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A Journey of an English Teacher: a report on an internship at a Bangladeshi Primary school applying the Task-Based Language Teaching Approach

Submitted by:

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Date of Submission: 09-12-25

This Report is submitted to the Requirements for the Degree of B. A (Hons) in English

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DECLARATION

I hereby solemnly declare that the internship report titled “*A Journey of an English Teacher: A Report of an Internship at a Bangladeshi Primary School by Applying Task-Based Language Teaching Approach*” has been prepared and completed by me under the supervision and guidance of Shamsi Ara Huda, Assistant Professor, Department of English, Daffodil International University. This report is an original work and has not been submitted previously to any other university, college, or institution for any academic purpose.

I hereby acknowledge that the study I have presented does not breach any existing copyright.

Bushra Jahan

Name: Bushra Jahan Tusty

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Certification

I am glad to certify that Bushra Jahan, ID: 221-10-1018, has finished the internship report, entitled “A Journey of an English Teacher: a report on an internship at a Bangladeshi primary school applying Task Based Language Teaching Approach”, under my supervision. I appreciate her sincere efforts in completing the work. To my knowledge, she has not submitted this report to anywhere else. The intern has supported the school by performing both teaching and administrative tasks as assigned to her during her period of internship. It is evident from the classroom observations that the intern could successfully engage her learners and could build up their level of confidence which was later reflected in a different class taught by a different teacher. The findings and the recommendations that the intern has come up with have significant implications to the further development of the teaching- learning situation of the school, particularly in applying Task Based Language Teaching (TBLT) in primary schools. I wish her success in her all upcoming academic and professional endeavors.



Ms. Shamsi Ara Huda

Assistant Professor

Department of English

Daffodil International University

ACKNOWLEDGMENT

I would like to give an appreciation and special thanks to my supervisor, Ms. Shamsi Ara Huda, Assistant Professor, Department of English, for her valuable guidance and constant support throughout this Internship work. I feel truly blessed to have worked under her supervision. Her insightful suggestions and kind motivation have greatly contributed to the successful completion of my study.

I would also like to extend my sincere thanks to Shamali Pervin, Headmistress, and all the teachers of Kuchni Para Primary School for giving me the opportunity to work at their institution. Despite their busy schedules, they provided me with their time, guidance and support. I am especially thankful for the freedom they gave me.

Finally I want to say I am really grateful to all of the teachers who made my journey easy and full of learning.

Abstract

Teachers are often called the builders of society. Because they shape the nation through their students. With this belief, I started my journey of an internship as part of my B.A (Hons.) in English degree. I started my internship in a primary school, where I gathered real experience in classrooms as a teacher. I wanted to make the classes more effective and interesting. So I applied the Task-Based Language Teaching (TBLT) approach in English classes. I designed different classroom tasks such as group work, role-play, and storytelling to help the students to learn effectively with practical tasks. This approach helped me to understand how TBLT can make learning interesting, enjoyable and how it can improve students' communication skills. Throughout this journey, I faced many challenges in completing classroom activities. But I found the passion for teaching. I found how (TBLT) can help primary-level students study easily and effectively.

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Chapter 1

Introduction

Teachers are often called the builders of a nation. They play a crucial role in shaping young minds and guide them. Since my childhood, I have always wanted to become a teacher. Teaching has been my passion. When I started my journey in Daffodil International University, I used to do tuitions for my financial support. But it was one or two students at a time. To gain real experience of a teacher, I started my internship in a primary school. After facing the interview, I was selected to do my internship at that primary School. My internship started on September 10 and ended in November. During these three months, I learned how to manage students and how to manage classrooms.

At first, I was a little bit nervous. I was thinking about handling large classrooms because it was my first time entering a class as a teacher. The principal let me know that many students were not interested in learning English. I became worried about this. When I entered the classroom, I found the students were really curious and active-minded. I introduced myself and then started applying different teaching methods, including group work, story telling and tasks. My motive was to make learning easier and more enjoyable for them. I noticed that the students became more engaged and excited about the English classes. This internship not only improved my teaching skills but also encouraged me to become a successful teacher. With the classes, I developed my own method of teaching.

Responsibilities and duties of a teacher:

Teachers' responsibilities are:

- 1- Classroom management
- 2- Lesson planning and preparation

- 3- Developing students' morality
- 4- Motivating the students
- 5- Appreciating and encouraging the students
- 6- Teaching using technology
- 7- Advancing teaching methods
- 8- unbiased evaluation

Required skills and knowledge of a teacher

A teacher must possess topic knowledge, curriculum knowledge and learning context knowledge in order to carry out his or her tasks.

Hourigan provided four important elements of teaching and learning.

- 1-who the learner is and how they learn.
- 2- what should be taught and why it is significant.
- 3-what types of teaching methods are best for learners, school and school communities?
- 4- What kind of evaluation can be use to determine whether successful learning is actually taking place?

Furthermore Ratzel (2013) shared his own experience as an educator. He provided a journey of him to become a successful teacher. He also mentioned the lack of desire of the students to learn something new.

Chapter 2

Objectives

Objectives

- 1- To apply Task-Based Language Teaching in classrooms.
- 2- To find out how Task-Based Language Teaching works in primary school.
- 3- Understanding the roles and duties of teachers when they apply TBLT in classrooms.
- 4- How TBLT helps students to improve their English.
- 5- To suggest some ideas to make TBLT more effective for the students in a primary school.

Chapter 3

Methodology

Methodology

When I started my internship in a primary school, I was trying to work with the Task-Based Language Teaching (TBLT) approach in my English classes. Before starting, I shared my ideas with other teachers and took their opinion also. My actual goal was to make the lessons more memorable and enjoyable. I did not want that young learners to get bored in the class. Previously, the Grammar Translation Method was well known in that school. During the internship, I applied some techniques of TBLT. Storytelling, group work, role-playing, and using picture cards were my most used techniques. Basically I took the classes of (class 1) and (class 2).

Storytelling

Storytelling was one of the most useful techniques I used in the class. For that, I selected simple and short type of English stories. Which matched the students' understanding level. I read the stories. While reading, I gave expressions, body language, and various tones to grab their full attention. After finishing a story, I told the students to express the story in their own understanding. This activity helped them in many ways. They developed their listening and speaking skills. Not only that, this helped them in their communication skills and made them more confident to present something in front of the class.

Group Work

I often made small groups of students. I used to give them simple tasks, such as matching words with pictures or finding rhyming words or finding the elements which were painted in the wall picture. Each group worked together to complete all the tasks. It helped them in their communication skills. They learned team work. Through group work, even the shy students also found their space to express themselves. Their team work made the classroom environment joyful and interesting.

Total Physical Response and Role Playing

TPR and Role playing were interesting activities in the class. Students eagerly waited for this activity. I applied role playing to make the lessons memorable and effective. I created situations like "stand up" and I stood up. With me, students follow that. Or it can be "open the book" then I point to the book and open it self. So that the students can see mine and follow that. Sometimes I selected short dialogues from the text book like "Going to school" or "Helping mother". Then the students act them in English with my help. This action helped them in memorization. Not only this it helps them to understand properly. It encouraged them to understand language in real-life situations. It improved their confidence to speak in front of others.

Picture Cards

I took the classes of class 1 and class 2. They were in a stage of learning new vocabularies. For that, I used colourful picture cards to teach them new things and words. To teach them " An Elephant " I showed a picture card where there is an elephant. To teach a "Frog" I showed the card of a frog painting a picture. With the visual and listening they could understand new words easily and could memorise those more effectively. Then I asked them what is this? " Then they replied " It is a frog" and told them to repeat. It helped them to remember new vocabularies more easily. Also this technique helped them to enjoy the class without getting bored and their engagement and interest were full during the whole class. This technique helped them to enjoy all classes.

Chapter 4

Institution details:

The name of the institution is “Kuchnipara Govt Primary School”. The school is well known for its brilliant results.

It was established in 1938. The school building was rebuilt in 2001.

The name of the Headmistress is Habiba kulsum. She is a really nice person. She was humble and kind to me. She supported me in every step of my internship activities.

There are a total of 7 teachers. They are: Rashida Kabir, Anjum Ara, Shaila Akter, Rabeya khatun, Sultana, Habiba Kulsum and Anowara Begum. All the teachers were very supportive of me. They helped me to understand and manage the class room.

There is another staff member named Rojina. She does cleaning in the school.

From class 1 to class 5, there are a total 101 students.

The name of the chairman of Jhinaigati area is Mr.Shofikul islam . He takes care if there is any need in the school.

The name of the district's primary officer is Ataur Rahman. He sometimes visits the school.

The location of the school is in Jhinaigati, Sherpur.

Chapter 5

Works performed during internship

Teaching experience:

I started my Internship journey with the young students of class- 1. They are really very young and childish with active mind. They are curious to everything. They asked a lot of questions. They progressed in weeks.

Class details:

Class: 1

Class name: Beli

Total students: 18

Week 1: Picture Card Showing

In first week, I started my classes with picture card showing. As the students were too young, they could not remember animal or fruits name. So I made some picture cards where there were pictures of animals, fruits, national things etc.

The students were very curious with the cards. They guessed the names of the pictures. It helped them to memorize the names properly. It also helped them to give full attention during the whole class. After one week, they were able to match words with visuals. Which is one of the most important part of TBLT.

Week 2: Group Work for Vocabulary

In the second week, I made some groups in the class. I gave some words and picture to each group. Their task was to find and match the words with correct pictures. Through the task, the students developed their communication skill. They learned team work. They were able to match word card with the picture cards. They talk to each other and made it worthy.

Week 3: Storytelling with Actions

In the third week, I started telling short stories. During the story telling, my facial expression and hand movements helped them. My facial expressions and gestures helped the students to understand the meaning easily. After that, I told them to act out some part of the story. This technique helped the students to understand properly and boost their confidence.

Week 4: Role-Playing Activities

In the fourth week, I used role-play in the class. I picked some dialogues from the text book. Like "open the book" pointing on the book so that the students understand meaning. Then told them to repeat with my self and do the act. Like "Stand up" and I stand so that the students understand the meaning and do the act. I also used daily life activity dialogues like "Let's go to the school" and the students acted that. This activity helped the students to speak fluently without fear.

Week 5 -7 :

In week five, I used matching games where the task was to find the matching word with the picture. Like I gave them the word cat. They had to find the picture of cat and need to make a sentence with cat. It helped them to improve their thinking.

In week 6, I gave the task to the students, where they will ask their class mates about some questions. Like one friend will walk around and ask other friends about "what is your favourite colour?" then they will write down the data. This activity helped them in thinking and communication. They really enjoyed walk around the class.

Week 8: problem solving

I arranged a small problem-solving activity where I removed some picture cards from the arrangement. Students need to find out which ones are the missing cards. Then they have to explain why. I was amazed with the ideas of the students and how they were expressing. It boosted their confidence and capacity of problem solving.

Week 9: Simple Project Work in Groups

In the ninth week, I took a poster with me while entering the class named "My Class Room Objects". I told the students that they have to find out which elements they have in their classroom, like chairs, table, books etc. Then they have to stand up and tell the class about their findings. This activity helped the students in their creativity and confidence. They were really engaged during the whole class.

Week 10: Review

In the 10th week, I sum up all the tasks we had done throughout the classes. Students did story telling, role playing, finding games etc. I could clearly see the improvement in their vocabularies, confidence, listening and speaking skills.. Their positive response showed that the TBLT techniques made learning effective and interesting in class 1.

Internship Activity for Class 2Class details:

Class name: Provati

Total students: 20

Class: 2

Subject: English

Weeks 1–2: In class 2, (provati) named, I used picture cards in the class to teach the students new vocabularies. I used daily activities and colours and class room objects to teach the students. I told the students how to identify, how to carefully listen and speak. They were really interested during the whole class. They became more knowledgeable in vocabulary. They were able to ask questions. I used pictures of animals, daily activities, colors, and classroom objects. This activity task helped them improve their vocabulary. It also helped to improve their pronunciation.

Weeks 3–4: In weeks three and four, I started to take classes with the helps of storytelling and active listening. I introduced them short stories with simple dialogues. They were active during the class. While I was telling stories, they were curious. I added expression and movement with the story telling, which helped them to understand meanings easily. They started actively listening during the class. Which helped them in improving their listening skills and they were able to relate their texts with visuals.

Week 5–7: In week 5-7, I applied group work and role playing. I set some groups in the class. Students were curious and they eagerly waited to know what was going to happen. I gave some tasks to each group. They did it very well. I saw them communicating with each other. They did team work and solved the problem. It helped them in learning real life problem solving and team work.

For role-play, they practiced daily-life situations such as “standing,” “asking for book,” and “talking to a teacher.” This helped them to develop fluency in English language and real-life language use without fear.

Weeks 8–10: In week 8 to 10, I added Problem-Solving Tasks to the class. I also tried to review the activities of the last four weeks.

For problem-solving tasks activity, I used activities like "Find the missing cards," "Act a dialogue," and "find the object from the class room." These tasks helped them in their critical thinking and also helped them in fluency.

Class Observation

Class 1 (Beli) observation:

Class name: Beli

Total students: 20

Teacher: Roshida parvin

Subject: Bengali.

After my English class, I wanted to do a class observation. I actually wanted to see if my students were really progressing in their skills or not. That is why I asked Roshida Parvin madam if I can join her Bangla class of class 1. I entered the class with the permission of the teacher.

Observation:

I observed the class and saw that even in Bangla class, my students were very confident that they were never before. They did not hesitate to ask many questions. I understand that students started their critical thinking to ask and analyse. They came to know a lot of vocabulary. They were active listeners. Also they were confident enough to speak in front of the class.

Class 2 (Provati) observation

Class details

Class name: Provati

Teacher: Sonia Akter

Total students: 18

Class observation:

In observing the class, my main goal was to make sure that the students are able to use their thinking skills and communication skills. In the Mathematics class, students were confident to ask question and they were able to solve problems. They were active and listen to the teachers. I understand that students started their critical thinking and communication skill to ask questions to the teachers.

My Learnings:

During my Internship, I learned a lot. This will help me in my future both in academic purpose and personal life.

- 1- I took regular classes, so my presentation skill improved
- 2- My confidence increased
- 3- My speaking skill improved
- 4- My listening skill also improved during the classes
- 5- I noticed my communication skills got better for the classes
- 6- I got clear concept on how to take. classes and make lessons
- 7- problem solving tasks also gave me new ideas
- 8- It enhances my critical thinking
- 9- I improved my event management skill
- 10- I learned how to prepare questions

Chapter 6

Administrative work

I was actually busy with classes and solving students' problems. Meanwhile I took part in some administrative works too.

1- In the model test of class 2, I took part and arranged some creative questions for the students.

2- I met the TNO officer during his school visit.

3- Before exam, I with other teachers, visited students in their home to know about their activity and problems.

4- I was also a part of the event management team.

Chapter 7

Overall Findings:

1- While I was taking classes 1 and 2, I observed that the class rooms were not colourful and decorated with study related elements. A more colourful classroom will definitely increase students' activity and interest.

2- Most of the students were not familiar to Task Based Language Teaching. They did not know activity based learning process. They were used to traditional methods.

3- I observed Teachers were dedicated to the classes and lessons. But parents are not so interested to send their children in the school timely.

4- Teachers are familiar with the Grammar Translation Method. I think training based on TBLT, and how to apply it, can help teachers.

5- In the school, learning materials were limited. I made my own picture cards. The school needs to make these kind of elements more for their students.

6- Students improved their speaking skill, listening skill and communication skill during the group work.

7- Shy students became more confident after the classes. Slowly they started to express their ideas and critical thinkings.

8- I saw that students were improving their skills and they became more attentive in the class. This shows how TBLT can play a vital role in class rooms.

9- Rather than lecture based learning, students became more interactive in classes when I used activities and applied TBLT. This proves that in the primary level education system, TBLT is very effective for the students.

Chapter 8

Limitations, Recommendations, and Conclusion

Limitations:

- 1- The school is located in a village side area. So most of the parents are not aware of the importance of primary education.
- 2- Teachers are interested in traditional methods. They are not familiar with the TBLT approach.
- 3- A Large classroom made it difficult to apply the TBLT approach.
- 4- Lack of enough teaching materials like picture cards and wall paintings.

Recommendations

I did a 3 month internship at that school. After finishing my Internship, I was able to find some areas that the school needs to improve. With my practical experience and observation, I would like to recommend some ideas to the school

- 1- Classrooms need to be decorated with colorful paintings. These pictures will work like study elements for the students.
- 2- The school should made a common space where all the students can play in their break time. It will help students to be creative.
- 3- In the school routine, there need to be an addition with an extracurricular activities hour. At that time, students might practice sports, music, dance and paintings.
- 4- The school must make time for a "Parents Teacher Meeting" in every month.
- 5- Teachers should convince parents to send their children to school in time.
- 6- The principal should arrange training for the teachers often. I will increase their teaching ability of teaching.

Conclusion

I did my internship as an English teacher. During this time I worked closely with the students. I knew their problems and tried to solve them in my way. Rather than text based classes, I chose activity based learning.

I am really happy to get the opportunity of applying different methods in the class rooms and observing students.

Not only the students, I also improved my own presentation skill. I faced real life class room at the same time. I was closely observing students with their problems. I tried my best to give them a different and joyful class rooms.

I learned how young learners respond, how a teacher should teach in the class. I also learned how to manage the large class rooms.

Over all, this Internship was an eye opening experience for me. I learned class room managements. I learned what kind of problems an English teacher faces in the classes. This encouraged me to continue my career as a teacher. This internship will help me a lot in my future teaching career.

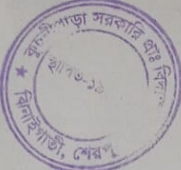
Chapter 9

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Chapter 10

Certification



Certificate of Completion

Kuchnipara Government Primary School
Jhinaigati, Sherpur
Established : 1938

This is to certify that **Bushra Jahan Tusty** has successfully completed a 3-month internship program at Kuchnipara Government Primary School as an Assistant English Teacher.

The internship was carried out from September 2025 to November 2025. During this period, she performed her responsibilities with sincerity, dedication, and professionalism.

We appreciate her efforts and wish her success in her future career.

[Signature]
20/11/2025
Head Teacher

Kuchnipara Government Primary School,
Jhinaigati, Sherpur.

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