the classroom and to carry out ELT strategies and tactics there.
- To identify the strengths and weaknesses of pupils' English language acquisition.
- To watch expert teachers providing English language instruction.
- To determine the potential of both educators and learners.
- To get a sense of the high school teaching occupation.
- To identify any weaknesses in Bangladesh's teaching technique and provide potential fixes.

CHAPTER-3

Methodology

3.1: Selecting Institution:

In order to finish my internship, I had to choose an organization. Instead of having one assigned, I opted to choose a place on my own. After thinking it through, I decided to work in a local school, even though there were many to choose from. I contacted a number of schools and at last; I got in Allardarga Secondary School. The fellow teachers and the principal were also very helpful and encouraging during my stay, which made the internship experience much easier.

3.2: Consultation of Academic Supervisor:

My academic supervisor was Mr. Mahmudul Hasan, an English professor at Daffodil International University. He was always there for me. I never approached him without being met by him being willing to assist. He always stayed in touch with me whether through physical meetings, phone calls or even email just to help me through the internship. I was required to forward every paperwork to him to make the arrangements and I would consult him regularly as was the norm, every week.

3.3 : Class Selection for Teaching:

One of my specific responsibilities during my internship was to teach English. I was given the opportunity to teach English to pupils in Classes 6 and 7 by the assistant headmaster.

3.4 : Observation of Teaching:

I went to several classes at the school, I prepared three observation reports which were made formally and each of them was made by the other teacher of English. I learned a lot after observing these classrooms. I observed the way teachers create a good learning atmosphere, use ELT techniques, and utilize ready-made materials to test the learners. These are some of the most insightful observations that I made, and I learned a lot about the actual dynamics of effective teaching in English.

3.5 : Class Conduction:

I found it difficult to adjust at first since it was my first time in a new environment. I was able to conduct my own sessions, nevertheless, after gaining expertise in observing courses. I was required to develop lesson plans and learning resources ahead of time for every class, and the subject matter experts really helped me with this. In order to assist myself in efficiently delivering each lesson within the allotted forty minutes, I was also directed by a few educational guidelines.

3.6 : Observation of the Students:

The students themselves were also observed keenly by me. I observed their reaction towards lessons in the classroom, what they managed to learn in each forty minutes, how they reacted to the manner lessons were conducted and how they experienced learning.

CHAPTER- 4

Institution Details

4.1: Basic Information

Name: Allardarga Secondary School.

Location: Allardarga, Daulatpur, Kushtia.

Year of Establishment: 27 March, 1963

Category of School : MPO school. No : 6302011301

Number of Teachers: 17

EIIN: Educational Institute Identification Number -117512

Number of students: 689

Shift: Day

Teachers' qualification: The minimum qualifications for teachers are a B.A., B.S.C. or B.S.S.

4.2: History

The institution is known by its original name, Allardarga Maddhomik Biddaloy, or by its more colloquial Bengali name. The institution launched its educational process on March 27, 1963. The relevant authorities have granted the institution formal recognition as Recognized. Official recognition of the institution came on January 1, 1969. The Jashore board oversees the institution and sets the academic requirements and tests. The school offers courses in the humanities, sciences, and business studies.

4.3: School Management System:

It is recognized at the secondary level, indicating the level of approval. The government pays teacher wages using the Monthly Pay Order (MPO) system, which the institution is listed under at the Yes 6302011301 was the institute's identification number when it was added to the MPO facilities system. For example, a school, college, university, or training facility falls under the secondary category. The Jashore board, which oversees the institute's academic standards and exams, is in charge.

4.4: Session of the School

Since it is a Bangla-medium school, admissions for various grades start in January or February.

CHAPTER-5

Internship Activities

During my internship at Allardarga Secondary School, I was required to carry out certain tasks. My internship's primary tasks include the following: Conducting classes, observing classes, comparing observations, serving as an invigilator, reviewing scripts, honing skills while interning, etc.

5.1: Working Status:

I joined Allardarga I started working at Allardarga Secondary School as an English teacher on September 1, 2025. My duty hours began at 9:40 AM, and by 4:00 PM, the school day was over. Classes kicked off at 10:00 AM. Before teaching, I went through a training program that covered school policies and understanding student behavior. My mentor at the school was Md Fazlul Karim, an assistant teacher, who offered me a lot of support throughout my internship.

I was given the responsibility of teaching the 1st Paper English class for Grade 6 and the 2nd Paper English class for Grade 7, so I developed a lesson plan covering 22 weeks. Although the school did not provide the entire digital facilities, I was able to do my teaching work satisfactorily. I also took charge of the stand-in courses when an instructor wasn't there. During my time there, I worked with a total of 17 instructors, all of them were really helpful and cooperative. Thanks to everyone's support, I truly enjoyed every moment of my internship.

5.2: Class Observation

Although I didn't begin my internship with class observations, I taught a few lessons first. Still, I came to see the observations as one of the most important parts. Watching experienced teachers helped me improve after observing, my own teaching became more effective and confident. Over the course of my internship I watched many classes, but I prepared detailed reports for three of them, describing what I learned from those teaching sessions.

Class Observation 1

Date	08/10/2025
Time	10:40 AM – 11:20 AM
Class	Six
Subject	English 2 nd Paper
Topic	Tense
Class Teacher	Md Habibur Rahman
Class Observer	Arsheda Hossain Mitu

I observed the first class on 8th October 2025, during the second period of the day it ran from 10:40 AM to 11:20 AM, lasting 40 minutes. The lesson was given by Md. Habibur Rahman, and the topic was English Second Paper for Class 6.

Before beginning the lesson on “Tense” the teacher first gave some students a quick test to check their prior knowledge. I had never seen the grammar book that we were all studying, Simple Communication of Grammar by Kamal Uddin. I discovered that, apart from the English examples, the most of the book's material is written in Bengali when I was following along in class. The instructor recited the relevant regulations from the book and defined the word "tense" in the first part of the class. He then wrote some essential guidelines and examples of phrases on the board. He often asked the pupils questions throughout his sessions, and they would respond one after the other. Throughout the session, the Grammar-Translation Method was used, and he mostly relied on translation and explanation. After some time, he assigned classwork on the board and gave the students about ten minutes to work on it. He then began checking their work, but was only able to review a few before the bell rang. To finish, he assigned homework, asking them to complete exercises from a page in the grammar book's practice section.

Class Observation 2

Date	14/10/2025
Time	11:40 AM – 12:20 PM
Class	Nine
Subject	English 1 st Paper
Topic	The Greed of the Mighty Rivers
Class Teacher	Md Naharul Islam
Class Observer	Arsheda Hossain Mitu

Following the first observation, on 14 October I went to Class 9 during the fourth period, which lasted from 11:40 AM to 12:20 PM, a total of 40 minutes. The lesson was led by Md. Naharul Islam, and the subject at hand was English, First Paper. There were about 40 students present out of 57 enrolled in the class.

At first, First, the teacher collected the student's homework through the class captain. Then, he opened the English for Today textbook and asked everyone to turn to Unit 5, Lesson 1. The topic was 'The Greed of the Mighty Rivers'. He gave the students ten minutes to read the passage and underline any difficult words. After that, he read the passage aloud and translated it into Bengali so the students could better grasp its meaning.

For vocabulary exercise, he then drew 15 words on the board and instructed the pupils to write them down and respond to the book's multiple-choice questions. He then invited students to volunteer to explain the answers. As the class was wrapping up, the bell rang. Finally, he assigned homework: asking the students to write a story based on the passage. With that, the class came to an end.

Class Observation 3

Date	21/10/2025
Time	12:20 PM – 01:00 PM
Class	Eight
Subject	English 2 nd Paper
Topic	Voice Change
Class Teacher	Md Kamrul Islam
Class Observer	Arsheda Hossain Mitu

My third class observation took place on 21 October 2025. It was during the final period before the break (tiffin), in class Eight. The session ran from 12:20 PM to 1:00 PM, lasting 40 minutes. The lesson was given by Md. Kamrul Islam, and the topic was English, Second Paper. Out of the 32 students registered in the class, 26 were present.

At the start of the lesson, the teacher opened the grammar book *Advanced Learner's Communicative English Grammar* by Chowdhury & Hossain. According to his lesson plan, he intended to teach the “Voice Change” that day. To begin, he teach the rules, structure, and correct use of subjects, objects, and verbs during the transformation. Then he explains how to change a sentence from active voice to passive voice and vice versa. During his lecture, I noticed he used drilling: whenever he said an example sentence in English, he had the students repeat it several times. This method revealed that he was implementing one of the techniques of Grammar Translation Method which focuses on repetition and habit-making. He gave some classroom work on the subject after approximately 25 minutes of lecturing. He told the pupils to read the highlighted pages in the grammar book at home after the bell rang and requested them to do it as homework. He ended the lesson in such manner.

5.3: Teaching Experience

I was given the responsibility to teach English First Paper and English Second Paper for Class 6 and Class 7. To prepare for this, I developed a lesson plan that aligned with the final exam syllabus. I then put these plans into practice on a weekly basis teaching according to the structure I had designed.

5.4 : Class conduction

Class Conduction 1:

Date	01/09/2025
Time	10:40 AM – 11:20 AM
Class	Seven
Subject	English 2 nd Paper
Topic	Degree
Class Teacher	Arsheda Hossain Mitu

I conducted my first class on 1 September during the second period, which ran from 10:40 AM to 11:20 AM. I entered the classroom for Class 7 alongside the headmaster, Md. Kamrul Islam, who introduced me to the students and then sat at the back to observe. Being my first lesson, I felt pretty nervous. The class was English Second Paper, and I had prepared beforehand: the course teacher had given me the grammar textbook in advance, and I created a syllabus based lesson plan.

The class began with a warm-up in accordance with my lesson plan. Since it was their first lesson with me and they had not yet met me, I welcomed the students to ask me any questions they had. Some of the students questioned me about my school, college, and personal information. On the same note, I inquired of them about their hobbies. This exercise assisted the learners to feel more relaxed and comfortable in the classroom. I conducted the introductory part of the lesson on the subject of “Degree” after the warm-up. I have start by drawing a basic definition on the board and whether the students knew what it was. There were positive answers, demonstrating that some of them already had the basic knowledge. After that, I presented the examples in a three-column table and described the rules of constructing positive, comparative, and superlative degrees on the whiteboard. I have identified that students liked this inductive approach to learning. The Grammar Translation Method was also utilized by me during the lesson. I requested students to be divided into groups of five, which they easily and naturally did. I had prepared a couple of sentences to give them as a classwork and ask them to transform them into positive, comparative, and superlative. It was a participatory session and the students were involved in the lesson.

Approximately ten minutes later, almost all the groups were done with their assignments. I started going through their work and discovered that they had done one such a good job. Then I asked one of the students to go to the front of the class and share what she learned throughout the lesson. She was clear and well organized in making her points and I appreciated her efforts. Just then, the bell rang. I asked students to do an exercise on the chapter in their grammar book on the chapter Degree as a homework, indicating the page that the students were to mark. Despite some nervousness, I concentrated on the effective conduction of the class. This way I have managed to complete my first class in a time frame which is forty minutes.

Class Conduction 2:

Date	01/09/2025
Time	02:40 PM – 03:20 PM
Class	Six
Subject	English 1 st Paper
Topic	A Man Who Loves Trees
Class Teacher	Arsheda Hossain Mitu

My second lesson was the same day in the sixth period. It was a lesson in English First Paper, Class 6. The course instructor accompanied me to the classroom where she sat at the back of the classroom to observe my teaching.

I started my lesson as per the lesson plan in which the first section was dedicated to a warm-up exercise. To this, I brought five sets of jigsaw puzzles and requested the students to form groups of six individuals each which they did within a short period of time. I then gave them a challenge of completing the puzzles in ten minutes. One group was able to complete within eight minutes. The students greatly enjoyed the activity and I observed that they became more relaxed and comfortable in the classroom. Then I instructed the students to get the book English for today Lesson 4 of Unit 5. It was called “A Man Who Loves Trees”. I read the first stanza in English and then translated it into Bengali, through the Grammar Translation Method of teaching the same. During the translation process I would underline some problematic words in the text and put them on the board. I questioned the students whether they were aware of the meanings of these words but majority of the students were not, and this made them a little bit uneasy. Having defined the

meanings of each word, I gave the students a test of the true-false questions that were presented at the end of the passage.

After approximately seven minutes, I started going through the scripts of the students individually, and I was able to revise the work of every student. Suddenly, the bell rang. Though I would have preferred to go on with the lesson, the session had no further planned. Thus, I ended the lesson, and, I think, students were interested and engaged in it.

Class Conduction 3 :

Date	03/09/2025
Time	02:40 PM – 03:20 PM
Class	Seven
Subject	English 2 nd Paper
Topic	Parts of Speech
Class Teacher	Arsheda Hossain Mitu

I undertook a lesson on parts of speech in Class 7. I was ready beforehand with my lesson plan and went into the class with a lot of confidence. I was welcomed by the students, and this facilitated the establishment of a good atmosphere.

I began the class as scheduled, with a brief warm-up exercise. On the blackboard I marked a simple sentence the young boy runs quickly. I requested the students to tell me what they comprehended in the sentence and they were supposed to highlight the words that they consider interesting. Some of the students volunteered and gave their ideas that served to make the classroom friendly. Then I presented the subject of Parts of Speech. I wrote the eight words noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection as well as the definition on the board.. I used simple examples to explain each of them. The students were interested and were responsive to my questions. After that, I provided them with a short paragraph to find various parts of speech in pairs. Then I split the class into small groups and provided each of the groups with some mixed words to classify. The lesson was participatory, and the learners engaged in it eagerly.

I requested one student to recount what she had learned before the class ended and she did it well. As the bell was ringing, I gave them homework in the grammar book about the identification of parts of speech.

By doing so, I was able to deliver my lesson successfully within the forty minutes mark.

Class Conduction 4 :

Date	15/10/2025
Time	12:00 PM – 12:40 PM
Class	Six
Subject	English 2 nd Paper
Topic	Tense
Class Teacher	Arsheda Hossain Mitu

I attended a Class Six course in the subject of Tense. My experience in the classroom began with the preparation of the lesson outline and pre-checking the grammar chapter. The students were very welcoming and I greeted them in a short time before I proceeded to get the lesson underway.

First of all, I requested the students to tell me about something that they have done yesterday, something that they are doing and something that they intend to do tomorrow. Their responses made my introduction of the concept of time in English sentences easy. This was the brief warm up exercise prior to the commencement of the class. Then I put on the board the heading of Tense and defined this term as that which demonstrates when an action occurs. I then split the board into three columns Present, Past, and Future and gave simple examples to each of them, which the students repeated after me. They appeared to be satisfied with the explanation. As an exercise, I provided the students with five short sentences and I asked them to rewrite them in each of the three tenses. At first, they would work separately and then I would permit them to verify their answers with a partner. I could go around the room and help students that required assistance. Some of the students would volunteer to read their answers and I would correct them when it was needed. The fact that they participated was an indication that they had grasped the lesson.

I ended the class by summarizing the main points and asking one of the students to tell what she had learnt. She gave a clear response. Then I gave homework reading the grammar book which was the changing of sentences to the different tenses. The lesson was conducted normally and I managed to complete the lesson.

Class Conduction 5 :

Date	24/11/2025
Time	11:20 AM – 12:00 PM
Class	Six
Subject	English 2 nd Paper
Topic	Class Test
Class Teacher	Arsheda Hossain Mitu

I taught Class Six an English lesson. It was English 2nd paper class. I had set a brief lesson plan and a few simple exercises in place of a classroom test before my entry into the classroom. The students were extremely friendly and this made me feel confident.

I began the lesson by posing some questions to them regarding their past lessons. This made the students feel at ease and willing to learn. Then, I soon revised some of the main points, like the sentence construction, nouns, and verbs, to get them ready to the test. Thereafter, I issued a brief class examination, to determine their comprehension and also to verify how well they have learned so far due to my instruction. The test consisted of easy grammar, vocabulary and sentence writing questions. The students were quite focused when working on the test and doing it seriously. Once the papers were gathered, I went through some responses with the entire class at which point I highlighted some of the common mistakes and provided a clear explanation of that. This assisted the students to know their mistakes in real time. I provided positive feedback as well to motivate them as well as to encourage their attention to detail. Lastly, I gave them several activities in their textbook as homework and reminded them to exercise on this. The lesson was completed, and the exam gave me an opportunity to check my performance as a teacher and the learning process of the students.

5.5 : Learning as an Intern :

Professional Communication :

From the internship, the most important thing that I learned is professional communication. I started learning how to do professional communication from the date of my joining. I had to approach professionally to my colleagues, headmaster, parents of the students, and other school staff for doing communication.

Duties of a teacher :

One of the most significant learnings from my internship is how to perform the duty of a teacher. Making lesson plans, understanding students' ability to understand, cooperating with other colleagues, presenting lessons in an interesting way, checking scripts, etc were the key tasks which I learned as a teacher in the institution.

Working under pressure :

Sometimes there were various types of tasks that I had to do during my internship. For example: conducting classes, attending meetings, administrative work etc. So, I learned how to work under pressure in an institution.

Being Versatile :

During the internship at the school, I learned how to change my attitude according to the situation. For this, I needed to change my gesture and posture. I needed to adopt positive gesture for motivating students and sometimes I had to be strict to make a good classroom environment. So, I learned how to be versatile in a workplace by considering its position.

CHAPTER 6

Limitations of the Internship

6.1 : Limitations of the Internship

- I could not use my twenty-two weeks lesson plan completely because of the holidays associated with Durga Puja and exams. Once I had joined the institution, it took me about two weeks to orient myself with the rules and systems in the institution. Consequently, I would find it more helpful to have at least three months to go through the internship successfully.
- Since this is a new profession, sometimes I had the problem of low self-esteem. My performance in some occasions was influenced by my lack of confidence in different situations, and this is why it is among the most critical problems I encountered during the internship.
- I also struggled at first because I could not find support with my colleagues at any given time, as it took some time to establish a rapport with them. Consequently, I found myself feeling very alone and lost in the institution to the point of being confused.
- Being a student of an IT-related university, technology is something I am used to utilizing in the learning and teaching process. Nevertheless, this school was not as well-equipped in digital tools as it had a single digital classroom. This made me incapable of teaching the students through audio-visual equipment, which turned out to be a setback in my internship.

CHAPTER- 7

Overall Findings

7.1: Overall Findings

- **Teaching Condition:**

Even the English teachers in the school had learnt English language and literature but they were not at ease with using English fluently. The students would usually make them feel uncomfortable when they talked to them using the English language in their daily interactions. Consequently, the students were not used to using English in the classroom. Although the English textbooks being taught by the NCTB had a listening part which focused on enhancing the listening capabilities of the students, the school did not have the facilities to do so. This meant that the students did not have a lot of time to explore their speaking and listening skills and thus could not learn English language well.

- **Absence of Essential School Sections:**

I noticed that the school lacked key facilities, including library and canteen during my internship. There was no library in the campus, which meant that students could not read other books other than their textbooks, which I saw as a great weakness. The school also lacked a canteen and at the tiffin time, students used to take street food sold by the vendors at school gate. These foods were usually inappropriate to the students. Consequently, I came to learn that the school was lacking in some of the important facilities that are required to have a balanced educational environment.

- **Barely Uses of Technology:**

Every administrative and academic transaction of the school was carried out using hand written records, which is too time consuming in the modern digitized world. The school equally lacked a digital classroom and the only one available was used by the classes in a single period per week. This brought in a big problem in the aspect of technology-based teaching at the school.

- **Study Method:**

I also noticed that the school teachers were interested in motivating students to memorize the written aspects of English like paragraphs, essay and letter writing. This led to low interests in free-hand writing by students. Moreover, teachers provided guidance only before exam days and taught a limited portion of the texts according to the syllabus. This reliance on last-minute suggestions diminished students' curiosity and significantly hindered the development of their creative writing skills.

7.2: My SWOT Analysis

Strengths :

- The ability to create a productive learning environment.
- Proficiency in presenting lectures in English.
- Effectiveness in creating lesson plans.
- Efficient in creating study materials.
- Proper technique for interacting with all kinds of students.

Weaknesses :

- Fear of any uncharted activity.
- Easily being mentally strained.
- Need improved time management.
- Sometimes the attention is too detailed.

Opportunities :

- Develop time management abilities.
- Improve the ability to communicate.
- Gain new techniques.
- Interact with a variety of students.
- Examine career advancement.

Threats :

- Stress from a heavy task
- Competition among educators
- Pressure to fulfill deadlines
- Having to fulfill deadlines

CHAPTER- 8

Recommendations

8.1: Recommendations for the School

Having worked three months as an English language teacher in the course of my internship, I have found that the following concerns should be handled:

- All classrooms should be equipped with digital technology as soon as possible, so that students can benefit from modern methods of education.
- A library and canteen should be established to support the students' intellectual and physical well-being.
- Measures should be implemented to enhance students' listening and speaking skills in order to improve their English language proficiency.
- Teachers should dedicate additional time to provide each student with extra-academic counseling.
- Teachers should receive adequate training to adopt modern teaching methods. They should minimize rote memorization and incorporate engaging warm-up activities in the classroom.
- The number of extracurricular activities should be increased to promote students' mental well-being.

CHAPTER 9

Conclusion

9.1: Conclusion

The process of teaching English in Bangladesh is quite a difficult one. It is not easy to teach as a second language because of a number of weaknesses in the teaching curriculum. However, my internship provided me with a lot of information on the English language teaching. The major goals I had in Allardarga Secondary School were to have a glimpse of the present situation of English language teaching in Bangladesh and carry out the duties of an English teacher in a period of three months. I am happy to inform you that I was able to fulfil these goals throughout my internship. By doing tasks like making lesson plans, teaching classes, observation of other teachers, counselling students, and administrative duties, I managed to evaluate my professional skills and to find out both my strong points as well as weaknesses. My internship at a learning institution was a great experience as I was able to test my abilities and establish my weaknesses. I feel privileged having had the experience to get into the teaching career a noble profession at the very beginning of my career. The internship was not only informative but also influential and very inspirational. The practical knowledge that I have gained at this stage will be priceless in informing and aiding my future career in the educational field.

Chapter 10

References

10.1 : References :

Details of the Institution - <https://www.sohopathi.com/allardarga-secondary-school/>

School's Website - <https://allardargasecondaryschool.jessoreboard.gov.bd/>

<https://www.facebook.com/MyschoolADSS/>

Chapter 11

Appendices

11.1 : Class Observation Checklist :

Checklist 1

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation - 01

School / College: Allardanga Secondary School
Teacher's Name: Md Habibur Rahman
Class: Six Section: X No. of Students Present: 52
Course Title & Code: English 2nd paper Room No: 402
Peer/Observer: Arsheda Hossain Miti
Date and Time: 08-10-2025, 10:40 am to 11:20 am

Objectives of the lesson (as perceived):

- To teach the main topic of the English 2nd paper lesson
- To help students understand and use the grammar correctly
- To make students take part in the activities and learn from the lesson.

Were the objectives achieved and to what extent (in your view)?

The lesson objectives were partly achieved. The teacher knew the topic well, but many students were not fully focused. Because the class was not well organized and there was no warm-up activity, the lesson was only completed to some extent.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher's thorough preparation gave him strong ability to teach the lesson.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	The class wasn't organized properly, and a warm-up session was missing.

	today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	He managed to keep the students focused and was very approachable and kind.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	He applied the grammar translation method (GTM) and relied on a specific grammar book for instruction.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	His presentation was well delivered, and his voice was loud enough for everyone to hear.

MANAGEMENT

Was the time spent properly?

He handled the class time efficiently during his lecture.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

He began with attendance, explained the lesson, gave practice tasks, and checked students' answers before finishing the class.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was no major problem during the class. The teacher managed any small issues without difficulty.

Strengths observed: He was able to make the lesson interesting, lively and enjoyable for the students.

Suggestions for improvement: Overall, He presented well, but the class would improve with a warm-up session.

Overall impression of teaching effectiveness: The teacher interacted with his students in a friendly, supportive and pleasant manner.

Checklist 2

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation - 02

School / College: Allardanga Secondary School
 Teacher's Name: Md. Naharul Islam
 Class: 09 Section: X No. of Students Present: 40
 Course Title & Code: English 1st paper Room No: 305
 Peer/Observer: Arsheda Hossain Mitu
 Date and Time: 14-10-2025, ~~12~~ 11:40 am to 12:20 pm

Objectives of the lesson (as perceived):

- i. To help students understand the topic from the English 1st paper lesson.
- ii. To improve students' reading and comprehension skills.
- iii. To make students able to answer questions based on the lesson.

Were the objectives achieved and to what extent (in your view)?

The lesson objectives were only partly achieved. The teacher explained the topic, but many students were not fully engaged. Because the class organization was weak and the warm-up was missing, the objectives were not fully met.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher couldn't make the lessons interesting, so the students felt bored in his class.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	The organization of the class was inadequate. A warm-up session was missing.

	today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	There was no warm-up activities or feedback sessions, and students did not participate.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	He primarily applied the grammar-translation method and sometimes switched to the direct method.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	His class presentation was weak, and she had trouble with pronunciation.

MANAGEMENT

Was the time spent properly?

He spent the whole class teaching.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

- i. The teacher started the lesson without a warm-up.
- ii. He explained the topic using the grammar-translation method.
- iii. Students listened but did not do activities.
- iv. The class ended without feedback.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was confusion because students could not understand his pronunciation, and the explanation was not clear.

Strengths observed:

There was no strength that I observed.

Suggestions for improvement: The teacher should include warm-up activities, communicate more with students, and assign group work.

Overall impression of teaching effectiveness: The teacher worked hard to deliver the lesson, but his bad pronunciation made the class uninteresting for the students.

Checklist 3

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation - 03

School / College: Allardarga Secondary School

Teacher's Name: Md. Kamrul Islam

Class: 08 Section: X No. of Students Present: 26

Course Title & Code: English 2nd paper Room No: 201

Peer/Observer: Arsheda Hossain Mite

Date and Time: 21-10-2025; 12:20pm to 1:00pm

Objectives of the lesson (as perceived):

- i. To help students understand the target grammar rule clearly
- ii. To enable students to identify and correct grammatical errors
- iii. To allow students to practice the grammar topic through examples and exercises.

Were the objectives achieved and to what extent (in your view)?

The objectives were partially met. The teacher explained the topic clearly, but the lesson remained incomplete because of poor time management.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher had strong knowledge of grammar and handled it confidently.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	The lesson wasn't completed properly due to poor class organization.

	today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	He could not maintain the students' attention during the lesson.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher taught using the Grammar Translation Method. (GTM)
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	His voice was clear and loud, but his pronunciation was influenced by his mother tongue.

MANAGEMENT

Was the time spent properly?
 The teacher did not handle the classtime in a proper way.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The teacher introduced the grammar topic, explained the rules with examples, and translated sentences. The lesson ended without practice due to time issues.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was confusion because students could not understand his pronounci became distracted and he struggled to gain attention.

Strengths observed: His voice and confidence were strong enough to conduct the class effectively.

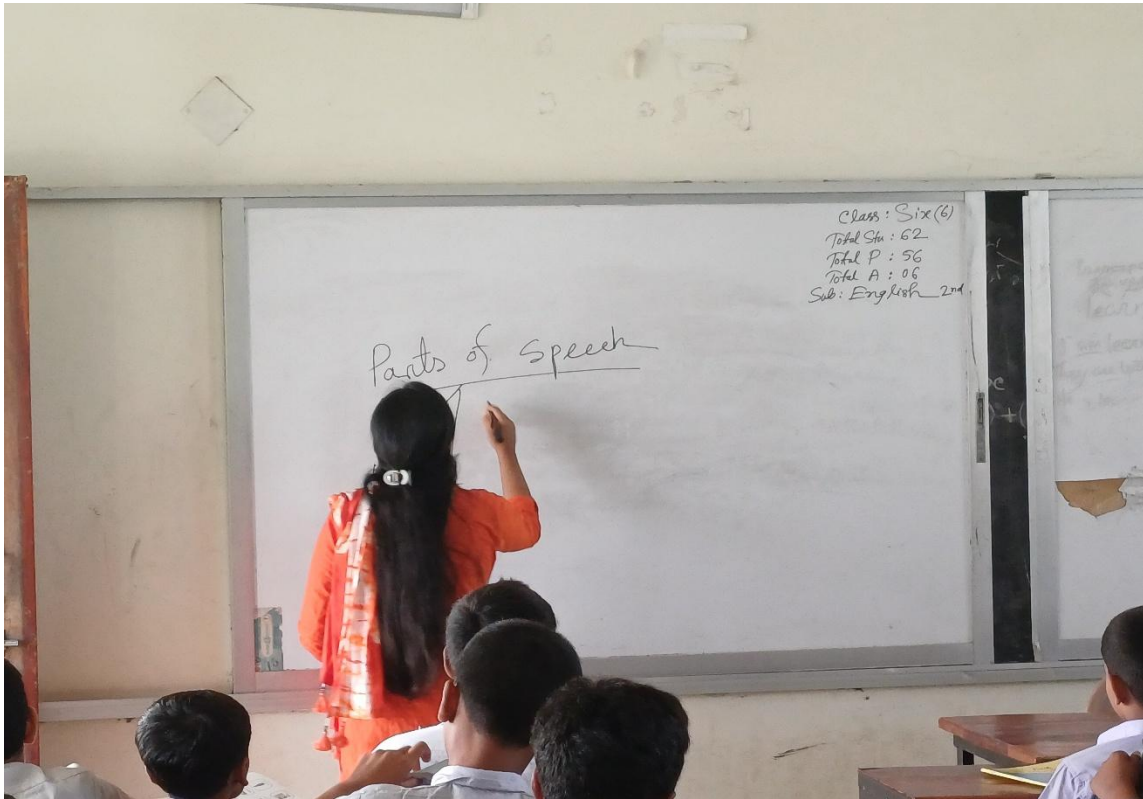
Suggestions for improvement: More preparation is needed before teaching, along with improvement in pronunciation and communication skills.

Overall impression of teaching effectiveness: The class did not go smoothly, and the teacher should focus on enhancing his teaching methods.

11.2 : Photographs



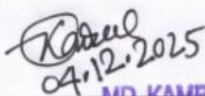








11.3 : Internship Certificate

 	প্রধান শিক্ষক / সম্পাদক আল্লারদর্গা মাধ্যমিক বিদ্যালয় স্থাপিত : ১৯৬৩ সাল ডাকঘরঃ আল্লারদর্গা, উপজেলাঃ দৌলতপুর, জেলাঃ কুষ্টিয়া। MPO Code No. 6302011301, E-mail :- allardargass@gmail.com	মোবাইল নং-০১৭১৮-৭৪০৮৭১ বিদ্যালয় কোড নং-৫৩২৮ EIIN No-117512
		তারিখ : 04.12.2025
This is to certify that Arsheda Hossain Mitu, a student of Daffodil International University (ID: 221-10-992), has successfully completed a three-month internship at Allardarga Secondary School. The teachers were pleased with her dedication, and she also received positive feedback from the students. She is a motivated, well-mannered, and diligent individual who carries a strong sense of responsibility. I extend my best wishes for her continued success in her professional career.		
 MD. KAMRUL HASAN M.S.S, M-Ed ID NO-280549 HEAD MASTER ALLARDARGA HIGH SCHOOL DAULATPUR, KUSHTIA. Allardarga Secondary School Allardarga, Daulatpur, Kushtia		

11.4 : Plagiarism Report

221-10-992

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13%	13%	0%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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