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Internship Report
On
Exploring Teaching English in a Rural Setting: A Practical
Internship Experience at Sonapatila High School, Atowary Upazila.

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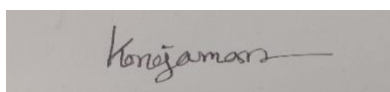
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DECLARATION

I, Most. Kona Jaman Bristy, hereby declare that this internship report titled **“Teaching English in a Rural High School: A Practical Internship Experience at Sonapatila High School, Atowary Upazila”** is an original work completed by me as part of the requirements for the course ENG 431 at the Department of English, Daffodil International University. This report reflects an overview of the experience I gained during my internship. This Internship has given an opportunity to give practical implementation of the knowledge I have gained during my four years of academic period. I had organized my internship period in a structure according to the instructions given by my supervisor, Ms. Mahinur Akther. I am honored to get opportunity of practicing my teaching skills in a professional platform. I believe this report will make valuable input in terms of teaching in rural areas.

I hereby, confirm that this report has not been submitted to any other institution.

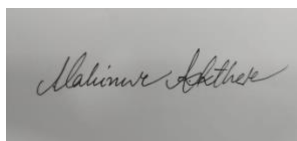


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CERTIFICATE OF SUPERVISOR

This is to certify that Most. Kona Jaman Bristy, a student of the Department of English, DIU, has successfully completed her internship entitled “Teaching English in a Rural High School: A Practical Internship Experience at Sonapatila High School, Atowary Upazila.” During the internship period (1 September–30 November), she actively observed classes, taught English lessons, prepared lesson plans, checked assignments, conducted language activities, and engaged Class 10 students in various reading, writing, grammar, and speaking tasks. She maintained communication with me when she was engaged in her internship. I provided her suggestions when she needed it and this report is a reflection of her hard-work.

I recommend this report for evaluation.



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Mahinur Akther

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ACKNOWLEDGEMENT

Alhamdulillah, all praises to the Almighty, whose blessings enabled me and provided me with strength to successfully complete this internship and prepare this report. The experience of teaching in a rural school has shown me a picture of the state of education in rural areas. This has also given me an opportunity to enhance my teaching skills and knowledge. This internship also worked as a bridge between academic knowledge and practical application. I express my heartfelt gratitude to my supervisor, Ms. Mahinur Akther, for her guidance, feedback, and continuous support. She has provided us with organized guideline from the beginning of the internship. This has played a crucial role in my completion of this report. I sincerely thank the Head Teacher and English Department of Sonapatila High School, Atowary Upazila, for welcoming me and allowing me to participate in their teaching-learning environment. He was kind enough to guide me throughout my internship. Moreover, teachers of the school were equally helpful and kind. They have helped me whenever I needed help. My appreciation goes to the Class 10 students, whose sincerity and active participation made this journey meaningful. I am also thankful to my teachers, friends, and family members for encouraging me throughout this academic endeavor.

ABSTRACT

This internship report explores the real-life teaching experience of conducting English classes at Sonapatila High School, a rural institution located in Atowary Upazila. The purpose of this report is to explore the real-life practices of English language teaching in a rural Bangladeshi school, identify challenges faced by learners, and analyze the effectiveness of my teaching approaches through a mixed-method classroom strategy. The internship took place from 1 September to 30 November, during which I observed classrooms, taught lessons to Class 10 students, checked assignments, and conducted reading, writing, grammar, and speaking activities. The main goal was to understand rural English teaching challenges, analyze students' proficiency, apply theoretical knowledge practically, and develop teaching skills. I observed improvements in student participation, vocabulary development, and writing skills by using a mixed-method approach (GTM+CLT+activity-based learning). However, limitations such as limited resources, mixed proficiency levels, and low exposure to English affected overall progress. This report concludes with key insights, limitations of the rural educational context, recommendations for improvement, and a reflection on how the internship shaped my understanding of teaching as a professional field.

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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

Exposure to English at the secondary level is among the greatest roles in the education of Bangladesh. Class 10 students are in the critical phase as they are in preparing the SSC examination. In Bangladesh most important communication, higher studies and career development vehicles have been transformed to English. Although the emergence of the English language as a second language remains critical, it is still a challenge to learn in the rural areas because of limited resources, exposure, and traditional teaching procedures. Consequently, college students in the rural setting often experience language, psychological, and academic challenges towards attaining proficiency. To get deeper into these realities an internship is a requisite link between theoretical information and the real world in the classroom. The paper presents a background of the rural English language education in Bangladesh, the motivation behind the selection of this internship and the importance of undertaking such a study. It will form the fundamental arenas to be covered in subsequent chapters such as classroom observations, teaching experience, institutional organization, lesson plan, results and reflections. In general, the internship experience has enabled me to observe the real-life issues related to language instruction and the possibility of making the process of learning English more reachable and significant to students in Bangladesh rural settings.

1.2 Background of the Study

The situation in English education in rural Bangladesh has a set of specific problems that can be explained by socioeconomic, infrastructural, and cultural factors. The learning of English out-of-classroom exposure is small in most rural students. Educators usually stick to the old grammar-translation techniques, and learners drill instead of reading. Most importantly students do not get enough and proper study material to enhance their skills in reading, writing and speaking. The internship at Sonapatila High School provided an opportunity to analyze these issues and apply innovative strategies to support Class 10 students. Class 10 students go through from a crucial period of time as they have to face the board exams in their upcoming days. So, it is really important for them to have enough knowledge about comprehensive English learning.

CHAPTER 2: OBJECTIVES OF THE STUDY

2.1 OBJECTIVES OF THE STUDY

The main goal of this internship was to gain practical teaching experience and understand how English is taught and learned in a rural school. It helped me to apply what I learned in the English department to real classroom situations, observe learning patterns of the students, and reflect on effective teaching methods. The study also aimed to explore how a mixed-method approach combining grammar and communicative activities can improve English of the students.

2.2 General Objectives

- To gain teaching experience in a real classroom.
- To receive a glimpse of the English teaching and learning in a rural school.
- To practice my field level using theoretical knowledge of my studies.
- To learn about the classroom conditions, learners behaviors and learning problems.

2.3 Specific Objectives

- To assess English proficiency of the students in reading, writing, speaking, and grammar.
- To identify difficulties students face in learning English.
- To design and deliver lessons using a mixed-method approach suitable for rural learners.
- To engage students in communicative activities to build confidence and fluency.
- To see how classroom management, teaching methods, and materials affect learning.
- To evaluate the effectiveness of class activities, assignments, and language practice.
- To reflect on my own strengths and areas to improve as a future English teacher.

CHAPTER 3: METHODOLOGY

3.1 METHODOLOGY

This chapter describes how and the process involved in my internship at Sonapatila High School, Atowary, Panchagarh. The methodology is interested in the way data were gathered, classes involved in classroom activities, and teaching strategies applied to enhance the English learning of the students. The combination of observation and practical teaching was employed, which represented a qualitative, practical approach. Methods used during my internship are:

- The study used a practical, experience-based approach to understand how students learn English in a rural school.
- I combined classroom observation, teaching practice, assignment checking, and feedback to get a clear picture of learning behaviors.
- A mixed-method approach was used: Grammar Translation Method (GTM) for explaining grammar and vocabulary, and Communicative Language Teaching (CLT) for speaking and interactive activities.
- Lessons were designed with simple, low-cost tools like chalkboard, textbooks, worksheets, and vocabulary lists, since no digital resources were available.

3.2 Primary Data

- Observations of the senior teachers in the classroom.
- The involvement of the students in reading, writing and speaking.
- Assessment of assignments, exercises and summaries.
- Conversations with students on informal level concerning attitudes and learning problems.

3.3 Secondary Data

- HSC English For Today textbook along with an additional grammar book(Advanced English Grammar and Composition).
- Lesson plans and teaching materials prepared for classes
- Literature on rural English teaching, GTM, and CLT methods

CHAPTER 4: OVERVIEW OF THE INSTITUTION

This chapter shows a short but detailed description of Sonapatila High School, the school at which the teaching internship practice took place, in English language education. It is vital to know the school environment, facilities and the background of students examining the instruction-studying setting in Bangladesh rural regions.

4.1 Introduction of the Institution.

Sonapatila High School is a recognized secondary school which is a government-recognized school within Atwary Upazila under Panchagarh District. The school was founded in 1992 and has been fulfilling the educational needs of neighbouring village students. It is extremely critical in making education accessible to children of farming, day-labor, and low-income families, who made plenty of contribution to the socio-cultural progress of the region.

4.2 Historical Background

Sonapatila High School was started as a result of the necessity to have a good secondary school locality in 1992. The school has been expanded over the years and there is an increase in the number of school students and increasing learning institutions. The school is a relatively young one, but it has already obtained a good reputation of being disciplined, committed and serving to rural learners.

4.3 Physical Infrastructure

The physical environment of the school reflects the characteristics of a typical rural institution:

- **Classrooms:** Spacious and clean classrooms with basic seating arrangements. However, modern technological tools such as multimedia projectors are limited.
- **Library:** There was no specific room for the library but just a shelf in the staff room. That shelf contained some books suitable for their academic purpose but not enough to give them proper knowledge.
- **Teachers' Room:** There was only one room for the teachers so that they can prepare their lessons and relax a bit during their break time.
- **Playground:** The school has a large playground which is used for sports and cultural programs.
- **Administrative Office:** There is one administrative officer who single-handedly manages all the administrative works. He is given a small cabin that also contains all the official papers, question papers for the exams and the answer sheets of the students after the exam. The overall infrastructure supports regular academic activities, though advanced technological facilities are still lacking.

4.4 Academic Structure

Sonapatila High School provides education between Class Six and Class Ten following the national curriculum provided by NCTB. Regular class tests, assignments, and revision activities are some of the most common activities in the school to keep track of student development. English subject is a compulsory one in all classes and English teachers are dedicated and hard working. Even though there are instances when teacher-student ratio can be quite demanding, the teacher still tries to ensure that the learning environment is conducive.

4.5 Student Demographics

The bulk of the students are locals, and are a rural community that is agrarian. They are characterized in learning as:

- A large number of students are first-generation learners meaning that most of their parents are not educated and they have less awareness towards studies.
- The majority of the students were not highly exposed to English outside of the classroom.
- Teachers are highly respected by the students and their desire to learn inspires them and other students to study and accumulate knowledge.
- The rural people are dependent on the financial status to access the private tutoring or additional study materials.

Irrespective of these obstacles, the students are very enthusiastic and can be helped to become better upon proper guidance.

4.6 Linguistic Instructional Environment

English is learnt through English For Today textbook. Teaching methodology mainly focuses on reading, grammar and writing activities. Some of the challenges witnessed are:

- There was restriction in the speaking practices.
- There was complete reliance on memorization among students.
- No digital facilities like; projectors, speakers or computer(Just 2 computers in the office).
- The degree of proficiency in the same class was different.
- Nevertheless, the positive attitudes of teachers and willingness of students open the possibilities of the integration of more interactive strategies.

4.7 Administration and Academic Services.

The school administration of the Head Teacher, Assistant Head Teacher and the staff members had a great support in the internship period. They also made sure that they could access the classrooms, they offered the information required and they were able to participate in the school activities. Teachers were willing to cooperate and provide useful insights on the situations in rural classrooms.

4.8 Importance of the Institution to Internship.

The school is at a usual rural border adjacent neighborhood. The conditions of the school in the cities are familiar to us all. They are not hamstrung with facilities at least as much as the rural schools and we do not bother to know the condition of the rural schools. The study will enable us to find out the state of the rural schools and their requirements. The internship at Sonapatila High School allowed me to:

- Understand rural students' needs and learning patterns
- Practice effective classroom management
- Apply flexible and student-centered teaching methods
- Gain confidence in handling large and mixed-ability groups
- Experience real challenges of English teaching in rural contexts

Overall, the school provided a meaningful and practical environment that enriched my professional development as an English teacher.

CHAPTER 5: CLASSROOM OBSERVATION

Classroom observation is a vital component of the internship experience, as it enables the intern to understand real-life teaching practices, student behaviour, and the overall learning environment. Before conducting my own classes at Sonapatila High School, located in Atwary Upazila, Panchagarh, I observed several English classes taught by senior teachers of Class 10. These observations provided me with valuable insights regarding teaching techniques, classroom management strategies, student engagement levels, and the challenges rural students face in English language learning.

5.1 Purpose of Classroom Observation

The main purposes of observing English classes at Sonapatila High School were:

- To understand how English lessons are structured and conducted in a rural high school environment
- To identify effective teaching strategies used by experienced teachers
- To observe students' learning patterns, skills, and participation levels
- To recognize the challenges faced by both teachers and learners in Class 10
- To prepare myself to design and deliver my own lessons effectively

Thus, classroom observation served as the foundation for my teaching practice during the internship.

5.2 Overview of the Observed Classes

During the internship period, I observed multiple English classes of Class 10 at Sonapatila High School. Each class session lasted around 40–45 minutes and followed the English For Today (Class 10) textbook. The teacher conducted the lessons in a structured and systematic way, using traditional classroom tools such as the chalkboard, textbook explanations, and oral questioning. Other than that the teachers followed an extra book for grammatical rules and composition purposes which is 'Advanced English Grammar and Composition'.

The student attendance in the observed classes ranged between 40 and 55, indicating a large and diverse classroom environment. Students were seated on long wooden benches arranged in rows. Although the classroom was crowded, the teacher successfully maintained order through consistent instructions and clear communication.

5.3 Observation of Teacher's Teaching Style

The teaching style observed during the sessions included a combination of traditional and semi-interactive methods.

a) Grammar Translation Method (GTM)

The Grammar Translation Method is a classical approach to language teaching in which learners focus on understanding grammatical rules and use those rules to translate passage between their mother tongue and the target language. This was the most commonly used technique. In this technique-

- The teacher explained grammar rules in Bangla.
- The teacher translated difficult vocabulary into Bangla for clarity.
- Also asked students to write answers from the textbook.

This method worked well for rural learners who needed clear explanations to understand grammatical structures. Their understanding on English was not good at all which forced the teachers to follow Grammar Translation Method.

b) Question–Answer Technique

The teacher frequently asked questions from the reading passages, so that the students can-

- Be kept attentive.
- Help the teacher evaluate comprehension level quickly.
- Be motivated to participate.

c) Reading Aloud

The English teacher selected few students to reading text book aloud. These texts included paragraphs, essays and texts from the text book. In this way,

- The teacher could identify the mispronunciations of the students.
- The teacher could correct the reading mistakes immediately
- The teacher could encourage the students who were shy to read in front of others.

d) Board Work

The school did not have digital facilities. Only Chalk and Black-board was provided to deliver lectures. In this case, the board was used for:

- Writing important notes
- Explaining grammar rules

- Providing vocabulary lists
- Showing sample answers

5.4 Student Behavior and Participation

As the school is located in a rural area, I got different types of approach and reactions from the students. Student behavior and participation varied from highly motivated to hesitant.

Positive Observations

- Students were respectful and greeted the teachers warmly.
- Many students attempted to answer questions when encouraged.
- A good number of students took notes seriously.
- Cooperation among the students was visible during classwork.

Challenges Noted

- Many students hesitated to speak English due to fear of mistakes.
- Pronunciation problems were quite common.
- Some students lacked fluency in reading.
- Vocabulary limitations affected comprehension.
- A group of students remained silent and avoided participation, mainly due to low confidence.

These challenges largely from came from limited exposure to English outside the classroom.

5.5 Learning Environment

The learning environment at Sonapatila High School was supportive but as it was situated in a rural area the students needed higher motivation to study properly.

- The classrooms were not large but not small either.
- Students shared long wooden benches and desks.
- Ventilation was good, but noise from outside sometimes caused distraction because three sides of the school was filled with farms.
- The classrooms did to have any multimedia tools (projector, speakers, digital screen)
- The teacher relied solely on verbal instruction and the textbook.

Despite limited resources, students showed curiosity and a positive attitude toward learning.

5.6 Key Challenges Identified During Observation

Based on the observed classes, I identified some challenges. Such as-

1. Class size made individual guidance difficult for the students.
2. Mixed ability levels led to difference in participation.
3. Limited exposure to English outside school slowed language development in the students.
4. Fear of speaking English in front of others kept many students silent.
5. Pronunciation and spelling problems were common among the students.
6. Lack of digital resources prevented the students from learning an advanced English.
7. Apart from few students, most of the students were shy which reflects their low confidence while speaking.
8. Students having insufficient reading habits, affected the comprehension level of the students.

These challenges helped me understand the adjustments needed when I was planning my own lessons.

5.7 Reflection on Observation

Observation in a classroom in Sonapatila High School was a great learning experience. It allowed me to comprehend the weaknesses and strengths of teaching in English in a rural setting. The observations left a lasting impression on me how essential a balanced teaching method is, which is the fusing of the grammar based teaching and the communicative activities that would be appropriate to Class 10 learners. Through the observation, I learned-

- How to cope with groups of students.
- How to motivate indecisive students by complimenting and asking them simple questions.
- How to make explanations less complex in order to understand.
- How to integrate the classroom activities that would meet the needs of rural students.
- The need to foster confidence in speaking, reading and writing English in the students one by one.

In general, the observation experience equipped me with the knowledge necessary to be ready to overcome the difficulties of working with Class 10 students at Sonapatila High School and create lessons that would be relevant and beneficial to the learners.

Chapter 6: TEACHING EXPERIENCE

This chapter is an account of my teaching experience in Sonapatila High School, which is in Atwary Upazila of Panchagarh. Having done the first classroom observations, I started to teach English to Class 10 students. This experience gave me a chance to translate my theoretical understanding of the material in my academic work to the real world experiences in the classroom and to learn the real issues surrounding teaching English to a rural student body.

6.1 Introduction to teaching practice.

My teaching experience began when I developed an overview of learning behaviours of the students and overall instructional approach of the school. I had an English lesson few times with reading passages, writing exercises, oral work, working on vocabulary and simple grammar explanations. When I was planning these lessons, I emphasized on ensuring the content is simple and interesting to ensure that learners of varying abilities could keep up.

6.2 Preparation before teaching

My lesson plans were well designed beforehand and consisted of basic examples and clear objectives before every lesson. I used a textbook called English For Today to make sure that my lessons were in line with the curriculum. There were no digital teaching tools available in the school and, therefore, I relied primarily on the chalkboard, oral instructions, and pair or group activities. I also compiled short vocabulary lists and reading questions, which would take students through the lessons without any problems.

6.3 Teaching Strategies Used

In my teaching practice, I took a hybrid approach, which was the integration of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). I clarified the grammar rules and hard language in Bangla as and when needed to have a proper understanding. Simultaneously, I advised students to speak English in simple dialogues, pair-discussions, and short role plays. I also incorporated activity-based methods, including guided reading, short writing assignments and vocabulary games. These practices assisted me in developing a balanced classroom environment in which the students would be able to acquire accuracy and fluency.

6.4 Responsiveness of the students to my classes

My classes were positively received by the students. Most of them were engaged in participation when motivated and I observed that the reading fluency and writing skills went up gradually. They also loved doing things in pairs since having someone to work with made them less afraid of speaking English. Yet there were certain difficulties that were also apparent. Some students had trouble upholding the speed because of a low level of the basis knowledge and sound problems were typical. There were still students who were reluctant to use English in the presence of the entire class and the fact that they were many made it hard to be able to

keep track of all of them. These issues had assisted me in modifying my teaching methods in order to accommodate the learners.

6.5 Significant Classroom Experiences.

There were a few unforgettable moments in my teaching. A vocabulary activity was one of the events when students were engaged and recalled new words learned. The other key instance was when one of the students who is normally shy managed to speak a complete sentence of English when having a pair discussion indicating the influence of the favorable classroom atmosphere. I have also noticed that students found it difficult to understand reading comprehension in cases when they did not know the meaning of new words, and that is why it is important to pre-teach new words. With time their sentence structure and spelling were bettered as they were given frequent practice in guided writing.

6.6 Difficulties encountered in Teaching.

There were also difficulties in teaching at a high school in a rural area. The high number of students in the classroom complicated the issues of individual attention, and the high level of the proficiency made me change the explanations all the time. The lack of online materials implied that all the lessons were to be board-based. Lack of confidence in speaking English and intermittent attendance were some of the issues that many students had and this influenced their development. Nevertheless, I attempted to create a supportive atmosphere that would promote participation despite these challenges.

6.7 Competencies Gained in the Process of Teaching.

Several professional skills were enhanced with the assistance of the teaching practice. I felt better about handling a classroom and breaking down instructions. I also taught me how to accommodate various learners and I became more patient and emphatic towards struggling students. The experience also helped me in becoming more creative particularly in coming up with simple and low cost activities that were in line with the rural setting.

6.8 Reflection on Teaching Experience

Reflecting on the teaching experience has aided in realizing that being a teacher involves more than merely teaching and grading assignments. 6.8 Reflection on Teaching Experience This reflection on the teaching experience has helped me understand that being a teacher does not just mean teaching and grading assignments. In general, it was a positive experience as a teacher in Sonapatila High School. It helped me to understand that country students are strong and willing to study, yet require advice, support, and lots of training. I understood that it is equally significant to make students feel confident rather than to teach grammar or vocabulary. The ability to establish a more interactive learning process allowed me to use more flexible teaching approaches that would balance grammar teaching and communicative activities. This internship helped me to further my knowledge on the teaching of English and my determination towards becoming a good teacher.

CHAPTER 7: LESSON PLANS (Revised & Condensed to 5 Plans)

Table of Detailed Lesson Plans

Lesson No. & Type	Topic / Unit	Objectives	Materials	Class Steps (Detailed)	Assessment / Homework
Lesson Plan 1 – Reading Comprehension	Unit: Environment (English For Today)	- To develop reading skills -To improve vocabulary understanding -To enhance ability to answer comprehension questions	Textbook, board, markers	1. Lead-in: Teacher asks simple questions about pollution, environment, or students' surroundings. 2. Pre-teach Vocabulary: Teacher explains 5–7 difficult words with meaning & example sentences. 3. Silent Reading: Students read the passage quietly for 5 minutes. 4. Teacher Reading: Teacher reads aloud with correct pronunciation and students follow. 5. Comprehension Q/A: Teacher asks WH-questions, True/False, and short answers. 6. Summary Writing: Students write a 5–6	Students write a short paragraph summarizing the passage at home.

Lesson No. & Type	Topic / Unit	Objectives	Materials	Class Steps (Detailed)	Assessment / Homework
				sentence summary based on teacher guidance.	
Lesson Plan 2 – Paragraph Writing	Topic: “The Importance of Time Management”	-To teach structure of a paragraph - To enable students to write organized ideas -To improve brainstorming and writing skills	Board, notebook	1. Brainstorming: Students share ideas about how time affects daily life, exams, and responsibilities. 2. Topic Sentence: Teacher models how to write a strong opening sentence. 3. Supporting Ideas: Students prepare 3–4 points with teacher guidance. 4. Individual Writing: Students write the paragraph in class following the teacher’s structure. 5. Peer Review: Students exchange notebooks and give simple feedback (spelling, structure).	Rewriting paragraph at home for improvement.

Lesson No. & Type	Topic / Unit	Objectives	Materials	Class Steps (Detailed)	Assessment / Homework
Lesson Plan 3 – Grammar (Active–Passive Voice)	Grammar Unit	-To understand rules of voice change -To practice converting sentences -To correct common errors	Board, rule chart	1. Rule Explanation: Teacher explains structure (Object + be + past participle). 2. Board Examples: Teacher shows 5 simple sentences from active to passive. 3. Guided Practice: Students convert 5 sentences with teacher support. 4. Individual Exercise: Students solve 10 sentences alone. 5. Correction Session: Teacher checks answers and explains mistakes.	A worksheet with 10 voice-change sentences.
Lesson Plan 4 – Speaking Practice (Dialogue)	Topic: Talking About Daily Routine	- To build speaking confidence -To improve fluency using simple sentences -To encourage pair interaction	Dialogue sample, board	1. Model Dialogue: Teacher acts out a short dialogue about daily routine. 2. Vocabulary Input: Words like “wake up,”	Students write their own short dialogue at home.

Lesson No. & Type	Topic / Unit	Objectives	Materials	Class Steps (Detailed)	Assessment / Homework
				“prepare,” “return,” “sleep.” 3. Pair Practice: Students will practice the dialogue with partners. 4. Role-play: Selected pairs perform in front of the class. 5. Feedback: Teacher corrects pronunciation and encourages shy learners.	
Lesson Plan 5 – Formal Letter Writing	Topic: Application for Opening a Common Room	- To understand formal letter structure - To write a clear and correct application - To practice official formatting	Board, example letter	1. Format Discussion: Teacher explains address, date, subject, salutation, body, closing. 2. Body Structure: Teacher shows how to write introduction, request, justification, and conclusion. 3. Writing Practice: Students write the application in class	Students submit the corrected final letter next class.

Lesson No. & Type	Topic / Unit	Objectives	Materials	Class Steps (Detailed)	Assessment / Homework
				4. Checking & Correction: Teacher marks common errors and rewrites the correct format on the board. 5. Final Copy: Students rewrite a clean final version.	

Chapter 8: SWOT ANALYSIS

This SWOT analysis evaluates the Strengths, Weaknesses, Opportunities, and Threats related to the teaching–learning environment at Sonapatila High School, Atwary, Panchagarh, along with my experience as an intern teacher. It provides a clear understanding of the internal and external factors that shaped the teaching practice and highlights areas for possible improvement in rural English education.

8.1. SWOT ANALYSIS 1: Sonapatila High School, Atowary, Panchagarh

Category	Point	Explanation	Example
Strengths	Supportive administration and teachers	The school authority cooperates well and helps interns adapt easily to the teaching environment.	Teachers shared class routines and guided me during my first week.
	Disciplined and respectful students	Students maintain good manners inside the classroom, which creates a positive learning atmosphere.	They greeted teachers properly and followed instructions during activities.
	Friendly and safe rural environment	The calm surroundings reduce distractions and encourage smooth class management.	Students stayed focused during reading sessions because of the peaceful setting.
	Strong interest in English learning	Despite challenges, students show genuine curiosity and willingness to improve.	They became excited during vocabulary games and pronunciation drills.
Weaknesses	Weak foundational English skills	Many students struggle with grammar, vocabulary, and sentence formation.	Some could not write basic sentences without translating from Bangla.
	Very limited teaching resources	Lack of digital tools makes interactive or multimedia-based lessons difficult.	No projector or audio system was available for listening activities.
	Large class size	Managing big groups reduces the possibility of giving individual feedback.	It was hard to check all students' classwork within one period.

Category	Point	Explanation	Example
	Irregular attendance	Some students miss classes due to family or economic responsibilities.	Attendance dropped during harvest season, affecting progress.
Opportunities	Space to introduce communicative activities	Students enjoy interactive learning, creating potential for CLT-based lessons.	Pair-work activities increased participation significantly.
	Scope to use low-cost educational materials	Simple tools like flashcards and worksheets can improve learning without technology.	Handmade vocabulary flashcards helped weak learners remember new words.
	Chance to build reading culture	Students show interest in short, simple texts that can enhance comprehension skills.	They enjoyed reading short dialogues from the textbook aloud.
	Teacher development possibilities	The school can benefit from workshops on modern teaching strategies.	Some teachers expressed interest in learning new classroom techniques.
Threats	Socio-economic barriers	Many students cannot afford extra books or private coaching, slowing progress.	Some students lacked guidebooks needed for practice.
	Very little English exposure outside school	Students do not hear or use English in daily life, reducing language retention.	Most students rely entirely on classroom English as their only exposure.
	Pressure to complete syllabus quickly	Teachers often rush topics, leaving less space for practice and creativity.	Several chapters had to be finished in a short time before exams.
	Technological limitations	Absence of ICT tools restricts modern teaching methods and interactive learning.	Could not use audio/video clips for pronunciation or listening lessons.

8.2. SWOT ANALYSIS 2: Myself as an Intern Teacher

Category	Point	Explanation	Example
Strengths	Good communication and rapport with students	I built trust and comfort, making students confident to ask questions and participate.	Many students approached me after class for clarification.
	Flexible and adaptive teaching style	I used a mix of GTM and CLT to adjust to different learning needs.	Grammar was taught through examples, while speaking was taught through role-play.
	Creative lesson and activity design	I planned engaging tasks that increased motivation and classroom participation.	The “Vocabulary Relay Game” encouraged teamwork and learning.
	Strong sense of responsibility and preparation	I consistently prepared lesson plans, materials, and backup tasks ahead of time.	Always carried extra worksheets in case the main activity finished early.
Weaknesses	Difficulty managing large classes	Handling many students at once made it challenging to maintain equal attention.	Students at the back often needed repeated instructions.
	Time management challenges	Some activities took longer than planned, affecting lesson flow.	Writing tasks often extended beyond the allotted class period.
	Limited experience with advanced grammar teaching	I sometimes needed more preparation to explain complex rules clearly.	Teaching perfect continuous verbs required extra study beforehand.
	Limited ability to give individual feedback	Short class duration reduced the opportunity to guide every student personally.	Could not check all paragraphs during a single class session.
Opportunities	Scope for improving classroom management	Teaching in a rural school provided real experience in handling diverse learners.	Learned to use seating arrangements and simple rules to maintain order.

Category	Point	Explanation	Example
	Opportunity to test interactive methods	The internship allowed me to try communicative activities and observe their effectiveness.	Dialogue practice significantly improved student confidence.
	Space for professional growth	The internship helped me connect theory with practical teaching situations.	Applied lesson planning principles learned in university courses.
	Development of adaptability and patience	Working with limited resources improved my creativity and problem-solving skills.	Used hand-drawn charts when no multimedia tools were available.
Threats	Lack of digital tools affecting lesson variety	Without multimedia support, many activities had to rely only on chalkboard teaching.	Could not show short English videos or audio clips for listening practice.
	Students' hesitation to speak English	Shyness and fear of making mistakes slow down communicative progress.	Some students refused to participate in role-play due to nervousness.
	Socio-economic challenges affecting progress	Students' home responsibilities sometimes interrupted their learning.	Several students missed classes due to family-related work.
	Pressure to complete the textbook quickly	Limited time reduced opportunities for extended practice and revision.	Had to skip peer-review activities to finish syllabus chapters.

CHAPTER 9: Findings, Limitations of the Study and Recommendations.

9.1 Findings

Through my teaching experience at Sonapatila High School, I found that the Class 10 students were respectful, disciplined, and generally willing to participate in classroom activities. We can not deny the fact that each class will have different types of students and we will get different types of reaction from them while teaching. At first when I started teaching them most of them accepted me wholeheartedly but a few students were hesitant as I focused on Communicative Language Teaching (CLT), different from their traditional teaching style. I had to be persistent teacher to them and eventually they adapted my teaching styles. Many of them showed better performance in writing tasks compared to speaking, and their handwriting and effort were notable strengths. However, several weaknesses also became clear, especially their limited vocabulary, weak grammar foundation, and strong dependence on Bangla translation. Many students hesitated to speak English and struggled with pronunciation. Despite these challenges, I observed steady improvement in their confidence, vocabulary retention, and paragraph writing skills. Their positive response to interactive tasks and pair activities showed that they can progress well when supported with simple guidance and regular practice.

9.2 LIMITATIONS OF THE STUDY

- The internship lasted only three months, which limited observation of long-term improvement in students' English skills.
- Rural setting constraints such as lack of digital tools, multimedia, and supplementary materials restricted modern teaching methods.
- Class sizes made it difficult to give individual feedback or monitor activities effectively.
- Mixed proficiency levels required extra effort to design lessons suitable for all learners simultaneously.
- Students had limited exposure to English outside the classroom, slowing speaking, pronunciation, and vocabulary development.
- Short class duration (45 minutes) often prevented completing all planned reading, writing, and speaking tasks.
- Dependence on chalkboard, textbooks, and handwritten notes restricted interactive or audio-visual teaching.
- As an intern, my limited experience affected classroom management, lesson delivery, and handling diverse learning needs.

9.3 RECOMMENDATIONS

1. In case the English lessons are really effective, teachers must employ a mixed approach to the methods of teaching, which is a combination of clear explanations of grammar, and active speaking. The lesson can be easily explained and then as the teacher lets the students use the rule she makes the lesson interactive and easy to clarify. You could use an example of explaining the past tense, then have them play a game where you have the students relate three things they did on the weekend to one of their partners.
2. To establish confidence, additional practice of speaking is needed (pair conversations, brief role-plays, directed conversations). Rather than simply lecturing, provide the students with a script to follow, such as simulation of purchasing a ticket at a train station so that they can have the security of a framework as they train their oral language skills.
3. The teacher must explicate new words before allowing the students to become stuck during their reading process. As a pretext to a text, it is possible to introduce hard words with pictures or stories, thus students are able to concentrate on the meaning of the story, not on the hard words.
4. There is no need to spend a lot of money to engage the students, the educator just needs to use simple, cheap materials such as flashcards, worksheets, and hand-drawn charts. An interesting and colorful hand-drawn map on the board can be far more memorable during a geography lesson than an image in a textbook since it is hard to touch and it seems like it is personal.
5. The process of writing is a giant mountain which should be taken one step at a time by the teachers. Begin brainstorming as a group and then assist the students in writing one powerful topic sentence, which is then followed by supporting information until they have created a solid paragraph.
6. Pronunciation should not be an independent, frightening topic; teachers must simply give frequent practice in pronunciation. The students can also learn to master the music of the language by reading a text out loud and sounding out the words which are a bit hard to pronounce without being ashamed to make any mistake.
7. To really achieve success as a student, the school must enhance the school resources by holding teacher workshops, developing the library, and initiating English clubs. These additional opportunities such as a weekly debate club or an English-only lunch table can provide students with exposure they otherwise do not have during formal lessons.

8. The physical environment is important and the schools should attempt to minimize congestion or rearrange seating. Although the classroom may have many students, it would be possible to create a U-shape of the desks or sit the chairs in the group to enable the students to see one another and it would be very easy to the students to listen and interact when doing a group activity.

9. Lastly, the interns in future need to be ready to watch keenly and be flexible. Interns can support the students they are helping in the best way possible through the use of simple language, great patience, and flexibilities of the lesson plans which can vary depending on the energy of the students on that day

CHAPTER 10: Conclusion

CONCLUSION

This internship was not merely another obligation but a chance to get to know the world on a much more personal level, which has altered the perspective on rural English education. There at Sonapatila High School in the Class 10 in the Atowary Upazila, the distance between theory of the textbook and the classroom reality started to reduce. This was not merely a lesson giving experience but a process of developing with my students and discovering my voice as a teacher. The rural environment allowed me to be exposed to the real essence of education in Bangladesh. I met considerable challenges: the absence of modern teaching tools, an extremely diverse composition of the classrooms, and students who often were too timid to utter even one syllable of English. Despite this, these obstacles made me more creative and strong. I myself experienced how a simple, hand-drawn chart or a cordial roll-play could start a fire in a student who had hitherto been inexpressive. The progress was beyond doubt as the weeks rolled by. The students started gaining confidence and, as a result, my teaching plans, classroom discipline, and communication abilities were becoming more acute. I got to know that being a good teacher is not only about being knowledgeable on a subject, but also knowing how to empathize, exercise patience, and change gears when a lesson fails to accomplish its intended purpose. I have come out of this journey very motivated. Now I am aware that the potential of rural areas in Bangladesh is enormous, and I feel more than ever motivated to make my contribution to this sphere. I am prepared and motivated to assist my future students to discover their self-confidence and relate the world by using the English language.

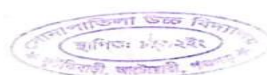
Chapter 11 : Appendices

11.1 Working Documents:

I took these pictures when I was taking a test of the students based on their 2 weeks learning. Normally attendance of the students remain less then the regular classes, but what I have noticed that that day my class had the highest attended student



11.2. Internship Certificate: Here is the proof of my completion of the internship. I was given this token of appreciation after my three months of teaching the students of sonapatila High School.



Office of the Headmaster

SONAPATILA HIGH SCHOOL

Post office: Futkibari, upazilla: Atwari, District: Panchagarh

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Date. 07/12/2025

LETTER OF APPRECIATION

This is to certify that MOST. KONA JAMAN BRISTY is a student of DAFFODIL INTERNATIONAL UNIVERSITY. Her Bearing ID is 221-10-1056, English Department. I am pleased to announce that she has successfully completed her project Work at Sonapatila High School form 01/09/2025 to 30/11/2025. MOST KONA JAMAN BRISTY is a good and pleasant personality. Her hardworking personality has encouraged the students to be more focused in their studies.

(Md. Robiul Alam Prodhan)

Head Teacher

Sonspatila High School

Atwari, Panchagarh

(স্বাক্ষর: রবিউল আলম প্রদান)
 প্রধান শিক্ষক
 সোনপাটীলা উচ্চ বিদ্যালয়
 আটোয়ারী, পঞ্চগড়।
 তারিখ: ০৭/১২/২০২৫