



Daffodil
International
University

Project Paper with Internship on

“Classroom Observation and Teaching Experience in Secondary Level English”

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Submitted by:

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This report is submitted to the Department of English, DIU in partial fulfillment of the requirements for the Degree of B.A. (Hon's) in English.

Supervised by:

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Declaration

My name is Arfa Akter Mouly, and my ID number is 221-10-856. I did the project work called "**Classroom Observation and Teaching Experience in Secondary Level English**" completely by myself.

This project was conducted under the guidance of **Dr. Md. Mostafa Rashel**, Associate Professor of Linguistics, English Department, Faculty of Humanities and Social Science, Daffodil International University.

I state that I have to send in this report as part of the criteria for getting my Bachelor of Arts (Honors) in English degree at Daffodil International University.

I also state that the work is my own and I have given full credit to all the sources and references I used. There is no plagiarized or copied content in this report.

Arfa Akter

Arfa Akter Mouly

ID: 221-10-856

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Certification of the Supervisor

As part of the course, the student watched and taught a few English lessons at Begunbari High School in Dhaka's Birulia neighborhood.

She got in touch with me often during the internship, followed my advice, and let me know how she was doing on schedule. She was dedicated, professional, and very committed to her job as a teacher.

I'm satisfied with how she did and encourage her for the viva-voce and academic recognition.

I hope she has a great future.



Dr. Md. Mostafa Rashel

Associate Professor of Linguistics

Department of English

Daffodil International University

Acknowledgment

I would like to state my sincere thanks to Allah for granting the patience, wisdom and option needed to successfully accomplish this project.

I am profoundly thankful to my project supervisor Dr. Md. Mostafa Rashel whose relentless support and valuable advice was indispensable to me throughout my internship. The fulfillment of this report could not have been done without his guidance.

I also want to express my gratitude for allowing me to do my internship in Begunbari High School, Birulia, Dhaka, to the Principal and the faculty of Begunbari High School.

I also am grateful to the English teachers and students who helped me during observation and instruction activities in the classroom.

Their cooperation and friendliness made this internship meaningful and enjoyable.

Abstract

The project explores my practicum experience in Begunbari High School, Birulia, Dhaka where I observed and gave English classes from September to November 2025. The broad goal of the internship was to understand what it is like to be in the classroom and to experience the teaching practice in the classroom, at the secondary level.

The investigation examines instructional methodologies, classroom management practices, ways in which students are engaged, and the challenges of both educators and learners in the acquisition of English as a foreign language. Findings show that although English is an important subject, students often encounter problems of fluency and confidence because they have not had enough opportunities to practice, they are often dependent on outdated teaching methods, and they have little technological assistance.

The study ends with a series of recommendations that are meant to improve classroom practices and pedagogical strategies to make English instruction more interactive and efficacious.

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Chapter One

1.1 Introduction

As part of my Bachelor program in English curriculum, I did my internship in Begunbari High School, Birulia, Dhaka. This arrangement allowed an examination of the dynamics of the classroom and instruction practices at the secondary level.

Conducted between September and November 2025, the internship was designed to offer insight into contemporary English pedagogies, understand the engagement of students and highlight some of the obstacles and possibilities that exist in secondary level English education.

English is a compulsory subject in Bangladesh; nevertheless, several problems are faced by the learners because of the traditional teaching methods, limited resources and limited opportunities to use the language in daily life.

Through observing my colleagues and teaching in my own classes, I gained a practical knowledge of second language English teaching. The following chapter outlines the main concept, goal and background of the internship project entitled "Classroom Observation and Teaching Experience in Secondary Level English."

1.2 Project Paper Objectives

The present project paper will meet some of the requirements of the Bachelor of Arts degree. This honors program in English is aimed at exploring the experiences of students and teachers in the learning processes in the context of Bangladeshi secondary schools.

The goals stated above are expected to create a liaison between the curricular materials and the classroom practice and critically assess the effectiveness of the modern English instructions approaches.

1.2.1 Objectives of the Internship

- To watch how teachers and students interact in the classroom and how
- they teach English to high school students.
- To get real-world teaching experience and get better at managing a
- classroom and talking to students.
- To find out what problem students have when they try to learn English
- grammar, vocabulary, and speaking skills.
- To use communicative, task-based, and interactive methods in the
- classroom.
- To judge how well the lesson was taught, the materials used, and the
- students' reactions.
- To help me think about my own teaching strengths and weaknesses in a
- more reflective way.
- To give suggestions for how to make English teaching more focused on
- the students and more effective

Chapter Two

2.1 Methodology

The internship was to be held in Begunbari High School located in the industrial part of Birulia in Dhaka. The school is a follower of the National Curriculum and serves the needs of students studying between VI and X.

This was initiated by making formal requests through written communication to the principal to approve the internship. After the positive answer was presented, I worked in liaison with two English instructors who assisted in my learning process and observation.

The procedure adopted involved a combination of qualitative observation and practical training:

1. Observation Phase: I observed various English classes (Grades 6 -12) to note pedagogical practices, the speed of the lesson, and behaviour of students. Teacher instructions, material and learner engagement were recorded as notes.

2. Teaching Phase: I designed elaborate lesson plans, taught three classes in English and explored how students would react to the interactive activities.

3. Reflection and Feedback: After every class, I would talk about the results with my mentors and make self-reflections in a journal.

4. Data Analysis: I analyzed the observations to determine recurrent trends and problems that exist in English-language teaching in the classroom.

Chapter Three

3.1 Institution Details

Institution Name	Begunbari High School
Location	Birulia, Savar, Dhaka
Established Year	1993
Academic Timetable	(9:00 – 4:00) PM
Type	Non-Government Secondary-level School
Number of Teachers	25
Number of Students	Approximately 900
Academic Level	Class VI – X
Curriculum	National Curriculum (Bangla Medium)
Head Master	Md. Abdul Hamid
Motto	“Education for Discipline and Progress”

Begunbari High School was founded in 1993 with a goal to provide affordable, quality education to local students in the Birulia area. Over time, the school has expanded from only a few classrooms to a large, two-story building with 900 students and 25 teachers. The school’s primary focus is to ensure moral, social, and intellectual growth among its learners.

The school follows the **National Curriculum** set by the Ministry of Education, Bangladesh. It offers all core subjects including Bangla, English, Mathematics, Science, and Social Studies. English is a compulsory subject across all grades and plays a major role in determining students’ academic achievement.

Despite having limited technological facilities, the school maintains a disciplined atmosphere and dedicated teachers. During my internship, I observed that the English department, though small, was enthusiastic and motivated to improve teaching practices despite resource constraints.

Chapter Four

Class Observation Reports

4.1 Class Observation 1

Day	10th September, 2025
Duration	(10:00- 10:40) AM
Level	7
Point	Application Writing

Observation Report:

I monitored the first session of course taught by Ms. Nasreen. She has a long history in working as an English teacher. The lesson was devoted to the structure of application letters.

In the beginning of the lesson, Ms. Nasreen revised the rules of writing the letter and paragraphs. She then presented the details of writing an application, its intended use, its different parts its header, salutation, body, and closing, and some of the real-life situations where students would be required to write such a document.

The teaching process has been dominated by the lecture presentation along with activities where students were allowed to interact with the examples on the board. She wrote a sample application to go through the right format and the formal register. She talked about different wordings to use when asking time off, permission, or information and the pitfalls to avoid, e.g., the use or absence of greetings.

Ms. Nasreen ensured that she kept the students engaged by asking them to name certain aspects of the application as she went through each section. However, after a time, this seemed to be less engaged as some pupils seemed to be not fully engaged, which was probably because of the lack of experience. During the session, she maintained the control of the classroom and offered more support to less proficient learners by switching to English and Bangali to make sure that they understood.

The last activity of the lesson was a brief writing task: at the end of the lesson players had to write a letter requesting sick leaves. Such an exercise helped to consolidate the material discussed and remember the concepts discussed in the course of the lesson.

Analysis:

The teaching was done using GrammarTranslation Method (GTM). Although I could understand the rules of writing a paragraph well, the topic of instruction was more based on the didactic performance of the teacher and included very little interaction. Therefore, a portion of the cohort was not as engaged in the session citing to have participated in the session minimally.

Reflection:

The teaching experience highlighted the importance of student engagement as the most important factor in instructing writing. Although the clear teaching on the paragraph structure was beneficial, the combination of cooperative tasks or self-regulated practice might improve student interest and confidence in writing original paragraphs.

4.2 Class Observation 2

Day	17th September, 2025
Duration	12:00 PM - 12:40 PM
Class	VI
Topic	Reading Comprehension

Observation Report:

In one of the observations conducted by Mr. Habibur Rahman during a lesson of the second year (Class VI), the reading passage of “A Journey by Train” was used.

When starting the session, the teacher asked the students whether they were exposed to the text on their own free will. He then chose a volunteer to do an oral reading as the others followed the same in their own copy of the material. To enable understanding, the teacher marked down the definitions of the difficult lexical terms in the board and gave them corresponding translations in Bengali. After the reading was completed, he then gave a sequence of short true/ false questions related to the reading.

Most of the students showed that they were conversant with the terminology; however, only a small proportion could answer the questions which required inferential or analytical thinking like summarizing the reading or explaining its implications in English. The general reactions were often mere repetitions or copying of the original text.

Analysis:

The classroom observations revealed that the teacher had a high level of control, but the level of student participation was low. The lack of group discussion did not allow a more in-depth insight.

Reflection:

In this session, it was evident that comprehension teaching ought to facilitate the ability of the students to develop self-expression and independent thinking.

The level of reading would be significantly improved in case students were prompted to share their thoughts, reword the text paraphrasing it, and connect the text to their personal lives.

4.3 Class Observation 3

Date	25th September
Duration	11:00 AM - 11:40 AM
Class	VIII
Topic	Paragraph Writing

Observation Report:

The session was led by Ms. Rokeya Begum. The teacher started out with the following question: Who has a hobby? The learners were instantly drawn to the theme, which was My Favorite Hobby. Some of the participants lifted their hands and claimed that they liked to draw, garden, and football.

The teacher further wrote a model paragraph on the board that has touched on sentence structure, use of connections and vocabulary. Students copied the paragraph and had to write their own paragraph. The teacher moved around the classroom, checked the notebooks of students and manipulated the students individually.

Analysis:

There was a sufficient ratio of the discourse and actual activity in the classroom. The educator was trying of contacting the students and promote creativity, despite the fact that the pedagogical style was rather outdated.

Reflection:

Based on this observation, it was realized that brainstorming and should be involved in writing activities.
peer review, thus leading to increased comfort among the students when sharing their ideas.

Chapter Five

Teaching Experience

After the observation, I started the teaching process in my sessions with the assistance of the faculty in the school.

In the course of my internship in **Begunbari High School**, I taught **three English subjects**, which focused on composition and grammatical competence.

I gained knowledge on how to manage the classroom, helping the students follow up on the lesson, as well as encouraging them to actively participate during these teaching sessions.

5.1 Teaching Experience: First Class

Point	Verb Form
Level	Eight
Teaching Approach	Communicative Language Teaching and GTM
Course	Grammar
Day	2nd October
Duration	(11:00 – 11:40) AM

Description:

Verb tense was the main lesson topic. I presented myself to the students at the beginning and established a connection with them. I noted that most of the participants were used to the usage of simple present and simple past, but they did not know the usage of the continuous and perfect forms. I could accomplish this by providing them with every day examples like; I eat rice (present), I ate rice (past) and I will eat rice (future) to allow them to understand time and action.

Afterwards, I wrote a number of lines on the whiteboard then, instructed the students to determine that tense which was exercised in each.

In order to raise interest I separated the classroom into two groups and established a low level of competition. The points were allocated to each cohort in the form of identifying the correct tense. This method stimulated the interest of the session in general and even the shy students started to attend to the session.

Challenges:

Some of the students had problems with irregular verbs, so I made a cop-chart of the most common verb with the most common past-tense forms to enable them to learn.

Reflection:

This session has shown that interactive grammar lessons may be captivating and encourage communicative proficiency. Moreover, group competition strategy was found to be especially effective in keeping the participants attentive.

5.2 Day 2, Class 2

Topic	Paragraph Writing – “Leisure time”
Class	VII
Teaching Method	Task-Based Learning
Subject	English 1st Paper
Day	10th October
Duration	(10:00– 10:40) AM

Description:

The main aim of this teaching module was to enable the students to acquire written proficiency. At first, I questioned students on their leisure and intrinsic motivational activities and I wrote down what? When? The main aim is to facilitate the arrangement of their conceptual framework by asking the question Why? on the board.

Students were asked to read out short stories to each other before writing. I have helped with syntactic building and provided the options of the lexical building. After that, every participant wrote his/her own paragraph of 10-12 sentences.

Observation:

A significant part of the students showed their desire to communicate their favorite leisure activities; though, they had some problems with the orthographic correctness and with the grammatical correctness.

I moved around the classroom providing support in terms of helping to correct mistakes and emphasize the importance of hard work instead of striving at perfection.

The philosophy developed by this approach is to focus on creating a learning environment where perfection is not the biggest factor but effort.

Reflection:

Apparently, this course furnished indications that students tend to show more interest in a topic when they have emotional connection with the subject.

In cases where students are asked to come up with reflective narratives about their own experiences, the task becomes easily attainable.

5.3 Day 3, Class 3

Topic	Application Writing
Class	VI
Teaching Method	GTM and CLT Combined
Subject	English 2nd Paper
Day	24th October
Duration	(12:00 – 12:40) PM

Description:

The session dealt with **Writing Applications**. I have started the lecture by asking the students to define the very concept of an application and its common situations of composition. I then gave an introduction of the constituent parts of the letter; heading, date, subject line, salutation, body, closing and signature.

As an example of the form, I put one on the board:

“Request to leave of absence by the Head Teacher.”

We analyzed the role of each component, its purpose. I subsequently asked the pupils to write a brief application in their notebooks based on situations like requesting to be accommodated in the school hostel or requesting to convene a cultural program.

I went around the classroom giving tips on sentence structure and stylistic rules.

Interactive Element:

Towards the end of the instructional unit, students exchanged their application documents with one another to ensure that there is correct orthography, logical structure, and stylistic suitability.

Some students were willing to read out their applications, which helped to make the session more interactive and gave them confidence.

Reflection:

The course proved that learners become more skilled in writing formats when using real-life examples.

The students showed increased interest in the topic content after peer discussion and the subsequent instructor feedback. These observations indicate that there is a great motivation among learners to learn proper application writing.

Chapter Six

Findings, Limitations and Recommendations

6.1 Overall Findings

In the course of my internship at Begunbari High School, I gained a lot of knowledge on the methodologies used in teaching English language in the secondary level.

1. Traditional Teaching Dominates:

Most teachers still use the Grammar Translation Method (GTM), which focuses on translating text instead of practicing speaking and writing.

2. Limited Speaking Practice:

Oral discussion among the students is hardly expected, which can be explained by the focus on reading and writing during instruction instead of communicative practice.

3. Teacher Enthusiasm:

Although the English teachers lack materials, they show good efforts and make great efforts to attract their students.

4. Student Motivation:

One of the major groups of learners shows interest in English, but they are afraid of English production and grammatical correctness.

5. Infrastructure Challenges:

Many students who like English yet are not indifferent about the correct use of expressions and grammatical rules still have a number of fears regarding the ability to use English in a proper way.

6. Class Size:

It is hard to accommodate the needs of every learner in classes that have forty to fifty students.

6.2 Limitations

Despite the fact that the internship provided a great deal of exposure in the field of pedagogy, it did not come without limitations:

- The internship only lasted three months, so I didn't get to work with students of all grade levels.
- The school didn't have modern teaching tools, which made it hard to use technology.
- Some students didn't come to class on time, which made the lessons less smooth.
- Time limits made it hard to have discussions and feedback sessions after class.

6.3 Self-Reflection

This internship was the most significant academic experience in my career path. In the beginning, I felt fear about classroom teaching, but I quickly got used to it. I learned to identify that pedagogy is not limited to delivering content to students but to also include forming relationships, enhancing interest, and introducing adaptive practices. The greatest lesson bestowed to me is that successful teachers should be patient, understanding, and ready. Throughout every session, I gained new knowledge that relates to classroom control, the ability to empathically understand the cognition of a learner, and time management.

Additionally, I also noticed that even such small efforts as praise or support can significantly change the attitude of a learner.

6.4 Encouraging Classroom Communication

During the internship, I tried to encourage the process of interlingual interaction in English, around seventy to eighty percent of the time of instruction was implemented with the help of the targeted language, and Bangla was used selectively to clarify difficult ideas:

- Say hello and answer in English.
- Use short sentences to talk about pictures and what you do every day.
- Take part in speaking activities with a partner or a group.

Over time, these activities made them much more confident.

6.5 Recommendations

My ideas to improve the English teaching to the learners of the secondary school are as following:

1. Increase **Communicative Language Teaching** (CLT) as a more vital part of classroom practice.
2. Provide teacher **training programs** to teachers so that they can be equipped with modern pedagogical techniques.
3. Use **multimedia technologies** to improve the process of learning making it more interactive and visual.
4. **Decrease classes** in order to allow more student interaction and personalized care.
5. Add debates, presentation and story-telling exercises to encourage learners to **speak English in real life situations**.

Conclusion

The experience during my internship in **Begunbari High School, Birulia**, Dhaka, was a significant one as it changed my career path and opened up the horizons of my perception. This position promoted the transfer of instructional theory of the English Language Teaching (ELT) into the practical use in the classroom, facilitated the maneuverability of the real pedagogical issues, and led to the fine-tuning of my teaching performance. The experience also increased my interest in the teaching field and also emphasized the necessity that an effective teacher in English should not only have good academic knowledge but a sense of understanding and empathy; by combining modern pedagogical approaches and developing the communicative skills of learners, teachers can make the process of learning English not only stimulating but also practical among the learners in Bangladesh.

Appendices

Lesson Plan – Lecture 1

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	5 minutes	Deliver a brief lecture on Tenses explaining importance.	Listen attentively and respond to short questions.	Teacher → Whole Class
Practice & Exercises	30 minutes	Provide exercises and guide students with examples.	Work on exercises and clarify doubts.	Teacher ↔ Students
Review & Feedback	5 minutes	Check answers, give corrections, and feedback.	Ask questions, note corrections.	Teacher ↔ Students

Lesson Plan – Lecture 2

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction

Introduction	5 minutes	Ask students to talk about hobbies and introduce paragraph topic.	Share personal experiences about hobbies.	Teacher → Whole Class
Reading & Discussion	30 minutes	Read a model paragraph and explain structure.	Read, follow, and ask questions.	Teacher ↔ Students
Writing & Feedback	5 minutes	Ask students to write their own paragraphs.	Write and share for teacher review.	Teacher ↔ Students

Lesson Plan – Lecture 3

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	5 minutes	Ask what an application is and when it's used. Show an example title on the board.	Listen and answer.	Teacher → Whole Class

Activity & Practice	30 minutes	Explain structure (heading, date, subject, body, closing). Give a sample, then assign a writing task.	Write their own application using format.	Teacher ↔ Students
Review & Feedback	5 minutes	Check samples, correct errors, and praise good work.	Share and improve their work.	Teacher ↔ Students

Checklists of Class Observation

Academic Observation Record

Teacher Monitored: Arfa Akter Mouly

Subject: English 2nd Paper

Student Attendance: 45

Day: 24 October

Evaluator(s): Dr. Md. Mostafa Rashel

Point: Application Writing

Duration: (12:00-12:40) PM

Session Type: Lecture

Instructional Planning and Implementation

Criteria	Totally	Mainly	Slightly	A bit	Absolutely Not
a. Was the session format effective	✓				
b. Were the learning objectives communicated to the students	✓				
c. Did the teacher effectively engage learners at the beginning		✓			
d. Did the teacher present the objective interestingly	✓				
e. Did the teacher frame the dilemma for the learners			✓		
f. Did the teacher ask an engaging queries	✓				

Teaching Management

Criteria	Totally	Mainly	Slightly	A bit	Absolutely not
a. Teacher's overall demeanor was friendly	✓				
b. Instructor built a positive connection before session	✓				
c. Session was effectively supported by complemented by pitch, movements	✓				
d. Use of samples or documentations	✓				
e. Application of Activities (pair/group work)		✓			
f. Time control	✓				

Comments: The teacher established a collegial atmosphere, active involvement, and the involvement of all students into the writing and peer-checking activity. The sequence of the lesson was well managed within the stipulated time.

Educational Atmosphere

Criteria	Totally	Mainly	Slightly	A bit	Absolutely not
a. Class environment was welcoming	✓				
b. The topic was well understood by the students	✓				
c. Learners engaged appropriately throughout the session	✓				
d. Classroom sufficiently equipped (board, marker, fan)		✓			
e. Environment appropriate for learning		✓			

Instructional Strategies

Criteria	Totally	Mainly	Slightly	A bit	Absolutely not
Instructor used a particular method	✓				
Instructional techniques matched objectives	✓				
Teacher promoted communication	✓				
Techniques had real-life application		✓			

Educator's Personal Attributes

Criteria	Totally	Mainly	Slightly	A bit	Absolutely not

Friendly with students	✓				
Welcomed opinions and comments	✓				