



An Internship Report
On
“Teaching Experience as an English Instructor at
Banga Dharitree Textile and Engineering Institute”

Course Title: Project Paper with Internship
Course Code: ENG-431

Prepared By:

Owahidia Yeasmin Tammanna
ID: 221-10-1052
Batch: 55, Section: A
Department of English

Supervisor:

Mr. Mahmudul Hasan
Lecturer
Department of English
Faculty of Humanities and Social Science
Daffodil International University

Date of Submission: 13-12-2025

This Internship report is submitted to the Department of English, for the partial fulfillment of the requirements for the Bachelor of Arts (B.A.) Degree in English.

Declaration

I do hereby declare that I prepared this internship report on “Teaching Experience as an English Instructor at Banga Dharitree Textile and Engineering Institute” for the partial fulfillment of a BA (Hons) degree in English at the Department of English, Daffodil International University. The paper has been submitted under the academic instruction and supervision of Mr. Mahmudul Hasan, Lecturer, Department of English, Daffodil International University.

I affirm that this is the final and approved version of my internship report, as reviewed and corrected by my academic supervisor, and it will be submitted to the university library for archival purposes. Furthermore, I certify that this work has not been previously presented, published, or submitted for academic credit at any other institution or organization, and that the results presented herein are original and contribute meaningfully to the field.

Tammanna

Owahidia Yeasmin Tammanna

ID: 221-10-1052

Program: BA (Hons.) in English

Faculty of Humanities and Social Science

Department of English

Certificate of the Supervisor

This is to certify that Owahidia Yeasmin Tammanna, ID: 221-10-1052, Batch: 55, Section: A, has completed her internship under my supervision and guidance. I confirm that no degree has been awarded to her based on the contents of this report.

I extend my best wishes for her continued success, and I am confident that she will excel in all her future endeavors.

A handwritten signature in black ink, reading "Mahmud", with a horizontal line underneath it.

Mr. Mahmudul Hasan

Lecturer

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Acknowledgements

I want to extend my deep gratitude to Almighty God for the grace, strength, and guidance in writing this report. I appreciate my family for their constant motivation and prayers. A very special gratitude to the Department of English, Daffodil International University, for providing me with the opportunity to apply my pedagogical knowledge in practical settings through an internship. The department has developed me into a more skilled teacher.

My most profound thanks are extended to my honorable supervisor, Mr. Mahmudul Hasan, Lecturer in the Department of English, for his priceless supervision, constructive criticism, and unflagging support for this endeavor. I am grateful to the head teacher, teachers, and staff of Banga Dharitree Textile & Engineering Institute for their kind cooperation and assistance in carrying out this training.

And finally, this report is dedicated to my parents and siblings, whose sacrifices, love, and support are the cornerstone of my academic achievement.

Tammanna

Owahidia Yeasmin Tammanna

ID: 221-10-1052

Program: BA (Hons.) in English

Faculty of Humanities and Social Science

Department of English

Abstract

This is the report on my internship at Banga Dhariti Textile and Engineering Institute (BTEI) to improve the communication skills of vocational students. The report discusses pedagogical approaches in a technical education environment, with a focus on engineering students. During my internship, I delivered lessons on communication, word building, and grammar to develop the students' language skills in the context of technical English. The instruction structures I employed were designed to help people learn the skill of effective communication in a technical context, which is precisely what they'll need on the job. The article also discusses the challenges and triumphs of teaching in a technical ecosystem. It offers suggestions for restructuring language courses to better cater to vocational students. It also offers ideas for improving language instruction in technical education, as well as lesson plans and other materials that may be helpful to teachers.

Keywords: Communication, Technical, Lessons, Instruction, Skills

Table of contents

Declaration	i
Certificate of the Supervisor	ii
Acknowledgements	iii
Abstract	iv
Table of contents	v
CHAPTER 1 : INTRODUCTION	1
1.1 Introduction	2
CHAPTER 2 : OBJECTIVES	4
2.1 Objectives of the Study	5
CHAPTER 3 : METHODOLOGY	6
3.1.1 Type of Internship Institution	7
3.1.2 Class Observation	7
3.1.3 Class Conduction	8
3.1.4 Case Study	9
3.1.5 Process of Data Collection.....	9
CHAPTER 4 : INSTITUTIONAL DETAILS.....	10
4.1 Institutional Overview.....	11
4.2 Academic Evidence.....	12
4.3 Faculty and Administration.....	12
4.4 Learning Environment & Facilities.....	12
CHAPTER 5 : INTERNSHIP ACTIVITIES	13
5.1 Internship Period Overview	14
5.2 Contribution	15
5.3 Class Instruction Observation 1	15
5.4 Class Instruction Observation 2	16
5.5 Class Instruction Observation 3	17
5.6 Class Instruction Observation 4	18
5.7 Class Instruction Observation 5	19
5.8 Class Conduction 1	20
5.9 Class Conduction 2	21
5.10 Class Conduction 3	22
5.11 Class Conduction 4	23
5.12 Class Conduction 5	24

CHAPTER 6 : OVERALL FINDINGS	25
6.1 Session Class Results	26
6.2 Results from My Teaching.....	26
6.2.1 Getting Ready for Class.....	26
6.2.2 The System of Teaching	27
6.2.3 Using Methods.....	27
6.2.4 How to Use Language	27
CHAPTER 7 : RECOMMENDATION.....	28
7.1 Recommendations	29
CHAPTER 8 : CONCLUSION	30
8.1 Conclusion	31
References.....	33
Appendix I: Checklist for Class Observation	35
Appendix II: Conduction Photograph.....	38
Appendix III: Internship Placement Certificate	39
Appendix IV: Internship Completion Certificate.....	40

CHAPTER 1: INTRODUCTION

1.1 Introduction

I realize that this report is the outcome of my internship at Banga Dharitree Textile and Engineering Institute (BTEI) as a partial requirement of our BA in English at Daffodil International University. It was a good opportunity for me to teach English at a technical school and to receive on-the-spot training in language teaching at an engineering or technical school.

The BTEI is a private polytechnic in Maona, Sreepur, Gazipur-1750, Bangladesh; it provides engineering education through a 4-year diploma program in Textile Technology, Computer Science & Technology, Electrical Technology, Civil Technology, and Mechanical Technology. The institute was established in 2016 to equip students with technical skills as the country works to develop and prosper, officials said. The school's curriculum provides a balance of theoretical and practical training to ensure that all graduates are prepared for both academic and professional markets.

I tutor English to engineering students as part of my BTEI placement. The primary purpose of this internship was to provide me with direct teaching experience at a technical school and to demonstrate the extent to which English language teaching might be appropriate in a specialized (but non-language-training) environment. I developed lesson plans and taught grammar, vocabulary, and communication skills at BTEI. It was a balance between structured language teaching (SLT) and communicative language teaching (CLT). Also, I got so much better at teaching and managing a class of mixed-level kids.

I have completed my BA (Hons) in English from Daffodil International University, where I also submitted a project paper. I had the good fortune to attend an English-language class with students from technical colleges. I watched closely: the problems and opportunities a class presents for teaching English to engineers.

I am aware of new methods and had to apply them in the classroom, i.e., SLT/CLT principles. I have also written about how to enhance English for specific purposes teaching in BTEI and how language provision can be improved for engineering students.

I learned that teachers and students identified multiple reasons as barriers to their teaching or learning of English, and offered some solutions to address these for the benefit of English at BTEI.

CHAPTER 2: OBJECTIVES

2.1 Objectives of the Study

The internship was done as part of the requirements for ENG-431: Internship with Project Report. which is a course offered by the DIU Department of English. The objectives of the internship model were to observe and understand, as well as participate in, the teaching-learning processes conducted at the technical institution, Banga Dharitree Textile and Engineering Institute (BTEI). The internship helped me bridge the gap between the theory that I had learned at college and while teaching English as a second language in local schools. In my internship, I collaborated with the engineering majors, witnessed challenges related to language instruction in a technical context, and developed essential teaching strategies.

The Internship's Objectives: The primary objective of this Bachelor of Arts in English written project is to fulfill the academic requirements under the course by writing a practical project paper, which will expose me to the challenges and rewards in teaching English in a technical institution.

1. To observe and support BTEI engineering students' English classes with a focus on language and teaching issues.
2. To develop skills in teaching English, lesson planning, class control, and the improvement of students' technical vocabulary, grammar, and speaking, it is necessary to enable this.
3. To meet the learning requirements of engineering students through hands-on teaching using SLT and CLT methods.
4. To evaluate the BTEI English program and recommend improvements for second language learning and instruction, particularly with respect to engineering students.

CHAPTER 3: METHODOLOGY

3.1 Methodology

3.1.1 Type of Internship Institution

Ever since I started my education, teaching has been what I have loved. I've long been fascinated by the field's potential to affect the lives of up-and-coming generations. I decided to find a corporate internship because my Mum and Dad are both teachers and always tell me to focus on the positives of teaching.

And so I selected a vocational track in a technical setting when I was arranging my internship because I thought it would offer me an entirely unique experience in teaching language across the curriculum. I, my internship supervisor, Mr. Mahmudul Hasan (Lecturer in the Department of English), discussed the placement matter, and I selected Banga Dharitree Textile & Engineering Institute (BTEI), a self-financed technical institution at Gazipur, Bangladesh, that provides various engineering diploma courses at the trade level. An analysis of issues for English in the teaching of a technical institute was facilitated by the focus on technical education and the mixed category type of clientele. I thought volunteering would be a good way to contribute something and to learn more about how "English" gets used not linguistically. On and off, I started volunteering in BTEI with the intention of assisting engineering students in their English language after clearance from the management.

3.1.2 Class Observation

Before I was teaching, I observed several classes to get a feel for being in a classroom and providing technical instruction. I then concentrated on how engineers learned English and looked for the following:

- **Teacher-Student Relationships:** I noticed how teachers welcomed students and the way that they interacted with them, making the classroom more inviting.
- **Student Engagement Strategies:** Since a lot of these students were taking technical subjects, not just language, it made me think about what teachers must have had to do in order to maintain engagement.
- **Classroom Control:** I learned how teachers-maintained discipline and created the right atmosphere for learning.

- **Method:** I examined the way in which the teachers taught, especially how they combined delivery of the content with student engagement.

I left the workshop with fresh appreciation for the daily struggle and strategy involved in teaching English at a technical college, perhaps because I had been encouraged to 'try on' that hat.

3.1.3 Class Conduction

I also taught English to those students who were doing an engineering diploma in it. I taught a couple of classes that offered not just academically essential language skills but also, in fact, professionally operated to narrow the field. I followed a lesson plan that the students had identified as engaging and applicable to their studies/working lives. The areas in which I taught courses included:

- **Technology Vocabular Diversification:** Use of and introduction to technical terminology related to engineering and technology.
- **Grammar/Sentence structure:** Terminology comes via Grammar.
- **Vocabulary Development/Reading and Reading/Listening:** Students can learn about engineering using the references provided.
- **Oral and Writing tasks:** Develop the use of writing academic English in the oral task, Phase 2.
- **Each pair of classes completed the following:** I began each class with a simple activity or discussion to ensure that all students were on task and receptive to learning. I proved the concept with a specific, concrete example that was as close to the students' area of interest as possible.
- **Results:** To facilitate learning, I discussed the key points with visual aids, related examples or through interaction.
- **Practice:** I lead discussions, group pair or individual work to promote engaging participation.

- **Feedback and HW/Wrap-up:** Each class, after providing them feedback on how they did in the lesson, I simply assigned them homework that would help them apply what they learnt.

I am motivated by getting people involved in conversation—I get a little bit of reward every time. I tried to develop a friendly and encouraging atmosphere where students could practice speaking in English without being shy.

3.1.4 Case Study

In writing a case, this means recording and applying actual or hypothetical situations to problem-solving and analysis (Rahman et al., 2019). Part of that is being able to name the problem, list solutions, and talk about what those will mean (Ahmed & Pervin, 2015). With this method, students can use a critical perspective, make decisions, resolve problems, and discuss cases.

3.1.5 Process of Data Collection

I have also kept a personal diary during the internship to keep track of all the daily work and as a backup for the final report. They were also provided with a diary to write their thoughts and reflections (Hosen, 2022). This diary was an important mechanism for data production and reflection. Daily, I noted the following:

- (a) I could see how students were interacting with the content and with each other.
- (b) I analysed what I did and assessed the degree of student involvement or language support.
- (c) I would note any issues that I had, like difficult students or difficulties teaching something to the class, and how I worked through them.

The diary allowed me to track my progress and continue to refine my teaching methods. It also provided a snapshot of the classroom environment, which could help me to reflect on the effectiveness of the lesson (Alam et al., 2024). A precondition for this report was that it was an experience that, in retrospect, did allow me to draw fairly substantial conclusions of the sort we're focusing on here, about the teaching strategies employed and the possibilities of mediating students' learning experiences.

CHAPTER 4: INSTITUTIONAL DETAILS

4.1 Institutional Overview

There is a private technical institute in Gazipur, Bangladesh, known as Banga-Dharitree Textile Engineering Institute (BTEI). BTEI was launched in 2016 to produce skilled manpower for the country's engineering and textile sectors. "Striding ahead with determination to reach beyond the excellence of Bangladesh" is the institute's slogan. It is a school committed to providing its students with an excellent technical education.

Table 4.1: Institutional Information

Level	Details
Institute Name	Banga-Dharitree Textile Engineering Institute (BTEI)
Location	Maona, Sreepur, Gazipur, Bangladesh
Established	2016
Motto	"Walking forward with firm determination to achieve Bangladesh's excellence"
Academic Programs	4-Year Diploma in Engineering (Textile Technology, Computer Science & Technology, Electrical Technology, Civil Technology, Mechanical Technology)
Curriculum	Follows the Bangladesh Technical Education Board (BTEB) regulations (Probidhan 2022/2016)
Program Duration	4 Years (8 Semesters)
Shifts	Classes are primarily conducted in the 1st Shift
Admission Requirements	Open for students from Science, Business Studies, Humanities, and Vocational backgrounds
Contact Information	Mobile: 01777-025295 Email: bcet530121@gmail.com Website: BTEI.bd.education
EIIN	139426
College Code	53121

4.2 Academic Evidence

BTEI is a diploma program under the Bangladesh Technical Education Board (BTEB). 3 To be sure students are workforce-ready, these programs are designed to provide theory and practice. Among the important departments are:

- *Textile Technology*: Covers yarn manufacturing, fabric manufacturing, wet processing, and apparel manufacturing.
- *Computer Science & Technology*: Focuses on programming, software development, networking, and hardware maintenance.
- *Electrical Technology*: Deals with power systems, electronics, electrical machines, and industrial automation.
- *Civil Technology*: Includes structural engineering, surveying, construction materials, and environmental engineering.
- *Mechanical Technology*: Covers thermodynamics, fluid mechanics, manufacturing processes, and automobile engineering.

4.3 Faculty and Administration

The institute is led by a dedicated team of professionals:

President: Mr. Mominul Islam Molla

Principal: Md. Harun Or Rashid

Faculty Members: The institute employs qualified instructors for both technical and non-technical subjects (e.g., Physics, Chemistry, Math, English). A full list of faculty members is maintained internally.

4.4 Learning Environment & Facilities

Its campus at BTEI (Maona, Sreepur's industrial zone) offers students great opportunities to get internships and practical training at various tea gardens. In addition, the campus provides options for co-curricular activities to facilitate the all-around growth of the students

Co-Curricular Activities: The co-curricular activities include Science Club, ICT Club, Debating and Cultural as well as Sports Clubs. BTEI students walk away with a comprehensive education because of this blend of industry experience, academic seriousness, and off-the-clock support.

CHAPTER 5: INTERNSHIP ACTIVITIES

5.1 Internship Period Overview

I was an English teacher for three months at Gazipur, the industrial capital of Bangladesh, in Banga Dharitree Textile and Engineering Institute. It gave me a chance to learn to teach students of technical specialities in English. Mr. Mahmudul Hasan of Daffodil International University was my academic supervisor, and Mr. Md. Harun Or Rashid, Principal, BTEI, worked as an external supervisor. He suggested solutions to problems, and he made me feel at home within the institute.

I have assisted the faculty while still an intern, closely educated in particular on CEGT and the English department. They helped me better understand the teaching culture, including how teaching English in a technical classroom is expected, as well as the daily classroom conditions and rules. I used to arrive at the institute at 9:40 a.m. every day. Classes were usually scheduled from 10:00 to 16:00.

Table 5.1: Internship timeline

Month	Activity
Month 1	Focused on class observation, familiarizing with students' learning styles, classroom dynamics, and teaching methodologies.
Month 2	Began conducting English lessons for students in Textile Technology, Computer Science & Technology, Electrical Technology, Civil Technology, and Mechanical Technology.
Month 3	Continued teaching, reviewed lesson plans, and adapted activities based on prior observations.

In the first month, I watched the classes and understood how students naturally learn and how they would like to get engaged and educated. It allowed me to develop a technical model for teaching English.

I also started teaching in the second month and integrated real-life examples, tailoring them to my participants' needs. I kept a journal to record the challenges and problems associated with involvement, met with the senior instructor to discuss the most frequent ones, and then we discussed together what a solution would be.

Everything I had been trained in during my college teaching program went into it. This was good for students' growth in English and my own method.

5.2 Contribution

While working as an unpaid intern, I helped my students improve their spoken and written English by adapting the curriculum to emphasize practical skills in speaking, grammar, and vocabulary related to their fields of study.

5.3 Class Instruction Observation 1

Instructor's Name: Mr. Murshid Ahasan

Department: Textile Technology

Class Session: 2nd Year

Course: TE-MM24

Topic: Mechanics of Materials (Medium of instruction: English)

Method: Listening and Note Writing

I could observe one class of Mechanics of Materials taken by Mr. Murshid Ahasan during the second day of my practice teaching in Banga Dharitree Textile and Engineering Institute, where I teach English. The course was given during the first shift that day. The 45-minute workshop was attended by second-year textile technology students. At 10:15 a.m., I walked into the classroom and greeted the teacher and the kids.

The only one to speak about the experience was Mr. Murshid Ahasan, who had told the class that I was a student teacher of English from Daffodil International University. The students were curious about and delighted to have a “new teacher,” so they whispered to one another and smiled. I remember the first time they called me “Ma’am,” and I thought, “Oh, God, this really is my job when that happened.”

Within the first few minutes of descending into the classroom, Rinku checked in about his or her presence and collected and returned homework to paint us all a picture. He congratulated the students who had submitted the work and instructed others to do the same. Mr. Murshid began by engaging the students with a series of questions meant to jog their thinking about what they already knew about the topic before his lesson officially began.

Mr. Murshid employed a listening technique in the lesson and advised the students to take notes on his comments. He brought the material to life with real-life examples and explained the technical jargon in a way that made everyone get it. The students paid close attention, although few seemed moved to ask questions. But as the summary continued, some students began to find their voices brave enough to ask questions about the concepts

of material strength and failure in particular. Their questions revealed that they were understanding more about the topic, but they were trying out some of the technical English words and not using them in a way that fit correctly.

At the end of the class, they rose to their feet and gave the teacher a standing ovation. When Mr. Murshid left, I told the class how important it was to listen and speak out when they felt things were wrong. The thing that made me realize is how technical courses teach English. It should take them through a long-winded process of listening and understanding, with students able to ask questions if they don't understand something.

5.4 Class Instruction Observation 2

Lecturer's Name: Mrs. Fahamida Rahman

Department: Computer Science & Technology

Class Session: 2nd Year

Course: CSE-P24

Topic: Physics (Medium Instruction in English)

Method: Listening, Writing, and Discussion

While doing an internship at Banga Dharitree Textile and Engineering Institute, I observed a classroom of 2nd year Computer Science and Technology students taught by Mrs. Fahamida Rahman. The class was really in Physics, but it was taught in English. The session aimed at developing students' English listening, writing, and speaking abilities.

Mrs. Rahman began the lesson by discussing key Physics concepts related to energy and forces. She offered photographs and real-world examples to help students better relate to the material. Mrs. Rahman would stop periodically to ensure comprehension by having students summarize in their own words key points. She instructed them to pay attention. This made the students better listeners and note-takers.

Following the explanation, students were instructed to record the key points of the lesson in their notebooks. This helped them become better writers and think more clearly. After finishing their writing assignment, Mrs. Rahman facilitated a class discussion where students asked questions and shared thoughts on the issue. This made learners eager to express themselves through English, improving their speaking and critical thinking skills.

5.5 Class Instruction Observation 3

Lecturer's Name: Mr. Zahin Alamgir

Department: Electrical Technology

Class Session: 1st Year

Course: ETE-25

Topic: English (General)

Method: Communicative Language Teaching (CLT)

In this class, I happened to observe it in action because my students spoke English that was both clear and correct, not just for my class but to me as well. They figured out how to construct words by observing ways that they were constructed of parts like roots and affixes. I described these grammar principles clearly and straightforwardly, and I also gave students plenty of time to check that they understood what I was saying.

I had to create those interactions, and students enjoyed multimedia tools such as flashcards and smartboard, because they made it interesting, fun, and useful. The images proved especially valuable for the students because they could do more than just observe what was on the board. It provided students with an opportunity to practice what they had been practising in a small group.

I also ensured that every student understood everything by answering any questions they may have had or reviewing any difficult subjects. The big thing that I noticed was students who had a good balance between STT and TTT. I knew how into the class everyone was by how many students were asking questions, and by how well they were listening to me.

The lesson was logically planned, with a clear sequence of tasks and a smooth flow of activities. This kept the pace of the course optimal, and it helped me digest things better because you were always validating what I thought, then just adding on to it.

- I noticed one positive piece of language to enhance me and my students abilities.
- I completed the interactive exercises to practice and evaluate student's grammar.
- I received ample comprehension checks, which kept me actively engaged.
- I saw strong learning outcomes and smooth transitions across the board.

5.6 Class Instruction Observation 4

Lecturer's Name: Mr. Arafat Chowdhury

Department: Civil Technology

Class Session: 1st Year

Course: CEM-25

Topic: Math (General)

Method: Listening and Writing

I noticed how the student's personality affected the learning environment. My methods made people feel comfortable enough to join in. As a teacher, my warmth made them all feel comfortable enough to say what they thought and be honest with me.

I really liked how they gave examples from their own lives. It made the lesson feel more useful and helped them feel connected to me. It was a way for me to share my love of the subject with them, and I could feel my students and I getting excited about it as it spread through our stressed-out school systems.

The lesson plan was well-organized, age-appropriate, and well-prepared. The lesson's goals were met by using appropriate materials, such as the textbook, flashcards, and the smartboard. I saw the teacher use those tools very well to make sure we understood. The video also added a new element to the lesson, making it more interesting and helping me connect it to events that had happened or would happen.

5.7 Class Instruction Observation 5

Instructor's Name: Mrs. Mahabuba Ferdoushi

Department: Electrical Technology

Class Session: 1st Year

Course: ET-BE25

Topic: Basic Electronics

Method: Listening, Writing, and Questioning

I observed Mrs. Mahabuba Ferdoushi while she was teaching the first-year Electrical Technology batch in Banga Dharitree Textile and Engineering Institute during my Internship. Mrs. Ferdoushi began the class by teaching about electronics and instructing the students to pay close attention and write down definitions of circuits, among other things. They took notes on the material and spoke aloud about it to help them remember what they'd learned.

Mrs. Ferdoushi would check in with a question after meeting with the group to make sure that everybody understood what had just been taught. She instructed the students to say back the same thing with their own words, and asked them to raise a hand if they didn't understand something. Not only has this method helped students to hone and improve their own listening and writing, but it's also answered questions and made the classroom a nicer place to be.

5.8 Class Conduction 1

Class Session: 1st Year

Department: Electrical Technology

Topic: English, **Chapter:** Crafts and Cultures (Course Code: ETE-25)

Class Duration: 1 hour, 11:30 AM – 12:30 PM

Number of Students: 16

Conducted by: Owahidia Yeasmin Tammanna

Class Materials: Textbook, whiteboard, marker, duster, smartboard, flashcards

Date: 22 October 2025

The class began with an introduction and a light-hearted icebreaker craft and culture testing game. The students were engaged and listening to the cool introduction on the subject. To introduce the workshop, I showed them some awesome stuff I had that indexed with crafting and culture. That got them interested right off the bat.

The lesson continued with a listening exercise in which the pupils listened with interest to one description of crafts and cultural points. I told them to write down what they learned and respond to questions about it. This helps them get inside the material and critique it.

The prompts, which told students to “record what you have learned in your own words,” were intended to bring the exercise to a close. I also tried to get them talking to each other and sharing ideas by asking questions, which got that happening.

I would also use visuals such as flashcards and a smartboard to illustrate ideas for people. The use of visual and auditory delivery with modelled teaching tasks enabled student attention and desire to be involved.

In the classroom, students performed tasks by writing and speaking, in a context of feedback and explanation. This seemed like a nice way to ensure that we were all on the same page with the information from the chapter.

The lesson objective was already delivered — the students had learned and talked about it. My brand of teaching made me grow up, and my students wanted to tell me how they felt and what they thought because I had demonstrated that I cared about them.

5.9 Class Conduction 2

Class Session: 1st Year

Department: Computer Science & Technology

Topic: English, **Chapter:** Environment & Climate (Course Code: ETE-25)

Class Duration: 1 hour, 11:30 AM – 12:30 PM

Number of Students: 21

Conducted by: Owahidia Yeasmin Tammanna

Class Materials: Textbook, whiteboard, marker, duster, smartboard, flashcards

Date: 27 October 2025

And the lesson had gone great; he could tell the students that we were getting warm fast. I had specific goals for that lesson and quickly hit the highlights at the start. And that's given everyone a sense of what we'll be working on in the session.

The lesson was going to be interactive and applicable, building in examples from the real world that would make it relevant to everyday life. The featured emphasis was on environmental matters, especially climate change. That made the content more accessible and helped students figure out that what they were working on was actually important.

I initiated a round-robin environmental debate using flashcards to get kids thinking critically. These flashcards facilitated arranging the conversation and enabled students to have engaging discussions around the theme. The classroom was well-equipped, with all I would need; the smartboard and other technology were set up just great. This made it easier for teachers to teach.

The students were very engaged in class; they participated in discussions and paid attention without getting distracted. I attempted not to bore the kids to death during this STT and TTT by having students chime in with their thoughts or questions enough, so it was fun and interactive.

The lesson moved along quickly. They were building on what kids already knew in a way that made the lessons coherent, so the children felt like they were all contributing together, the lesson gelled, and they saw how it had relevance for real life..

5.10 Class Conduction 3

Class Session: 1st Year

Department: Mechanical Technology

Topic: English, **Chapter:** Word formation (Grammar Part)

Class Duration: 1 hour, 10:30 AM – 11:30 AM

Number of Students: 18

Conducted by: Owahidia Yeasmin Tammanna

Class Materials: Textbook, whiteboard, marker, duster, smartboard, flashcards

Date: 9 November 2025

My teacher in this class spoke English fluently, as he should, and it was good for the students (including me). I learned to string words together by observing components such as roots and affixes. The teacher was extremely direct and didn't hold anything back when she spoke of all this grammar stuff. She also did me the favor of giving me a lot of time to wrap my head around what she was saying.

The speakers made us interact, and I liked the different multimedia applications, such as flash cards and smart board, that made it interesting, useful, and entertaining. The pictures were so helpful to me because I could do more than just read on the board. I was able to actually apply what we've been talking about, which is kind of nice in a small group.

The teacher also reviewed a few questions and challenging issues to ensure I knew everything here. I was glad I had a balance of language input and TTT. I needed lots and lots of opportunities to speak, practice, and use the language. I could tell how interested the class was by keeping a count of how many students were asking questions and listening to me.

It was a great lesson that followed from Play to Practice, as activities flowed on from one another really well. This helped the course to progress at a rate that was perfect for me, always reassuring what I knew and then adding something new.

- I observed one positive attribute of language that could help me and my classmates get better.
- I participated in the interactive exercises to practice and test my grammar.
- I took a lot of understanding checks, which helped me stay engaged.
- I noticed that everyone was learning nicely and transitioning well.

5.11 Class Conduction 4

Class Session: 1st Year

Department: Civil Technology

Topic: English, **Chapter:** Respecting Elders

Class Duration: 1 hour, 10:30 AM – 11:30 AM

Number of Students: 14

Conducted by: Owahidia Yeasmin Tammanna

Class Materials: Textbook, whiteboard, marker, duster, smartboard, flashcards

Date: 11 November 2025

I noticed how the teacher's character influenced the learning atmosphere and students' motivation. She was kind and easy to talk to, which helped me, and other people feel comfortable enough to pile in. We could all be very honest with her because she was so warm.

I also liked that she drew from her own life. It made the lesson feel more palatable and made me feel closer to our teacher. “It was her way of conveying her love for the subject to us, and I could feel my classmates and me getting jazzed by the exuberance coming through our stressed-to-the-max school systems.

Class was well-structured and well-prepared for the students. The lesson's objectives were achieved through the appropriate use of materials (textbook, flashcards, and smartboard). I watched the teacher use those tools really effectively to ensure that we understood. The video also added newness to the lesson, which made it more entertaining and established connections that had happened or were going to happen.

5.12 Class Conduction 5

Class Session: 1st Year

Department: Textile Technology

Topic: English, **Chapter:** Communication tasks & composition (Grammar part)

Class Duration: 1 hour, 10:30 AM – 11:30 AM

Number of Students: 21

Conducted by: Owahidia Yeasmin Tammanna

Class Materials: Textbook, whiteboard, marker, duster, smartboard, flashcards

Date: 18 November 2025

I thought we had a good class, and people learned things. I engaged the students in class and urged them to participate. I covered grammar via tasks and writing activities on new or known content. The class was well organized. I implemented a wide variety of teaching strategies that fostered cooperative behavior, such as peer discussion and social participation. That, in turn, boosted brain-based learning.

I hoped to explain the research in a coherent way, and I spoke clearly at an even volume so all the students could hear. I explained the information in straightforward terms, making it easily accessible and understandable. I also manipulate technology, including the smartboard, screen, vinyl posters, and flashcards. These visuals were well remembered by the students, maintained their interest, and helped them relate to key ideas.

I wanted to start bringing real-world topics and everyday ideas into actual life to make the lessons feel more relevant to students. On the whole, my teaching approach and clear presentation, using technology, contributed to making learning interesting and useful..

CHAPTER 6: OVERALL FINDINGS

6.1 Session Class Results

For me, it was very useful, as I did my internship here and was able to attend many English classes taught by very experienced teachers. As a result of these observations, I made the following assumptions:

Lesson Planning: The teachers arrived prepared and with clearly written lesson plans that were aligned to the curriculum. The head teacher was responsible for curriculum continuity and progression across the school.

How to Teach: Students were first informed of things in terms they could easily understand. Teachers modified their explanations as a function of how well students appeared to be understanding them, and provided feedback on homework normatively during class to assist students in achieving the goals set forth for each lesson. A genial and relaxed environment encouraged people to step up and drop their guard.

Classroom Management: Good learning came from classrooms that had blackboards, whiteboards, and the right sort of seating. In another building, some classrooms lacked sufficient seating and were poorly arranged.

How to teach: GTM was applied very frequently, at least as far as the grammar part is concerned. It was all about understanding, memorizing, and translating into Bangla. It was okay for some topics, but it didn't encourage enough talking or listening.

Language Use: Teachers used simple English so that students who were not fluent in English would understand, and, when necessary, explained difficult concepts in Bangla.

6.2 Results from My Teaching

Some of my struggles and some of what I learned while I was an apprentice and teaching. Here are the items that stood out to me about what I've taught:

6.2.1 Getting Ready for Class

And I learned that planning class was a very helpful talisman to make sure nothing went wrong. I had planned to employ something called a "time map" (how long the getting started would take, how long the explanation, how much time for activities and feedback). These strategies kept me focused and let me achieve the goals for the lesson.

6.2.2 The System of Teaching

I mashed up what we were learning in class with real-world things that we'd seen and heard to make lessons more relevant. To maintain the students' interest and attention, I included short breaks, group exercises, and games they could play together. To get people to take part, small gifts were offered as inducements. GENERATION ZERO BY Joanna Kavenna ShareKate Some of those who believed in Factfulness also wanted the world to simplify itself.

6.2.3 Using Methods

I employed the Dogme Method in those conversation classes – allowing students to play and talk to each other. For more grammar-centered lessons, I had students read and write well using the Grammar-Translation Method. This integration of communication and instruction worked to bring both activities together.

6.2.4 How to Use Language

I used as much English as possible in class. I switched into Bangla only when I had to clear up any questions or explain difficult concepts more explicitly in order to help the students process what was presented. This approach gave students more opportunities to speak English, while still providing them with the assistance they required.

CHAPTER 7: RECOMMENDATION

7.1 Recommendations

1. **Proper Planning:** Teachers must plan lessons effectively by following the above tips. In other words, encourage the team to mentally prepare for each week's lessons. This is good for timing and for viewing what I am aiming to cover in each lesson.
2. **“Use active methods:** Teachers might consider using more experiential methods, such as group discussions and role plays, or take advantage of software platforms that facilitate peer assessment,” the authors wrote, “especially when they are teaching a foreign language to improve students’ communication skills.”
3. **Ways to Teach:** A Little of This, a Little of That - An integrated approach (e.g., using traditional techniques such as grammar translation and communicative approaches) may aim at a balance between the old and the new.
4. **Incorporate More Technology:** Multimedia, such as smart boards and videos, can make classes more interactive and provide students with a variety of ways to remember what was taught — particularly in technical subjects.
5. **A new language model:** Have students explain complicated concepts using simple, clear English, and only use Bangla when they need to understand.
6. **Add activities that feature students more:** build in additional group work and student-focused discussion to lesson plans. These should promote peer learning and critical thinking.
7. **Provide feedback:** Providing students with clear, frequent feedback will also help them learn to develop their English skills and build their confidence.
8. **Set up a comfortable classroom:** The physical environment of the space varies depending on the seating, lighting, and teaching tools.
9. **Have students ask questions:** I can do this by having them ask you something about what they just learned during instruction or shortly after. That would allow them to understand more and think critically as they learned.

CHAPTER 8: CONCLUSION

8.1 Conclusion

I enjoyed my time as an intern at Banga Dharitree Textile and Engineering Institute, and although I faced several challenges, I also had numerous learning opportunities. I didn't know how I would teach at a technical school or how to prepare students at the beginning. That said, the students who were genuinely passionate and inquisitive — who actually wanted to learn and control their own destiny — motivated me to become a better teacher almost immediately, and, by extension, a better person.

It has also helped me learn more about what it takes to teach well and manage a classroom, and how important it is to tailor lessons to each student. I taught the material in a way that integrated theory and practice through hands-on engagement, so students were not just learning but participating. It was gratifying to witness students grasp tough subjects or contribute to the discussion. It convinced me all the more that teaching is the only job I love.

I can't see it yet, but I know these experiences will make me a better, more compassionate teacher when the time comes. I'd just like to say thank you to BTEI for the opportunity and wish all students and teachers at the school continued success in their studies. I've learned a lot from this internship, which will be useful if I become a teacher in the future.

REFERENCE

References

- Ahmed, A., & Pervin, N. (2015). English-language teachers' engagement with research: Findings from Bangladesh. *Professional development in education*, 41(1), 21-39.
- Alam, M. R., Islam, M. S., Ansarey, D., Rana, M. M., Milon, M. R. K., Halim, H. A., ... & Rashid, A. (2024). Unveiling the professional identity construction of in-service university English language teachers: Evidence from Bangladesh. *Ampersand*, 12, 100178.
- Banga Dharitree Textile and Engineering Institute (2025), *Official Website*: www.BTEI.bd.education
- Banga Dharitree Textile and Engineering Institute (2025), *Official Facebook page*: <https://www.facebook.com/p/Banga-Dharitree-Textile-Engineering-Institute-BTEI-100088350613559/>
- Hosen, M. S. (2022). ICT in the Education System and Its Future Prospects in Bangladesh. *AGPE The Royal Gondwana Research of History, Science, Economic, Political, and Social Science*, 3(2), 48-60.
- Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, 9(1), 9.

APPENDIX

Appendix I: Checklist for Class Observation

Daffodil International University **Department of English** **Internship on “Scenario of English Language Teaching in a** **Bangladeshi School”** **Checklist for Class Observation**

School / College: *Banga Bharitree Textile and Engineering Institute*

Teacher's Name: *Mr. Munshid Ahasan, Mrs. Fahamida Rahman, Mr. Tahir Alamgir,*
Mr. Arayot Chowdhury, Mrs. Mahabuba Ferdoushi

Class: *1st Year, and 2nd Year* Section: _____ No. Of Students Present: *17, 21, 22, 24*

Course Title & Code: *TE-MN24, CSE-P24, ETE-25, CEM-25* Room No: *108, 102, 68, 6*

Peer/Observer: *Swabidia Yeasmin Tammanna*

Date and Time: *12 October – 25 November 2025*

Objectives of the lesson (as perceived):

- i. Medium Instruction*
- ii. Communicative Language Teaching (CLT)*
- iii. Listening, Writing, and Questioning*

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

This internship, under ENG-481 at DIU, included observing and participating in teaching at BTEI, which linked my university-based study of how one teaches English with reality and also helped me address issues I faced during the course on language teaching to engineering students.

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)	Teachers had solid subject-matter knowledge and lesson plans that followed the curriculum. They used simple language to explain concepts, gradually leading students to an understanding by reinforcing prior knowledge through feedback.
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, explaining how the objectives of the lesson were met/ what they have learned today)	The classes were well-organized; they started and finished on time, with clear goals. The class followed a good flow, with a warm-up at the beginning and a review at the end to ensure students understood what they had gained.
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)	The teachers promote a positive classroom environment, encourage participation, and are dedicated to both teacher and student preparation. Consistent feedback and a supportive environment were effective in keeping students motivated.
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, straightforward, precise, and appropriate; stays focused on and meets stated objectives)	Grammar lessons were taught by teachers predominantly using the GTM, which emphasized that the passage was intended for memorization and comprehension. And though it was great for particular subjects, it focused too little on conversing and listening. You mixed approaches, such as Dogme for conversation and GTM for grammar, to make them more holistic.
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)	Schoolrooms were mostly suitable for learning, but some rooms had issues with seating and layout. The teacher maintained clear communication through eye contact, a loud speaking volume, and good enunciation, so that the students could understand what was being taught.

MANAGEMENT

Was the time spent properly?

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 the main stages of the lesson and the time spent on each)

I knew exactly how I was spending my time by using a "time map". Lessons started with a warm-up, an introduction, interactive exercises, feedback, and a debrief. Adequate time was provided to enable a smooth transition and on-task focus.

CRITICAL EVENT (If it took place)

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

While teaching, students were puzzled by a difficult concept. The teacher then explained the concept in simpler terms, with examples in both English and Bangla, so that students could understand it thoroughly.

Strengths observed:

The teacher's use of teaching strategies, including simplifying language, providing examples, and engaging students, was effective. The cool and their keenness to think through the confusion was certainly helpful in keeping things going.

Suggestions for improvement:

The teacher might add visualizations or real-life examples to explain it better, so that the confusion doesn't occur again. It might also help to give students time for questions and feedback during the lesson, which could further address problematic points.

Overall impression of teaching effectiveness:

The instruction was strong, with clear planning, good relationships, and a variety of approaches. The teacher was able to manage the critical event and any misunderstandings quickly. In general, teaching was interactive and learner-focused.

Appendix II: Conduction Photograph



Appendix III: Internship Placement Certificate



Faculty of Humanities
and Social Science

Ref: Internship Placement//253

Date: October 11, 2025

To

The Principal

Banga-Dharitree Textile & Engineering Institute - BTEI
6CF2+PJ2, Mawna - Sreepur Rd, Mawna

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Owahidia Yeasmin Tammanna, ID Number: 221-10-1052**, has completed 114 credit hours in 38 courses from the Department of English. It would be highly appreciated if you could kindly allow her to be an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With best regards,


.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd

Daffodil International University: Daffodil Smart City, Birulia, Savar, Dhaka-1216, Bangladesh
IP Number: +8809617901212, 09617901233, Tel: +8802224441833-4, 01713493051, 01713493141
01841493050, Fax: +8802224441835, E-mail: info@daffodilvarsity.edu.bd

www.daffodilvarsity.edu.bd

Appendix IV: Internship Completion Certificate

EIIN : 139426

বঙ্গ-ধরিত্রী টেক্সটাইল এন্ড ইঞ্জিনিয়ারিং ইনস্টিটিউট

Code : 53121

Banga-Dharitree Textile and Engineering Institute-BTEI

মাওনা বাজার রোড, মাওনা, শ্রীপুর, গাজীপুর

মোবাইল : ০১৭৭৭-০২৫২৯৫, ০১৬২৯-৭৭৬৪৭০, ই-মেইল : bcet530121@gmail.com

BTEI/Certificate/25/05

Internship Completion Certificate

This is to certify that Owahidiya Yeasmin Tammanna, Student ID No: 221-10-1052, a student of the B.A (Hon's) program from the Department of English at Daffodil International University, has successfully completed her three month (September-November) internship period at Banga-Dharitree Textile and Engineering Institute. We are pleased with his words and behavior. He also managed to get positive feedback from the students. The above mentioned statements are true as far as I know.

I wish her success in her academic and professional life.


Md. Harun Or Rashid
Principal
Banga-Dharitree Textile Engineering Institute
Mawna, Sreepur, Gazipur,
Mob: 01777-025295
Principal

Banga-Dharitree Textile and Engineering Institute
Mawna, Sreepur, Gazipur