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International
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Project Paper on
CLT Application in Large Primary Classrooms: An Internship Report on
Teaching Practices in Bangladesh.

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Submitted by

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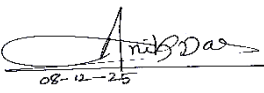
Supervised by

Mr. Nasif Khalid Swadheen

Lecturer, Department of English, Daffodil International University

Declaration

I am Anik Chandra Das, here I want to confirm that this project paper titled “ CLT Application in Large Primary Classrooms: An Internship Report on Teaching Practices in Bangladesh” belongs to my own genuine project work. This paper is given to the Department of English, Daffodil International University, in order to complete the requirements for the (B.A Hons.), under the direction from Mr. Nasif Khalid Swadheen, Lecturer, Department of English, Daffodil International University. I like to make clear that this work has not been submitted anywhere on the internet and for any academic purposes

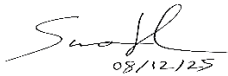
Signature:  08-12-25

Name: Anik Chandra Das

Certificate of the Supervisor

This is certified that Anik Chandra Das (ID: 221-10-913) has successfully completed the course ENG431: Project Paper with Internship under my supervision. His Project, titled “CLT Application in Large Primary Classroom: An Internship Report on Teaching Practices in Bangladesh” reflects his sincerity, discipline, and thoughtful engagement with classroom realities. Throughout the semester, Anik remained cooperative in every interaction. He kept in regular touch, completed tasks as instructed, and demonstrated a firm commitment to understanding and applying CLT principles in challenging teaching environment.

I wish him the very best in all his future endeavors.



08/12/25

.....
Signature of the Supervisor

Mr. Nasif Khalid Swaddheen

Lecturer

Department of English,

Faculty of Humanities & Social Science,

Daffodil International University

Acknowledgement

First of all, I want to thank Almighty God for giving me opportunity to complete this project paper on English language teaching in a Bangladeshi Primary school. I am especially thankful to my respectable supervisor, Mr. Nasif Khalid Swadheen, lecturer, Department of English, Daffodil International University, whose instruction and coherent support were essential to fulfilling this project report properly. I also want to give my heartfelt thanks to my parents for their support and motivation. In the end, I would like to thank the teachers and students of 108 No. Changao Govt. Primary School.

Abstract

This report investigates English language teaching at 108 No. Changao Govt. Primary School. It focuses on the problems of using CLT method that is suggested by the National Curriculum and Textbook Board (NCTB). The report is based on three-month internship including class observation, teachers interviews and class conduction with the students of class 2, class 3 and class 4. The findings of report expose the gap between policy, training and classroom practices. Teachers mostly depend on the traditional Grammar Translation method (GTM) because of large classroom and inadequate training. Nevertheless, student evaluations showed well in listening skills with 30% full marks 5 out of 5 when interactive methods like Total Physical Response (TPR) were used in the classroom. Although speaking, writing and reading remained weak because of lacking practice. The report highlights the required to include four skills listening, speaking, writing and reading into examination system and interactive activates are important to ensure English language at the primary level student.

Keywords: Communicative Language Teaching (CLT), Grammar Translation Method (GTM), Primary, Education, Large Classroom, NCTB, Curriculum, Bangladesh.

Table of Contents

Contents	Page No.
Declaration	i
Letter of Approval	ii
Acknowledgement	iii
Abstract	iv
Table of Contents	v
Chapter 01-Introduction	1-3
Chapter 02-Literature Review	4-5
Chapter 03- Report Methodology	6-7
Chapter 04- Class Observation	8-9
Chapter 05- Teaching Experience	10-13
Chapter 06- Finding and Analysis	14-15
Chapter 07- Recommendation	16
Chapter 08- Self-improvement	17
Chapter 09- Conclusion	18
References	19
Chapter 10- Appendices	20-23
Plagiarism Report	24

Chapter 01

Introduction

1.1. Background of the Study

In the context of 21st-century globalization, the English language has rooted itself as the principal tool for international communication. As a result, the proficient teaching of English in countries like Bangladesh has become a national priority. To this end, the National Curriculum and Text Board (NCTB) has focused on the Communicative Language Teaching method (CLT) at the primary education level. The primary purpose of CLT is to move away from the traditional, rooted-memorization-based Grammar Translation Method (GTM) and instead develop communicative competence among students in a natural way.

1.2. Personal Context and Origin of the Problem

This report is part of the Project Paper course at Daffodil International University, which provides a chance to observe real classroom situations. I completed a three-month internship at 108 NO Changao Primary School, Ashulia under the direction of my supervisor, Lecturer Nasif Khalid Shawdeen. This report is prepared based on the experience of taking classes and observation over these three months. Observation showed that while CLT is theoretically accepted in principle, teachers in the classroom are dependent on GTM, which is a major obstacle to achieving the curriculum's goals.

1.3. Statement of the Problem

This gap between policy and practice is a prevalent issue in the Bangladeshi primary education system. Both previous research and my current observation confirm this situation. Moreover, my class-taking experience link the following three main challenges to this problem.

- **Inadequate Teacher Proficiency:** Teachers have limited understanding of principles like CLT and techniques such as Total Physical Response (TPR) and suffer from a lack of proper training, which forces them to return to the traditional GTM Method (Ansarey, 2012)
- **Institutional Barriers:** The class size is usually high, indicating a high Pupil - Teacher Ratio (PTR), creating the biggest obstruction to the application of in engagement -based techniques like CLT (Roy,2016; Khanam & Haque, 2021)
- **Assessment Mismatch:** Since central examinations are still based on traditional grammar and writing, Language skills like listening and speaking are still largely ignored in the classroom (Khanam & Hoque 2021)

1.4. Objectives of the Study

- To examine the degree and nature of the real-world implementation of CLT and supportive techniques like TPR in the observed class.
- To analyses the cause of the difference between the prevalence of GTM in teachers' practice and the commutative goals of the NCTB curriculum.
- To understand the primary educational problems that obstacles in CLT performance.

1.5. Significance and Scope

This report is focusing on class2, class 3, and class 4 of 108 No. Changao Government Primary School. Going beyond national level data, it is created in the context of a specific local school, which will deliver an insightful and in-depth analyses of the problem based on my three months of classroom observation and class management experience. These findings will play a role in providing practical suggestions for teachers and students.

Chapter 02

Literature Review

2.1. The Context of Communication Language Teaching (CLT) and GTM:

The Communicative Language Teaching system is an internationally acknowledged model designed at correctly developing students into competent linguistic performers. Central objective of CLT is to facilitate language acquisition naturally, focusing on real talk over strict grammar accuracy, mirroring how a child develops language inherently. The NCTB course plan upholds this objective by emphasizing the integrated teaching of the four English skills- listening, speaking, reading and writing at the primary level. Conversely, the common GTM depends only on memorization of grammar rules and translation, which primarily helps students achieve good results in examinations but does not achieve the proper use of the language in real. Life communication.

2.2. Curriculum Objectives and Teacher Perceptions

Despite the conceptual acceptance of CLT within the curriculum, its implementation in practice faces many problems. Diana Ansarey 2012, proved in her study that while teachers in Bangladesh, particularly in primary schools, are aware of CLTs principles, its actual success is challenging due to their poor language ability and not enough training. As a result, teachers often are forced to use Convention metho (GTM) in the classroom.

2.3. Institutional and Pedagogical Challenge in CLT Implementation

The success of CLT is blocked not merely by issues of teachers experience or capacity, but also by institutional structure, which poses a big problem. High Pupil-Teacher Ratio is considered a main difficulty to CLT implementation by both Sukanto Roy (2016) and Khanam & Hoque (2021). Big Classes with excessive student numbers severely limit the opportunity for group task such as group work and pair work.

- **Assessment Mismatch:** Although the NCTB curriculum emphasizes real communication, main school exams remain only focuses on grammar, reading and writing. Observations by Khanam & Hoque (2021) suggest that this difference in testing leads both teachers and students to neglect listening and speaking skills.
- **Teacher Workload and Resources:** Teachers often lack the necessary time to prepare communicative materials and activities due to their too much work and limited resources.

2.4. Justification of the Study

In the end, the successful combination of CLT in Bangladesh needs coordination between the educational systems, teaching methods and examination systems. This report examines the impact of real educational factors. The report was conducted in the classroom of 108 No. Changao Govt. Primary school to analyze the real scenario of English teaching at the primary level.

Chapter 3

Report Methodology

3.1. Project Design

The report used the experience of classroom observation and class conduction to fulfillment this project successfully. This method abolished relying entirely on statistical data. Instead, this paper has observed classroom realities which challenges CLT implementation.

3.2. Context and Participants

This internship activity was performed at 108 No. Changao Government Primary School. The period of the assignment was three months. The main focus of this report was on the English class of Grade 2, Grade 3 and Grade 4. The participants included the school's English teachers and the students of those specific grades. As a typical government primary school, this setting exemplifies the common educational system and its restrictions in Bangladesh.

3.3. Data Collection Instruments

- **Classroom Observation:** I monitored 5 classes and recorded how the teacher conducted the classes. I particularly analyzed whether they used GTM method or the CLT method in the classroom.
- **Teachers Interview:** I took simple interviews from the two teachers. Through these, I recorded their personal opinion about CLT. I documented how they face CLT implementation in large classrooms according to NCTB curriculum.
- **Lesson Plans and Teaching:** In the course of internship, I conducted ten classes. I designed these classes using TPR, visual aids and storytelling. Students easily evolve these lessons in contrast to traditional method. It was important data for my work.
- **Competency-Based Student Assessment:** I arranged three assessments to confirm the student's real communicative ability beyond traditional exam.
 - **Listening Test:** I used oral audio to examine the students' listening competence. I used picture. After hearing oral audio, they identify the correct picture.
 - **Speaking Test:** I used group work and asking students talk about each other themselves such as their classroom, family.
 - **Contextualized Writing Text:** I arranged picture-based writing test. For example, I show a picture such "Open the door" and ask "what is command this picture. The students answer with using correct language role without depend on memorization.

3.4. Data Analysis Procedure

All data was analyzed through observation, interviews and assessments and students' response. Then all information was gathered. Finally, this data was compared with NCTB curriculum standards to find differences.

Chapter-4

Class Observation

4.1. Class Observation 01

The teacher came in the classroom and shared greetings with the students. Before starting the lesson, the teacher checked the previous day's homework, focusing on students who had not finished their work. The teacher then spent about twenty minutes giving extra lessons to those students, a process that was mainly based on memorizing and using a guidebook. Following this long review, when she started teaching Unit 1: Greetings and Introductions (Class 2 English for Today)- where the book asks students to practice speaking - the instructor chose a direct translation method. She read the textbook lines, like " Hello, I'm Shuva. What's your name? Hi, Shuva. I'm Rafi "and immediately gave the Bengali translation. This practice directly hurts the main goals of CLT and greatly limits the chances for students to speak and listen. Furthermore, because the classroom had around 60 students (a high PTR problem), this twenty - minute review meant the teacher could only hear 15 to 20 learners, so the active participation of the largest group was missed. Her teaching method clearly showed a reliance on old GTM habits, which was caused by pressure from the school system.

4.2. Class Observation 02

This observation was held in a Grade 3 English class. The topic was Commands (Instructions and Requests). The textbook clearly asks for practice through TPR or action -based activities. When the teacher came in, she started normally by saying the simple commands, " stand up" and " sit down" and the students followed easily. However, she did not follow through with the more difficult instructions, like " draw a flower" or " show me your book". Instead, she wrote the sentences on the board and asked the students to say the words [Translation of the narrative]. This situation suggests a risk of disorder, as small children often make loud noises when they speak and play together. Because of this, the teacher quickly switched back to GTM. She translated the Bengali meaning of every command and asked the students to write it down in their copies. This practice clearly shows that it placed more value on maintaining class discipline and quietness than on creating chances for communication skills. This proves that teachers are consciously forced to skip very useful CLT methods like TPR because of the large class size.

4.3. Class Observation 03

This observation was done in a class 4 English class. The lesson topic was Unit 33: My Day (simple past tense). According to the NCTB curriculum and CLT rules, the main goals of this lesson is to help students describe their past activities using the Simple Past Tense (for example: "I got up at six AM" or "I went to school'). But I observed that when the teacher entered the class, he did not ask the students anything about their own daily activities. He did not give them any chance to discuss. Instead, she read the text from the book himself and translated every sentence into Bengali. Then, he wrote the grammar structure of Past Indefinite Tense (Subject + Past form of verb + Object) on the blackboard and asked the students to memorize it. As a result, the students were limited to only memorizing grammar rules instead of actually using the language. This observation proves that even in higher classes like class four, teacher depend more on the old GTM or grammar-based method than on teaching communication skills.

Chapter-05

Teaching Experience

5.1. Facilitation of Classes

This part shows the classes which I took in the time of my internship. I made these lessons using the teaching methods that I learned from my studies in English Language and Literature. Even though I took many classes that I have shared the details of three selected sessions here. To conduct these classes, I got support from the English teacher at 108 No. Changao Govt. Primary School. Not using the usual methods, I tried to use interactive techniques like CLT and TPR, which are emphasized in the NCTB curriculum. My main aim was to see that if using this method could increase student participation in large classes.

5.2. Class Conduction 01

Date: September 12

Class: Grade 3

Topic: English for Today, Unit 9

I took my first class on September with the students of Grade 3. The lesson was on Unit 9 of their textbook. When I entered, I shared greetings with the students. It was the last period before the tiffin. The students looked quite tired and drained. To cheer up them, I started with some enjoyable activities like songs and jokes. These successfully made the class joy and vibrancy. After that, I started the lesson using the TPR method. I gave simple commands like " show your books" and " Raise your hands". The students followed them easily without needing any Bengali translation.

However, the class faced a slight disturbance when some students started laughing. Although they understood the simple command " Keep silent, " many faced difficulty when I used a longer sentence like, please keep silent students, and focus on the board. Only about 10 to 15 students comprehended the meaning, while the others began to look bored. I noticed that some students were inattentive. So, I quickly changed my strategy. I gave them a group activity. I divided them into 10 groups. On the board, I drew a picture of a flag, a tree, a frying pan and a bed. The students could easily identify the pictures in Bengali. However, except 4-5 groups, the other groups could not identify all the pictures in English. Then I told the English words for the pictures in class and the class became more lively.

5.3. Class Conduction 2

Date: November 15

Class: Grade 4

Topic: Use of Modal Verbs in Spoken English

I took this class on November 15 with the students of Grade 4. The class began 12 PM which was the last class before tiffin. The students looked sleepy and tired. To wake them up, I asked two students to sing a song, which made them fresh and active again. I checked their previous homework. I asked Tanjina and Ashik to introduce themselves in English. They did it successfully. After that, I began the main part of the lesson about Modal Verbs in conversation. I divided the students into two groups and asked them to practice simple dialogues. They easily understood and used simple sentences like, "Can you help me?" and "Yes, I will help you,".

However, the students encountered a challenge when I attempted to instruct them on past modals. They found it very difficult to understand the meaning of sentences like, "I should have helped the people more." However, I returned traditional grammar rules to clear this method and I translated it into mother tongue so that they can understand.

5.4. Class Conduction 3

Date: November 25

Topic: Final Competency Assessment

This was last class the journey of my internship. The 50 students were appeared. The main focused on the class was to test their skills. The assessment was based on Listening, speaking, Reading and Writing skills. Each test was worth of five marks.

Test Methods:

- **Speaking Assessment:** I asked them to introduce each other and asking about their family, friend to examine their speaking competence.
- **Reading and Writing assessment:** I utilized images for this assessment. I exhibit a picture like “the boy is happy,” and asked them to identify “How does the boy feel?” In context of picture the students wrote the correct sentence in the test paper.
- **Listening Test:** I also utilized images for this part as well. I read out sentences aloud to them. I told them to identify the pictures. For example, I said them “The boy wants to play football but they could not find the ball because of the ball under a table”. Then I told them to identify the correct image such as (a) a ball under the table (b) a ball inside the table (c) a ball on the table.

Chapter-06

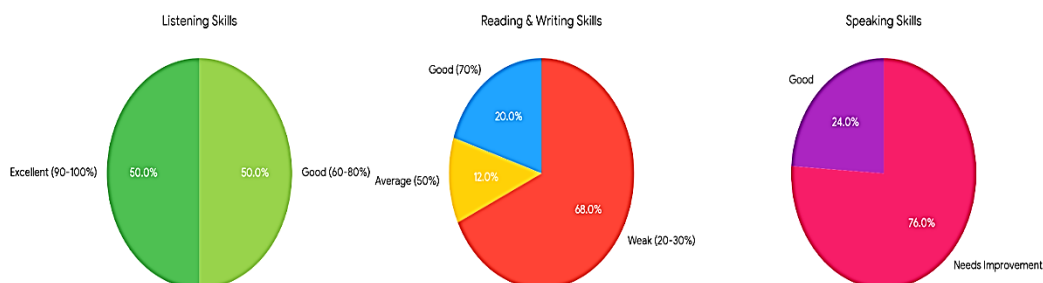
Finding and Analysis

This chapter talk over about all data and information which I collected during my internship. On the November 25, I gave special assessments within 50 students to check their competence. The results of the tests help me to understand their actual progress to communicate in English.

6.1. Findings from Students Assessment

- **Listening Skills:** The finding of Listening test was the best. The test showed that about 35% of the students could answer 90% of the questions correctly. Among them, 30% of students got full marks (100%), and everyone in the class could answer at least 3 out of the 5 questions correctly. This proves that students are tested using pictures and audio instructions, they can understand easily.
- **Reading and Writing Test:** The results in this part were mixed. About 10 students answered 70% of the questions correctly, and 6 students got 50% marks. However, the score for the rest of the was only between 20% and 30%. This shows that many students have a weakness in forming correct sentences or understanding written instructions.
- **Speaking Skills:** In the Speaking Test, only 10 to 15 students could present themselves well. The majority of the students felt anxiety when trying to speak in English.

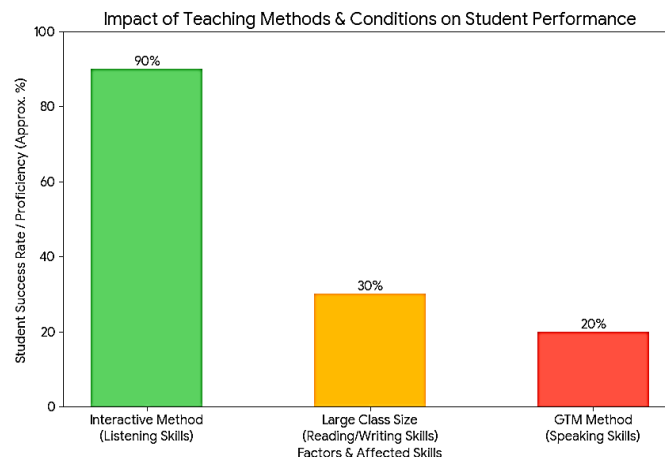
Student Competency Assessment Results (Total Students = 50)



6.2. Analyses and Discussion

I have combined the result from the skills test with three months of classroom observation. This long period of study helped me understand the real condition of English teaching in the school. Based on this experience, the following important points have become very clear to me.

- **Negative Effect of GTM:** The hesitation of most students in the Speaking Test proves that they do not get enough chances to speak in the classroom. Teachers mostly depend on the Grammar Translation Method. As a result, students know grammar rules but cannot speak English in real life.
- **Success of Interactive Methods:** The huge success in the Listening Test where 40% got full marks proves that students can learn quickly if interactive method like CLT or TPR are use. When I tested them using pictures and listening, they performed much better than they do with traditional methods.
- **Teacher-Students Ratio and Luck of Practice:** Since there are too many students in the class about 50 students and time is limited. It is not possible to involve every student equally in reading and writing practice. This is why the reading and writing results for most students (20-30%) were not satisfactory.



This analysis of results shows that students have a hidden talent for understanding English. This natural ability was clearly proven by their good performance in the Listening Test. However, their speaking and writing skills remains weak because they most learn through the traditional GTM method and lack enough practice.

Chapter -07

Recommendation

7.1. Recommendation

I carefully focused on my classroom observations and also analyzed the students' tests. Based on these experiences, I would like to suggest some simple steps. These steps will enhance English teaching in primary school. These recommendations will help solve the current problems that will make learning easier for the students.

Use of Communicative Language Teaching for Spoken:

- Teachers should use English for basic classroom commands. For example, they can say "Stand up," "Open your book," "Listen to me" instead of Bengali all the time.
- Students must be given more practice in pair work and group discussion every day so that they can overcome anxiety.

Use of pictures and Action TPR:

- Teachers can use pictures and real objects to teach new words and ideas because they help students succeed in listening tests.
- Teachers should use methods like TPR which help students to learn new words naturally instead of memorizing.

Give Teachers Better Training:

- Teachers need right training on how to use CLT method especially in large class. So, Government should take actions.

Change the Test Style:

- School examination committee should include marks on speaking and listening with main exam.

Chapter 08

Self-Improvement

8.1. Self-Improvement

I noted that I need to manage class time better. In the beginning, when I explain a simple topic from the book, I lose track of time. As a result, the students get annoyed. So, I should maintain proper time. First time, I felt shy speaking in front of many students. I should increase my self-confidence.

Chapter -09

Conclusion

9.1. Conclusion

Three months of my internship at 108 No. Changao Govt. Primary School I encounter a huge difference between the NCTB curriculum's systems and what actually happens in the classroom. The NCTB curriculums is based on using pictures, commands like the CLT, TPR methods but teachers mostly use the translation-based method like GTM Method. This happens because of large class and most of the teachers do not have enough training and idea of using method like CLT, TPR. From the assessment I found that the students are good at listening skills. I observed about 30% of them got full marks when I used pictures and interactive methods. However, I noticed most of the students are weak in speaking and writing. They are hesitating when they speak in English in the classroom in front of their friend and they do not get enough chances to practice in class.

To solve these problems, the examination committee of the school must change assessment system. Assessments should include marks for listening and speaking skills. And teachers need proper training on the method of CTT and TPR so that they can fulfill NCTB curriculum system.

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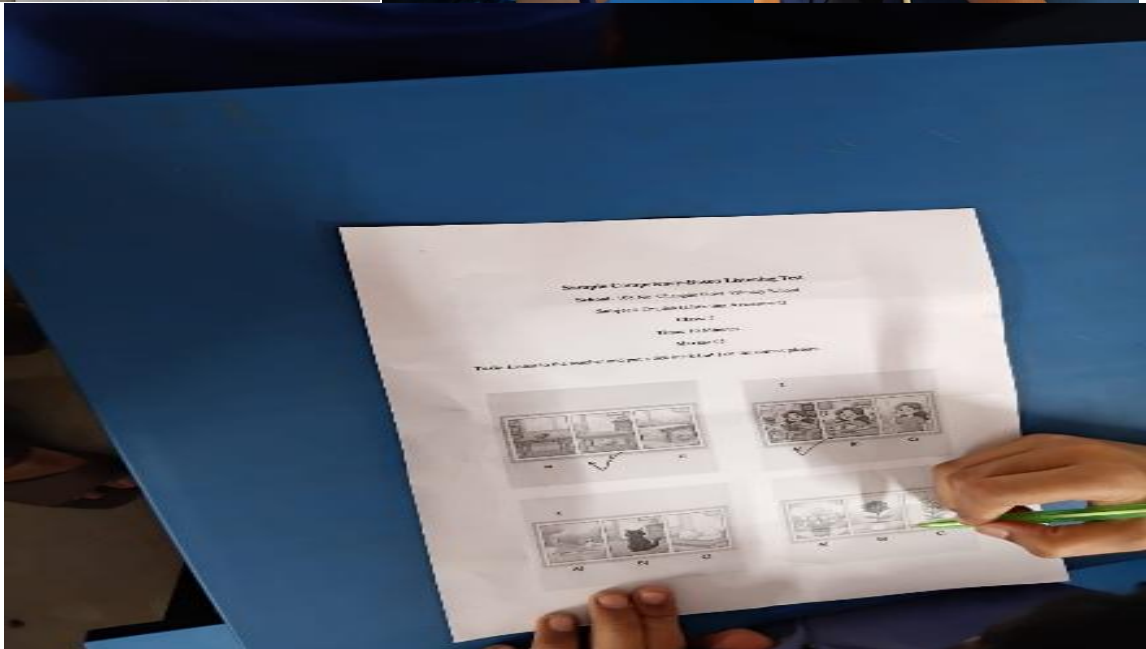
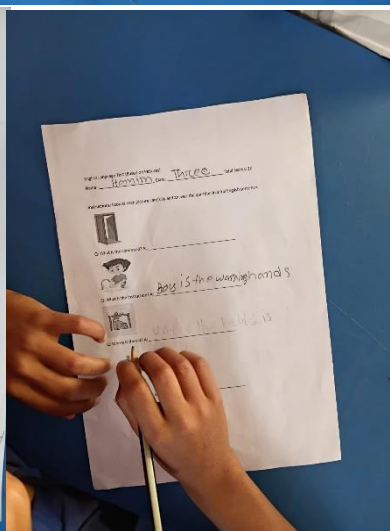
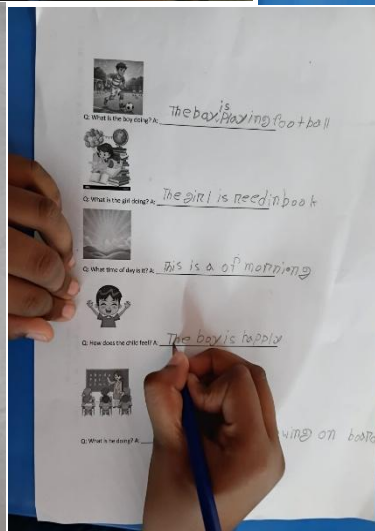
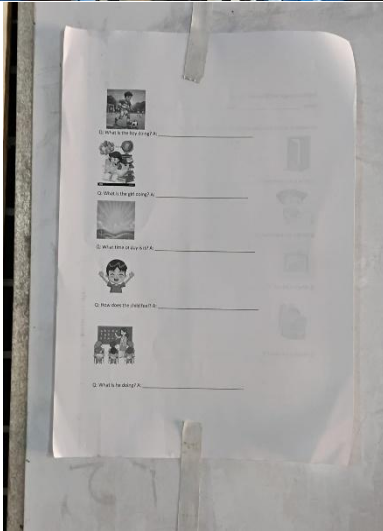
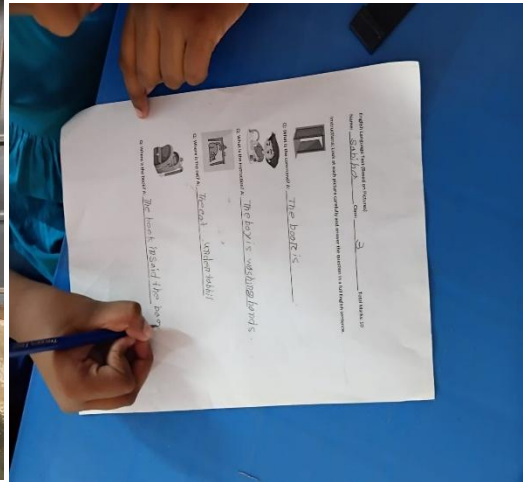
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Appendices

Chapter -10

10.1. photographs





10.2. Certification of the Internship



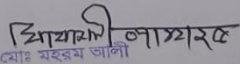
108 No. Changaon Government Primary School
Est. 1991
Changaon, Savar, Dhaka. Mobile: 01710-905781

Assertion Certificate

This is to certify that Name: Anik Chandesa Das ID: 221-10-913, has successfully completed his internship as a part of his academic course, ENG: 431-Project Paper with Internship during Fall 2025 from 108 No. Changaon Government Primary School, Changaon, Savar, Dhaka. He is a courageous, consistent, and coherent person. He has contributed to enrich the knowledge of our students. His politeness and well speaking has pleased us. He has also managed to gain positive feedback from the students.

He would go a long way with such courage, skills, and ambitions. I wish him all the best.

Md Mohoram Ali
Headmaster
108 No. Changaon Government Primary School
Changaon, Savar, Dhaka
Mobile: 01710-905781


মোঃ মোহরাম আলী
প্রধান শিক্ষক
চাঙ্গাওন সরকারি প্রাথমিক বিদ্যালয়
সভার, ঢাকা।



Ref: Internship Placement//253

September 20, 2025

To

The Headmaster
108 No. Changaon Government Primary School
Ashulia, Savar, Dhaka.

Subject: Request for Internship Placement

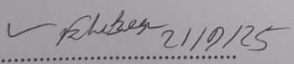
Dear Sir,

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 **Anik Chandra Das, ID Number: 221-10-913**, has completed 120 credit hours in 40 courses from the Department of English. It would be highly appreciated if you could kindly allow him to be an Intern at your esteemed organization.

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

With best regards,


.....
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Department of English
Daffodil International University
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Plagiarism Result

221-10-913

ORIGINALITY REPORT

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