



Project Paper with Internship on

“Challenges in Teaching English at the Secondary Level in Bangladesh”

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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 Sanzida Eyasmin Tanha and my ID number is 221-10-850. I did all of the work on the project called "**Challenges in Teaching English at the Secondary Level in Bangladesh**" by myself.

Dr. Md. oversaw this project. Mostafa Rashel is an Associate Professor of Linguistics in the Department of English at Daffodil International University.

I say that I sent in this report as part of the requirements for getting my Bachelor of Arts (Honors) in English degree from Daffodil International University.

I affirm that everything in this report is my own work and that I have properly cited all the sources and references I used. There is no copying or plagiarizing in this work.

Sanzida Eyasmin Tanha

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Certification of the Supervisor

During this course, the student did classroom observations, debates, and analysis on the topic "Challenges in Teaching English at the Secondary Level in Bangladesh."

The student did the internship and project in Begunbary High School in Birulia, Dhaka, where they watched English courses, talked to teachers, and learned about the problems teachers face in real classrooms.

The student kept in touch with me, followed my academic guidance, and did the project in a responsible way. Throughout the internship period, the student showed a high level of commitment in terms of always showing up at the appointed time and showing a real interest in learning about the challenges of the high school English teacher.

I am satisfied with the student's work and performance, so I recommend to employ this report in viva-voce and other academic evaluations.



Dr. Md. Mostafa Rashel
Associate Professor of Linguistics
Department of English
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Acknowledgment

First of all, I give thanks to God for giving me the patience, health, and ability to do this project.

I am very thankful to my great supervisor, Dr. Md. Mostafa Rashel, Associate Professor of Linguistics in the Department of English, for his constant availability, guidance and encouragement over the period of my internship project. His insightful recommendations and constructive criticism played key roles in the development of the research.

I also acknowledge the Principle and staff of Begunbary High School, Birulia, Dhaka for their co-operation, permission and authorizing me to carry out my internship.

Finally, I wish to thank all the English teachers and students who were involved in classroom observations and conversations. Their encouragement, openness and honesty enriched the value and reward of this internship.

Abstract

This project report presents the internship and the field study taken at Begunbary High School, Birulia, Dhaka, between September to November of 2025. The main aim of the study was to investigate and analyze the problems faced by the teachers of secondary level for teaching English language in Bangladesh.

The investigation showed a number of important impediments hampering the effective teaching of English, such as large class sizes, lack of teaching aids, the use of outdated methodologies in teaching, the lack of opportunities for teacher professional development and the overall paucity in the level of English proficiency of the students themselves.

The results show that, despite earnest efforts on the part of teachers, extrinsic factors such as poor infrastructure and a preponderance of test-based assessment continue to affect class-room practices.

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Chapter One

1.1 Introduction

For a long time, we thought English as a significant subject in the schools of Bangladesh, which is a required subject from primary to higher secondary levels. It is also very important for students' academic and professional success. It is essential for teaching English at the secondary level, but most Bangladeshi schools still have a hard time doing it because of a number of structural and pedagogical problems.

The objective of this study is to investigate the primary challenges teachers face in teaching English, the factors that affect their teaching efficacy, and the reasons for students' inadequate proficiency. This project shows the difference between how English is taught in theory and how it is actually taught in schools by doing real classroom observations and interviews at **Begunbary High School**.

The report also focuses on strategies used by educators when dealing with large classroom cohorts, disparities in student proficiency, and deficiencies in instructional resources.

The next chapter outlines the project specifications titled "*Challenges in Teaching English at the Secondary Level in Bangladesh*" with its objectives, background, and academic significance.

1.2 Project Paper Objectives

This internship project is a part of the requirements of the Bachelor of Arts (Honors) in English program. It endeavors to bridge the gap between theory and practice and explore the challenges encountered by middle school English teachers in the daily life of the profession.

1.2.1 Objectives of the Internship

- To find out what problem's English teachers in Bangladesh's secondary schools have.
- To look into how not having enough resources, having too many students in a class, and having a strict curriculum affect English teaching.
- To see how the teachers use grammar, reading, writing, and speaking skills in real life.
- To learn how students feel about learning English and what drives them to do so.
- To find out how teacher training, experience, and school facilities affect how well students do in the classroom.
- To offer actionable suggestions for enhancing the quality of English language instruction.

Chapter Two

2.1 Methodology

I made this investigation when I was doing a practicum at Begunbary High School at Birulia in Dhaka from September to November 2025. The institution follows the National Curriculum and caters to the students of the classes VI to X. For the purpose of this research, a qualitative descriptive research methodology was adopted which involves classroom observations, interview with faculty and discussions with the pupils to solicit information.

1. Observation Phase:

I went to a few English classes (Classes VI–VIII) to see how the classrooms were set up, how the teachers taught, and how interested the students were. I took notes about the teachers' methods, materials, and problems.

2. Teacher Interview Phase:

Informal interviews were held with English teachers to find out what problems they all had, like managing the classroom, not having enough resources, or feeling pressure from the curriculum.

3. Student Interaction Phase:

To learn more about their learning problems, interest in English, and preferred ways of learning, students were asked open-ended questions.

4. Reflection and Analysis:

After each observation, reflections were documented, and patterns were scrutinized to derive significant conclusions regarding teaching challenges.

Chapter Three

3.1 Institution Details

Institution Name	Begunbary High School
Location	Ashulia, Dhaka
Established Year	1988
School Hours	9:00 AM – 4:00 PM
Type	Non-Government Secondary School
Number of Teachers	25
Number of Students	Approximately 900
Academic Level	Class VI – X
Curriculum	National Curriculum (Bangla Medium)
Principal	Mr. Shafiqul Islam
Motto	“Education for Discipline and Progress”

Begunbary High School was founded in 1988, with an objective of providing the youth of Birulia and Ashulia regions with a quality education at an affordable cost. Over the years, the institution has achieved a great deal of respectability, and focuses on discipline, academic success, and developing responsible citizens from its student population.

The curriculum followed by Begunbary High School is prescribed by the National Curriculum of Ministry of Education of Bangladesh. It includes the basic subjects such as Bangla, English,

mathematics, science, social science and English is compulsory in all grades as a deciding factor in the performance of students in the national examinations. The infrastructure of the school is comprised of a two stories edifice that is currently affected by a dearth of classrooms, rudimentary instructional materials and a small library collection. Notwithstanding these limitations, the faculty has utmost dedication and integrity to their pedagogical support. During my internship period, there was an evident dedication conducted by the English instructors; however, they were confronted with many challenges such as the lack of appropriate multimedia apparatuses, lack of professional development courses and lack of sufficient teacher to pupil ratios.

Its internal climate is determined by friendly and ordered ambience. Students exhibit polite behavior, and educators have peaceful relationships with them. A significant number of the student group comes from working class homes where English is rarely used in the home; however, these students show a strong interest and enthusiasm for learning the language.

Chapter Four

Class Observation Reports

During my internship, I attended many English lessons in different grades, and the main goal of my time at the internship was to discern and understand the challenges that educators face in teaching English in the secondary level. Each class demonstrated different issues related to classroom management, resource use and student engagement.

4.1 Class Observation 1

Date: 10th September, 2025

Time: 10:00 AM – 10:40 AM

Class: VIII

Topic: Grammar – Tenses

Teacher: Ms. Nasreen Akter

Observation Report:

The main area that most of the session was spent on was English grammar, especially verb tenses. The instructor began the lesson by greeting the students and going through their homework assignments. Subsequently, she used textbook examples for introducing the subject matter.

The Grammar Translation Method dominated the sequence of instruction. She explained the rules for each tense in English, followed immediately by the translation of these into Bangla so that one could understand them.

While the teacher was good at keeping order in the classroom, the pedagogy was based mainly on repetition and memorization. Sentences were given to the students so they had to mark the tense and work out any incorrect sentences. Active responses were limited with the majority of pupils simply copying the examples with no verbal participation.

The main problem noticed was the absence of student participation; it was reported that students showed their reluctance to use English and preferred Bangla explanations. Furthermore, the lack of visual aids or supplementary teaching tools added to the instructor's challenges.

Analysis:

The instructional setting displayed strong attention oriented towards the instructor. The instructor

had a good deal of experience, but the students were passive learners because there were no interactive activities. The absence of an English-speaking environment hindered the advancement of communicative competence.

Reflection:

This class taught me that grammar lessons in Bangladeshi high schools are often more about rules than how to use them. To make grammar lessons more useful and interesting, teachers could add more **pair work, role-playing, and short conversations.**

4.2 Class Observation 2

Date: 17th September, 2025

Time: 12:00 PM – 12:40 PM

Class: VII

Topic: Reading Comprehension

Teacher: Mr. Habibur Rahman

Observation Report:

The teacher asked one student to read aloud from a short passage called "**A Journey by Train**" to start the class. The other students followed along in their books. The teacher read the passage and then translated it line by line into Bangla, explaining what each word meant. After that, he asked the students a few questions about the text that were true.

While most students could respond to factual questions, they had difficulty responding to interpretative questions using their own language. Furthermore, a group of students who were transcribing responses directly from the source material did not demonstrate understanding of the underlying content.

The instructor experienced difficulties with keeping the students engaged because of the noisy environment and high number of people in the classroom. Nevertheless, he kept his cool and tried to involve a decent number of students by individually addressing them by name and giving them small words of praise.

Analysis:

The most difficult part about this class was that the students were not good at reading and they were not comfortable in expressing their thoughts in English. Educators are under pressure to cover the syllabus quickly and this means lessons focus more on translation and less on concept understanding.

Reflection:

This session proved beyond a shadow of a doubt that good reading instruction should lead to critical thinking by students.

Educators should encourage learners to synthesize information they have read, express their thoughts and relate the acquired knowledge to the real world.

However, this type of interactive learning is often impossible due to time constraints in the classroom and requirements of the given syllabus.

4.3 Class Observation 3

Date: 25th September, 2025

Time: 11:00 AM – 11:40 AM

Class: IX

Topic: Writing – Paragraph on “Importance of Learning English”

Teacher: Ms. Rokeya Begum

Observation Report:

The instructor opened the session by asking the students about the significance of English skills in the modern global context. A few participants responded with comments such as "obtaining desirable employment" and "communicating with international peers." The instructor recognized these responses and wrote the theme on the whiteboard.

Thereafter, the instructor showed a model paragraph and developed syntactic structure, topic sentence, and supporting evidence. Students then wrote the exemplar in their notebooks. Later, the instructor asked them to write a paragraph in their own words but in the same organizational form.

The majority of students followed the model very strictly, avoiding the inclusion of personal reflections. The instructor paced around the classroom correcting grammatical mistakes and encouraging more reserved students. Although the group showed signs of co-operation, the lexical richness and construction of sentences were poor.

Analysis:

The present class shows clearly that the students are very much dependent on memorization. They prefer to model after model answers, as opposed to do creative writing, even when cued to do so. Educators have a hard time on inspiring students to create original written work and this is mainly because of fear of error and high performance on assessments.

Reflection:

Instructors should support brainstorming, collaborative conversations, and peer review in order to improve writing skills of the students. Allowing the learner to express his or her personal experiences or points of view can make writing assignments more interesting and meaningful.

4.4 Class Observation 4

Date: 2nd October, 2025

Time: 9:00 AM – 9:40 AM

Class: VI

Topic: Vocabulary and Pronunciation Practice

Teacher: Mr. Alim Uddin

Observation: Report:

The objective of the instructional session was to introduce new lexical items, also to facilitate correct pronunciations between learners. During the session, the instructor put ten new words of English language on the board and asked each student to repeat the words out loud. Corrective feedback about pronunciation was given by the instructor and semantic explanations were given in Bangla. Although students were very enthusiastic, it seemed that many mispronounced words

such as "enough" and "through." The teacher relied solely on the use of Bangla terminology as opposed to phonetic transcriptions and visual aids and there was an absence of audio assistance and reference to a dictionary.

Analysis:

Secondary educational institutions often do not have modern resources for the effective teaching of pronunciation and vocabulary acquisition. Having access to audiovisual equipment, lexical reference materials, and phonetic training tools is an important challenge that instructors face. As a result, learners retain problems with producing correct pronunciation.

Reflection:

The instructional experience provided me with the understanding that effective communication requires systematic practice of pronunciation. While the instructor did a good job, it may have been helpful to the learning process if the lesson had included pronunciation exercises, audio recordings, or simple multimedia exercises.

4.5 Summary of Observations

An analysis of the classes conducted showed some recurrent problems:

1. Classroom environments where there is a high student density (as cited above roughly 40-50 pupils).
2. Lack of teaching materials and multimedia audiences.
3. High dependence of teaching mediated by translation
4. Limited interest of students to speak English, and lack of confidence.
5. An instructional environment centered primarily on testing and therefore stifling creativity.

Despite these difficulties, educators tried to keep students motivated and disciplined in challenging situations.

Chapter Five

Teaching Experience

After the observation phase was over, I began my teaching practice at Begunbary High School with help of the teachers of the English department. The goal of this stage was to get real teaching experience and see for myself the problems that English teachers have when they are teaching in secondary schools.

During this I taught three lessons on grammar and writing skills to Classes VI, VII and VIII. Each class had its own problems with getting students interested, helping them understand, and finding the right teaching materials.

The teaching practice helped me to see how some theoretical teaching methodology such as **Communicative Language Teaching (CLT)**, do not always work well in real classrooms. It also helped me learn how teachers can make do with what they have and work with students who learn in different ways.

Here are deep reports on the three classes that I taught, including what I saw, what I found difficult.

5.1 Teaching Experience: First Class

Topic: Grammar – Articles

Class: VIII

Teaching Method: Grammar Translation Method (GTM) and Communicative Practice

Subject: English 2nd Paper

Date: 6th October 2025

Time: 11:00 AM – 11:40 AM

Description:

The first class I taught was the articles a, an, and the. I began the class by putting a few writing sentences (on the board) and asking the kids to fill in the blanks. This immediately got their attention.

A lot of students knew the articles but they weren't quite sure when to use them right.

I explained the basic rules:

- A is followed before consonant sounds.
- An is used before the sounds that begin with a vowel.
- The is used before some type of nouns.

To make it more fun I encouraged the pupils to come forward and fill in the blanks on the board. Some people were very enthusiastic to join in, while others were uncertain. There were some pupils I saw who had trouble with pronunciation and sentence organization in their reading, when they read out loud. As a quick task I gave them ten sentences to complete with the correct articles. I strolled around the room and looked at each student work.

Challenges:

The biggest problems that I had were getting the students to participate and my time. A lot of the kids were shy and did not feel certain about their English-speaking skills. It took a long time to explain ideas in both Bangla and English but it was important for them to understand.

Reflection:

From this class I learned that pupils need to be told to speak English all the time. I also realized that there should be explanations and exercises in the grammar lecture 5. Students may learn and remember rules better if you add some small group activities or games to the mix.

5.2 Day 2, Class 2

Topic: Paragraph Writing – “My Favorite Teacher”

Class: VII

Teaching Method: Task-Based Learning and CLT

Subject: English 1st Paper

Date: 12th October 2025

Time: 10:00 AM – 10:40 AM

Description:

The focus of this session was to support the pupils in their writing and to enable them to write better. I asked the pupils to discuss about their favourite instructor to start the class, A few of the pupils gave names and short descriptions, largely in Bangla. I liked their answers and taught the good words that were in English like nice, honest, hard work, helpful and friendly.

I scribbled down the example paragraph on the board, and I pointed out the parts: the introduction, the body, and the conclusion. Students were instructed to write their own paragraph containing 8-10 sentences after talking about the sample.

I noticed that a lot of kids had trouble making entire sentences and used Bangla words in between when they were writing. I helped them to interpret and told them to use simple English phrases.

After 15 minutes I asked for some of the kids to read their work out loud. They were frightened, but they were excited and proud to tell others what they had written.

Challenges:

The main issues students got with spelling, sentence construction and self-confidence. They didn't have a lot of words to use it was hard for them to say what they wanted to say on their own. It was additionally hard to give everyone personal comments because there were so many kids in the classroom.

Reflection:

This lesson made me realize that writing becomes better when it becomes personal. When students write about things that has happened to them or persons they look up to, they are more motivated. But kids need help with sentence structure and vocabulary growth on a regular basis I also realized that teachers should give short writing suggestions more often, not only before the tests. Writing should be a habit and not something you do once.

5.3 Day 3, Class 3

Topic: Application Writing – “Request for Permission to Arrange a Cultural Program”

Class: IX

Teaching Method: Grammar Translation Method (GTM) and CLT Combined

Subject: English 2nd Paper

Date: 24th October 2025

Time: 12:00 PM – 12:40 PM

Description:

During this session of instruction, I focused on developing the skills of formal written communication. I started by explaining what exactly an application is and when it is appropriate to carry it out. The format of the procedure was written on the board including all the required components:

- Heading and date
- Subject line
- Salutation
- Body of the application
- Closing and signature

I gave an example of a concrete situation like: *Asking for Permission to Plan a Cultural Event*. Together we explored the nuances of tones and overall purpose inherent to formal composition. After that, I wrote the first lines of this application and asked each student to independently finish the rest of the application.

The students demonstrated a laudable level of concentration but they struggled to maintain orthographic accuracy and coherence of structure. Some resorted to using colloquial diction in a formal register while others simply copied textbook content verbatim.

As I worked around the room, I corrected mistakes and explained the inappropriateness of some linguistic choices in correspondence of an official nature. Ultimately, there were two students that I chose to orally present their completed applications.

Interactive Element:

I put students in pairs so they could trade notebooks and go over each other's work. This input from their peers helped them find mistakes and learn together.

Challenges:

Students had trouble fully understanding the stylistic conventions for writing applications, which is mainly due to lack of exposure to formal English and time constraints. Moreover, they frequently did not try new constructions because they lacked vocabulary and feared that they were going to make errors.

Reflection:

This lesson helped to illustrate that learners have the opportunity to improve their level of formal writing if they work collaboratively and use concrete exemplars. Mastery of application composition comes about as students begin to understand the practicality of the application beyond the simple replication of text.

I witnessed the ability to use pedagogy effectively requires patience, repetition and adaptive planning. These attributes are especially important when creating a positive learning environment for young English learners.

5.4 Summary of Teaching Experience

My time at Begunbary High School highlighted a number of real-world problems inherent in teaching English in the secondary levels:

- 1. Limited resources:** The availability of multimedia tools and instructional aids was limited and it hindered creative teaching practices.
- 2. Lack of confidence in students:** Learners were reluctant to speak or write freely, for fear of being wrong.
- 3. Traditional learning habits:** Both educators and pupils put a lot of focus on rote memorization at the expense of understanding concepts.
- 4. Lack of motivation:** Many students took English as a mere test subject instead of a medium for interpersonal communication.
- 5. Overcrowded classrooms:** The large student - teacher ratio reduced individualized attention.

Despite these impediments, I noticed that pupils were engaged if lessons were fun and had a context. This is the experience that furthered my belief that through creativity, empathy and flexibility, instruction will overcome.

Chapter Six

Findings, Limitations and Recommendations

6.1 Overall Findings

During my internship and observations at **Begunbary High School**, I discovered some great challenges encountered by educators in the teaching of English at the secondary level. These results are drawn from events in the class, discourse in instruction, and students behavior during the course of lessons.

1. Traditional Teaching Methods Dominate:

A significant number of English teachers still used the Grammar Translation Method (GTM) which prioritizes the use of grammatical rules, rote memorization, and translation activities over the use of language in communication. While this approach helps the person gain an understanding of the structures of language, it hinders the development of free-standing speaking and writing skills.

2. Large Class Size:

There were **40 to 50** students in each class, which made it challenging for teachers to provide each student feedback. Teachers typically have to focus on discipline instead of engagement when they have to deal with such huge groups.

3. Lack of Teaching Resources:

The school didn't have many teaching tools, including multimedia projectors, language labs, or audio materials. Teachers had to use blackboards, chalk, and textbooks, which made it hard for them to make lessons more interactive or interesting to look at.

4. Exam-Oriented Learning:

The students' main focus was to pass tests, not to improve their communication abilities. Teachers also taught with the test in mind, which didn't provide much time for speaking

or creative writing preparation.

5. Low Motivation and Anxiety:

A lot of kids were scared to speak English. They were scared of making mistakes, which made them less sure in themselves. This difficulty was worse for weaker pupils who thought they were falling behind.

6. Limited Teacher Training:

Teachers worked hard, but they didn't often get new training on modern teaching methods like CLT (Communicative Language Teaching). They have a hard time trying new things without regular workshops or seminars.

7. Socio-Economic Barriers:

A lot of the students came from homes with poor or middling incomes, thus they didn't have much exposure to English. Parents often couldn't give their kids a place to speak English or learn resources at home.

8. Curriculum Pressure:

The syllabus is full of theory and not enough time for practice, conversation, or creativity, which makes teachers rush through courses.

6.2 Limitations

The internship experience was instructive in some ways, but also limiting:

- The three months it took meant not being able to observe in detail across all grades. The time available did not allow for the conducting of systematic surveys or interviews with large numbers of the teaching staff.
- The lack of multimedia equipment limited the study of digital or audio-visual teaching aids.
- The high absenteeism rate of some students prevented regular attendance and retention of instruction.
- The focus of the study on one single institution may restrict the generalization of its findings to other schools in Bangladesh.

Notwithstanding all these constraints, the internship provided a substantive, practical outlook of methodology and competency of English instruction in a typical Bangladeshi secondary school.

6.3 Self-Reflection

This internship was one of the most important experiences found throughout my tertiary education. It helped me develop as a learner as well as an educator, to apply the theoretical knowledge to practice.

At first, I had reservations about the delivery of instruction and student population interaction. However, from progressive engagement it became clear that pedagogy is not only about the transmission of content, but also about relational building, empathic understanding and adaptive response.

I learned how to get students excited, make complex grammatical concepts easy to understand, and how to maximize the time you have available in a short period of instruction. In addition, I understood the need for teacher patience and consistency; seemingly unimportant affirmations - recognizing performance that is well done, or affirming effort after error - go a long way toward building student self-confidence.

Additionally, it is important to consider the heterogeneity that exists in classrooms: pedagogical strategies that work well for one group of students may not work for another. As a result, instructors must recalibrate their teaching approaches on a constant basis according to learner affective states and identified needs. The internship has helped me deepen my passion for teaching and focus my awareness on the substantive issues that face educators on the school system in Bangladesh.

6.4 Encouraging Classroom Communication

One of the main goals for the internship was to promote English inter-student communication. Initially, many of the learners showed a degree of reticence; however, I noticed a step by step improvement as they became engaged in slightly participatory activities.

- Starting lessons easily in English, and polite exchange e.g. 'How are you?' 'What did you do yesterday?'
- Using dyadic and group exercises during which students are allowed to discuss some short topics in English.
- Promoting tolerance to error through refraining from judgment and giving constructive feedback.
- Not translating complicated terminology until after students have tried to guess what is meant in English.

From what I've seen, I have some suggestions for making English instruction better in Bangladesh's high schools.

Based on my observations, I make a number of recommendations for improving the teaching of English in the high schools of Bangladesh.

6.5 Recommendations

From what I've seen, I have some suggestions for making English instruction better in Bangladesh's high schools:

1. **Promote Communicative Teaching:**

To help students practice speaking, listening, reading, and writing in a more participatory way, teachers should adopt **Communicative Language Teaching (CLT)**.

2. **Regular Teacher Training:**

The government and schools should set up workshops and training sessions for English instructors to learn about new ways to teach, how to use technology, and how to manage a classroom.

3. **Reduce Class Size:**

Teachers would be able to give better feedback and should give more attention to each student's progress if there were fewer students in each class.

4. **Introduce Multimedia Aids:**

Schools should use projectors, speakers, or at least audio courses in classrooms to make English education more interactive, fun and useful.

5. **Encourage English Clubs:**

Create English groups where students can easily practice talking, sharing stories, or debating in a low-pressure atmosphere.

6. **Curriculum Revision:**

The syllabus should put greater analyzation on innovation and communication than on memorizing. Adding additional real-world teachings would help students utilize English in a more natural way.

7. Parental and Community Support:

Parents can encourage their kids to read English books, watch English shows, or speak simple words at home.

If these suggestions are going to be considered properly, teaching and learning English in Bangladesh could become more lively, welcoming, and useful.

Conclusion

My internship at **Begunbary High School** gave me insight into the difficulties faced by educators teaching English to secondary students. The observational information showed that, despite the curriculum's focus on English, the teaching environment is often limited by resource constraints, overcrowding and outdated pedagogical practices. Although teachers show dedication, they do not have access to modern training and supportive infrastructure that will improve the quality of instruction. This experience highlighted the need for collective action - among **educators, administrators, policy makers and parents** - to promote English education in Bangladesh. With sufficient support, experiential pedagogy and learner-centred approach, it is possible that English instruction might become more interactive and motivating. Consequently, I have come to see teaching as challenging and also a privilege; part of teaching is more than simply content delivery; it is about the transformation of the self-concept and communicative competence of those who are being taught a foreign language.

Appendices

Lesson Plan – Lecture 1

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	5 minutes	Explain the importance of articles with simple examples.	Listen and answer short questions.	Teacher → Whole Class
Practice & Exercises	30 minutes	Provide fill-in-the-blank exercises; help students correct mistakes.	Write sentences and participate in activities.	Teacher ↔ Students
Review & Feedback	5 minutes	Discuss answers and summarize the rules.	Respond and take notes.	Teacher ↔ Students

Lesson Plan – Lecture 2

Stage	Time Allocation	Teacher's Actions	Students' Actions	Interaction
Introduction	8 minutes	Ask students to describe their favorite teacher.	Share personal thoughts and examples.	Teacher → Whole Class

Reading & Discussion	32 minutes	Read a model paragraph and explain structure.	Read, follow, and ask questions.	Teacher ↔ Students
Writing & Feedback	10 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	7 minutes	Introduce Voice Change and give examples.	Listen and identify examples.	Teacher → Whole Class
Activity & Practice	32 minutes	Guide students to convert active to passive sentences.	Work in pairs, create examples.	Teacher ↔ Students
Review & Feedback	10 minutes	Discuss answers, clarify rules, reward participation.	Correct mistakes and respond actively.	Teacher ↔ Students

Checklists of Class Observation

Classroom Observation Record Sheet

Instructor Evaluated: _____

Course: English Language

Number of Students Present: 45

Date: 24 October 2025

Evaluator(s): Dr. Md. Mostafa Rashel

Topic: Challenges in Teaching English at the Secondary Level in Bangladesh

Time: 12:00 PM – 12:40 PM

Format(s): Lecture

Criteria	Completely	Mostly	Somewhat	Little Bit	Not at All
Was the lesson format appropriate?	✓				
Were objectives shared with learners?	✓				
Did the instructor maintain attention of learners?		✓			

Did the instructor pose questions and engage students?	✓				
Were audiovisuals or teaching aids used?			✓		
Was pronunciation clear and voice audible?	✓				
Was the instructor prepared and confident?	✓				
Did students participate actively?		✓			
Was the environment suitable for learning?	✓				
Did the teacher maintain class control?	✓				

Comments: The teacher was very supportive of the learning environment. Students participated contributed to the debate of the issues of English instruction. There was demonstration of command by the teacher of the subject and involved the learners in it. There was appropriate time and feedback management.

Class environment: participative and non-disrespectful.

Students were interested and exchanged their thoughts concerning actual problems in studying English.

Facilities: few, but adequate.

Peer cooperation: satisfactory and helpful.

Feedback: positive and motivating

Personal Qualities of the Teacher

Criteria	Completely	Mostly	Somewhat	Little Bit	Not at All
Friendly with students	✓				
Welcomed questions and opinions	✓				
Showed enthusiasm and dedication	✓				
Maintained professionalism	✓				

Last Observation: The teacher was a highly communicative and professional person. The lessons were topical, interesting, and related to the actual schools of English teaching in Bangladesh.

Overall performance: Excellent.