



Daffodil
International
University

Internship Report

On

**My Experience and Learning as an Intern English Teacher at Namuja
S.S.I. Fazil (Degree) Madrasa.**

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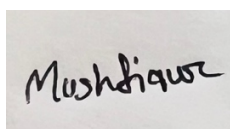
Daffodil International University

This Internship report is submitted to the Department of English, for the partial fulfillment of the requirements for the Bachelor of Arts (B.A.) Degree in English.

Declaration

I, Md Mushfiqur Rahman, a student of Daffodil International University, Department of English, declare that this internship report titled “My Experience and Learning as an Intern English Teacher at Namuja S.S.I. Fazil (Degree) Madrasha” is my own Work under the supervision of Mohammad Mustafizur Rahman, Assistant Professor, Department of English.

This report is prepared for partial fulfillment of the requirements for the Bachelor of Arts in English program. No part of this report has been submitted to any other institution previously for academic certification. I have acknowledged all sources and contribution in this report.



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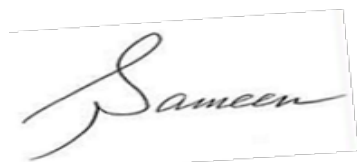
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Certificate of the Supervisor

This is to confirm that Md. Mushfiqur Rahman, bearing ID 221-10-880, has successfully completed her internship at “Namuja S.S.I. Fazil (Degree) Madrasha”, on the topic “My Experience and Learning as an Intern English Teacher at Namuja S.S.I. Fazil (Degree) Madrasha During his internship, he maintained regular communication with me and sought guidance whenever necessary.

Having fulfilled all the requirements and procedures of the internship course, he is now eligible to submit her report for evaluation by the examination panel. Furthermore, he is expected to present her report findings to the panel of assessors as part of the assessment process.



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Asst. Professor

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Acknowledgment

To begin with, I would like to thank Almighty Allah for blessing me with patience, strength, and the opportunity to complete my internship. I would like to thank my supervisor, Mohammad Mustafizur Rahman, Assistant Professor, Department of English, Daffodil International University. He helped me in all the stages, responded to my queries and made suggestions to improve. His mentorship enabled me to develop as an educator and realize my duties in a better way.

I am also appreciative of the Principal and other teachers of Namuja S.S.I. Fazil (Degree) Madrasa. They received me well and provided the opportunity to practice in classrooms. Their support and help ensured that my internship was an easy and comfortable experience I would not forget. I want to thank students, with great pleasure, I have to admit, they listen to me, engage in activities, and make the classes interesting. The inspiration that motivated me to teach them with confidence and joy was the interest and positive attitude they showed towards me.

I appreciate the fact that Daffodil International University has created such a valuable program of internship. It gave me an opportunity to relate theory with actual teaching as well as gave me an idea of what it really means to be a teacher.

And lastly, I would like to thank my parents, family members, and friends. They also gave me love, motivation and encouragement during the entire course of journey. Their support made me powerful and concentrated at all times.

Abstract

This report includes a comprehensive description of my experience in the internship on the work in Namuja S.S.I. Fazil Madrasa, where I learned the teaching techniques of the traditional approach, practice, and lessons with seniors and was able to understand the basics of effective pedagogy in three months. This internship was aimed at filling in the gap between the theoretical knowledge of language teaching acquired in the Daffodil International University and the use of the theoretical knowledge in the context of the real-world education setting of a Madrasha school.

The internship also enabled me to get to know the various teaching methods such as Communicative Language Teaching (CLT), Task-Based Learning, and Grammar Translation Method (GTM), and train the students in the language skills, particularly, speaking and listening. I was employed in the secondary level (Classes 1112), and I taught lesson planning, lesson delivery, classroom management, and feedback collection.

Throughout the internship, there were numerous challenges that I encountered and they were; huge classes, a shortage of resources and students with mixed abilities. However, I have been in a position to deal with these problems through economical teaching aids and interactive learning which enhanced student engagement and participation.

Keywords: Internship, CLT, Madrasha Education, Classroom Management, ELT Theory, Lesson Planning.

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Chapter 1

1. Introduction

1.1 Introduction

The profession of teaching is a respected and noble one, particularly in a country such as Bangladesh, where the English language is very important in higher institutions, securing jobs, and communicating with the rest of the world. Consequently, the importance of English taught at the madrasah level is partially aimed at helping students to succeed in their future education and work life.

To do my Bachelor of Arts (Hons.) degree at Daffodil International University, I had to do an internship at Namuja S.S.I. Fazil Madrasha, where I was teaching students in Classes 11 to 12. This experience also allowed me to work in the actual classroom environment and utilize different methods of teaching that I studied during my classes.

1.2 Theoretical Framework

The conceptual background of this internship prefers the basis on the English Language Teaching (ELT) concept, which involves a series of mechanisms and strategies oriented to the creation of the linguistic competence of the learners. In Namuja S.S.I. Fazil Madrasha, where the traditional style of teaching is still dominant, the application of modern theories of ELT was instrumental in the enhancement of the teaching-learning process. The major paradigms used in the course of the internship were Communicative Language Teaching

(CLT), Task-Based Language Teaching (TBLT), and Grammar Translation Method (GTM).

Communicative Language Teaching insists in the capacity to apply language to real-life contexts in which learners are taught to communicate with meaningful messages, not through memorization of rules. This approach promotes interaction, role playing, and student-based activities, which were used in the lessons, like in Introducing Myself and Describing a Picture. CLT promoted ability participation and confidence in speaking among the students by promoting pair and group work.

A subcategorization of CLT is Task-Based Language Teaching, which focuses more on the application of activities in which learners are asked to apply the language in a meaningful way. In activities such as the description of day-to-day activities or grammar games, students became less forcefully trained in language. This strategy served the purpose of closing the language delivery and communication gap in the real world.

In the meantime, Grammar Translation Method, which is deemed outdated by numerous researchers, still keeps its pace in madrasa, because it is more centered on accuracy and memorization. Thus, GTM was sometimes used to complement the grammar-based learning and fit with the current mode of teaching in the college. With all these means combined, this internship was set to have a balanced approach of fluency and accuracy, learner engagement, and a steady flow of introduction of the communicative strategies into an orthodox educational environment, which will eventually lead to more language growth.

Chapter 2

2. Objective

2.1 Objectives

The major objective of this internship was to get an on hands experience with English Language Teaching (ELT) as well as to prove the theoretical knowledge developed during the Bachelor of Arts (Hons.). The three months of practicum placement at Namuja S.S.I. Fazil Madrasha were guided by the following objectives:

2.2 General Objectives

To Develop Theory in Practice: To successfully bridge the gap between abstract ELT theory (CLT, TBLT) acquired in the university and its practical implementation in a real-life situation in the context of a classroom in a secondary school setting.

To Gain Comprehensive Professional Experience: To gain practical experience in every aspect of the teaching cycle such as curriculum analysis, lesson planning, teaching, and assessment of teaching.

2.3 Specific Objectives

To Enhance Communicative Competence: To focus on developing productive skills of students, which are speaking and listening, by maximizing the time spent on authentic interaction communication through pair work and small groups.

To Introduce Contemporary approaches: To effectively adopt Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) teaching techniques to promote learner interaction and change the principal focus of the classroom setting from teacher-centered teaching to student-centered involvement.

To Master Lesson Design and Delivery: To plan cohesive and clear lesson plans that match the national curriculum requirements, and integrate the use of appropriate low-cost teaching aids, and strike a balance between the requirements of learners with mixed abilities.

To develop Adaptive Classroom Management: To be proficient at handling large classes through applying effective discipline measures and motivation programs that foster a positive and favorable learning environment in a conventional classroom.

To Contextualize Teaching Practices: To appreciate and intelligibly shape the teaching materials and presentation style to the localized culture and education experiences of the students in the Madrasha system, which involves the discriminating and smart application of the Grammar Translation Method (GTM) as needed.

Chapter 3

3. Methodology

3.1 Methodology

The methodology of this internship presents the methods, patterns, and procedures that were used to learn the actual classroom scenarios and put English Language Teaching (ELT) theories into Madrasha context. This chapter narrates how long and where the internship was done, the teaching strategies employed, how the classes interacted with each other, and what tools were used in recording and analysing the experience through teaching and learning.

Internship Duration and Location

The internship was conducted for three months in Namuja S.S.I. Fazil Madrasha which is a traditional institution where English is studied as a mandatory subject. The Madrasha is based on the national curriculum, which uses the English for Today textbook by The National Curriculum and Textbook Board (NCTB).

There was frequent attendance, lesson planning, observation, and teaching experience during the internship. My conducted and observed classes accommodated Class 11 and 12 students who had different socio-economic backgrounds and some students had different English proficiency. This environment gave a chance to investigate the ways of how theoretical ELT knowledge of the university could be translated to a low-resource, traditional learning situation.

3.2 Overall Approach

The main aim of the internship approach was to fill the gap between theory and practice. Accordingly, the procedure of teaching-learning was based on the blended methodological approach and included:

- Communicative Language Teaching (CLT).
- Task-Based Language teaching (TBLT)
- Grammar Translation Method (GTM)
- Learning Center Classroom Strategies.
- Low-cost teaching aids

This mix provided the internship realistic and functional nature in the Madrasha setting, where the dominance of traditional teaching is still prevailing, but the communicative competence is on the rise.

3.3 Data Collection Techniques

The data I collect during my internship was organized in a systematic manner to make the records on classroom observations, assess the lesson in terms of its effectiveness, and examine my own performance as a teacher. I kept good records of observation when working under senior teachers with much attention to their styles in teaching, with attention to their patterns in engagement with students, how they use their instructional materials, classroom atmospheres and their strengths and weaknesses generally. The notes also made me realize how skilled teachers approached the situation in the real classroom and led me to the process of self-improvement. I also gathered and reviewed different instructional

resources and teach educative artifacts, such as my lesson plans, handouts, and charts and examples of student work. These documents were actual proofs of instructional planning and student progress, and it was in their help that I could determine the effectiveness of various techniques in supporting learning.

I adhered to rigid ethical issues during the process of data-collection. There was never pressure to enroll in any activity, and I was very sensitive when handling the questions like conflicts in the world or the issue of child justice whereby I always watched out to enter the discussion but always looked at the feelings of the students and cultural issues. Everything done in the classroom was meant to support moral values, eliminate politics, and foster the humanitarian knowledge. Moreover, student practice or classroom events were only filmed in case permission was obtained. This systematic and ethical practice indicates my ability to be responsible in data management and other professional observation and the ability to teach in a culturally competent manner.

Chapter 4

4. Institution Details

Institution Name	Namuja S.S.I Fazil (Degree) Madrasha
Location	Bogura Sadar, Bogura
Years Of Establishment	January 1, 1957
Number of Teacher	36
Number of students	1615
Shift	Day
Ownership	Non-Government
Version	Bangla
Security	Yes
Canteen	No
Library	Yes
Playground	Yes
Computer lab	Yes
Transportation	No
Garden	Yes
Cultural Activities	Yes
Sports Activities	Yes
Staffs Room	Yes

Chapter 5

5. Class Observation

5.1 Class Observation 1

Teacher's Name Umme Habiba

Class XI - XII

Topic Dreams in Literature (Unit 6, Lesson 2)

Method CLT, Discussion based, Group work.

I observed the very first class by Umme Habiba on the subject Dreams in Literature, demonstrating excellent qualities of guiding the learners through the two poems on dreams by D.H. Lawrence and Langston Hughes. The class started with a brief yet interesting introduction where the teacher had questions for the students about their personal thoughts on what dreams mean to them in their lives, whether they are dreams about their hopes, goals, or other things they see when sleeping. By using this warm-up, an emotional link between the experience of the students and the literature that they were about to learn was provided.

Passing to the main lesson, Madam showed us the poem, Dreams by D.H. Lawrence and read it to us with proper accent and slow stress on the contrasted concepts, night dreamers, and day dreamers. She interrupted a lot and asked questions such as Why does the poet refer to daydreamers as dangerous. This held the attention of students and instigated the

thinking process of interpretation. She separated the class into smaller groups after the reading to discuss the definitions of such important words as dusty recesses of the mind and dreaming with open eyes. Then she circulated in the room, overhearing conversations and giving vocabulary assistance where necessary.

Ma'am presented the second poem by Langston Hughes at the next stage of the lesson. She read it aloud and inspiring students to watch the images of a broken-winged bird and a barren field. However, she not only managed to lead the learners to associate poetic symbolism with the larger theme of hope by posing the question of how these images contribute to the role of dreams in human life. After that, the comprehension questions (Section F) were answered orally and in writing by the students. The teacher also scrutinized answers and requested students to give reasons as to why the poets believe dreams are important. The reflection aspect of this lesson was also revealed in this case, when students provided their own conceptions and examples in their lives. In order to integrate learning, Ma'am requested the students to pair off by matching lines of the poem to the relevant meaning (Section E). This practice was able to strengthen the reading comprehension and test their capacity to recognize thematic links.

The lesson was concluded by the short summary writing activity where the students were required to summarize the two poems. This last activity was able to combine reading, comprehension, and writing. On the whole, the lesson delivered by Umme Habiba was clear-cut, student-centered, and approached the communication and literature-based teaching methods.

5.2 Class Observation 2

Teacher's Name	Umme Habiba
Class	XI - XII
Topic	Dreams in Literature (Unit 6, Lesson 2)
Method	Pre Reading Activity, Contextual Teaching Method, Pair work, Group Presentation.

The second class I observed, also taught by Umme Habiba, was about the prose extract Dream #6 by Naguib Mahfouz. At the start of the lesson, there was a catchy question: Have you ever dream-walked someone from your past? This immediately aroused the interest of the students and set them in an emotional mood of the unfathomable nature of the text.

Madam initially gave a brief biography of Naguib Mahfouz, an Egyptian Nobel Prize-winning author who deals with the relation of memories, dreams and the spirituality of the human being. This situational introduction managed to make students recognize the literary importance of the reading. After that, she read the extract aloud with pausing on the significant lines like My mentor is most welcome and I felt not the least astonishment because students were expected to contemplate why the narrator was not serious when she met someone she met more than fifty years ago. She posed questions that led one to think beyond a high-level reading process by asking such searching questions as: Do you believe this meeting is real or a show?

The teacher then passed to Pair Work (Section I) after the reading. Students collaborated with one another to highlight unknown words and how to explain their meanings to the partners. She advised them to use vocabulary dictionaries or mobile vocabulary apps when they required them. This exercise enhanced independence among the learners and vocabulary development. This was followed by the discussion of the six analytical questions presented in the book. To organize the discussion, Madam could summon on various students and ask them to provide explanations of their answers citing evidence in the text. Indicatively, as she communicated on whether the story is dream or a reality, she questioned on specific clues you assume it is so. This was conditioning the students to think and read critically. Among the most efficient parts of the lesson was the moment when Madam led students to the comparison of older and younger generations in terms of what they believed; this was done with the help of the text. There was a rich cultural discussion as students provided examples in their own families relating literature to the generational experience in their families.

During the last section of the lesson, she taught the students to start preparing Group Presentation (Section J). The group was requested to draw or design or even design the clothing/ appearance of the teacher of the narrator through a description of text. Madam also favored creativity without losing track of staying in line with the details provided in the extract. The given activity was interesting, creative, and assisted students in imagining literary characters.

The lesson was interactive, well-organized, and encouraged higher-order thinking because of the use of analysis of reading, discussion-based learning, and creative expression, as evidenced by the teaching of Umme Habiba.

5.3 Class Observation 3

Teacher's Name: Md. Sanarul Islam

Class: XI - XII

Topic: Family Relationship (English for Today, based on Unit 8)

Method: Discussion Based Learning and Reading Comprehension.

The third lesson I observed was taught by Assistant Professor Md. Sanarul Islam exemplified a good balance of delivery, guided reading, and reflective writing. Sir started the lesson by giving a warm, interesting introduction where a picture describing family scene was used as a visual example. This instantly got the attention of the students and opened their mind to the subject. Sir looked at the picture briefly, questioning who the members were, how they could be connected to each other and what feelings the picture conveyed. This pre-conversation served as an excellent anticipatory set where the students were able to make something out of their prior knowledge and establish a sense of personal relationship with the theme of relationships.

Part A of the textbook that Sir then switched to entailed pair discussions regarding introductory questions. Students were requested to discuss the exact relationship of the person in their family with whom they have the closest relationship. The exercise made the students share their individual experiences as they practiced communicative English in a low-stress setting. Through this step, Sir would circulate in the classroom, overhear the students talking, and sometimes ask prompting questions to assist weaker students. Having completed the pair task, he asked a number of students to present their answers to the entire

classroom. This was achievable not only to confirm their engagement but also to encourage active listening since the students contrasted their experiences and the experiences of their classmates.

Going to Part B, Sir initiated a guided reading session which focused on the key text that shows how relationship plays an important role in human life, such as family, social, and professional. He has read a bit of the reading aloud and made frequent pauses to explain words he did not know, to ask questions to students to ascertain their comprehension of those words. His approach was participatory and not a lecture-based one and the students were stimulated to think over various types of relationships. He also came up with questions to be taken as reflections, like why family bond is central or how social interactions enhance the human identity that students can correlate the textual thoughts with the contexts of real life.

Part C was a reflective writing task that required the students to compose a brief paragraph about a family member who is kind and caring, and why it is important to return kindness. This assignment involved a synthesis of the individual experience with the theme ideas in the text. Young individuals were able to combine several language skills in the lesson by means of speaking, reading, and writing. Generally, the lesson showed a characteristic of discussion-based learning because Sir successfully employed the use of visuals, pair work, reading comprehension and reflective writing to assist students to work on the subject of the lesson in a meaningful manner.

5.4 Class Observation 4

Teacher's Name Umme Habiba

Class XI - XII

Topic Warmth in Relationships (Unit 8, Lesson 2)

Method Picture Interpretation and Poetic Analysis.

The fourth lesson I observed was taught by Umme Habiba, who taught the topic of “Warmth in Relationships” with the use of both visual analysis and interpretation of poetry. I found in the first meeting of the class a picture-based warm-up task during Ma’am was showing us an image of a house. She told students to view the picture and talk out in pairs based on guided questions. The questions were not complicated but still effective: What as a rule people do in mornings when it is cold? What does the weather do to the day to day activities? What do you normally do during your weekends? This exercise instantly allowed students to be prepared at the theme with the cold feeling of the picture, relating it to their lives. It was also the way that they practiced descriptive language and contextual vocabulary.

Part B Ma’am introduced the principal text of the lesson; the poem, Those winter Sundays, by Robert Hayden. She recited the poem in an audible voice with a clear intonation and focused on emotional benefits and rhythm. This reading performance itself was a separate example to follow, and this is how the tone and stress can tell the message in poetry. She then provided the background of the poem, and she identified the themes of unrecognized love by the parent, and sacrifice, and emotional separation between a father and son. The

students were supposed to draw conclusions about the symbolic way winter, coldness, and warmth were used to present more about the relationships inside the family.

This was then presented in a detailed class discussion with the Ma'am posing questions of an interpretive kind: Why did the father wake up early on Sundays? Why does the speaker regret that he has not thanked him? What is in love is stern and solitary offices? These questions enabled the students to think critically as they tried to understand the emotional richness of the poem. Another point that Ma'am stressed in the context of the poem was vocabulary development, in which students were to define moral and challenging words in terms of their application in the text, which helped them grasp poetic language easier.

The most effective part of the class was how Ma'am dealt with emotional issues sensitively. She kept an atmosphere where she could easily give supportive things to the students and made them express their idea concerning parental sacrifices in their own lives, connecting literary material with self-reflection. This combination of picture interpretation, reading poetry, discussing the themes and contextual vocabulary proved the ability of the teacher to make literature emotionally significant and pedagogically fruitful. The lesson delivered both a grammatical and an emotional goal as it would make the students recognize the stronger meaning of warmth and relationships.

5.5 Class Observation 5

Teacher's Name Md. Sanarul Islam

Class XI - XII

Topic A Mother in Mannville (Unit 8, Lesson 3)

Method Story-Telling and Character Analysis

The fifth observation involved another class by the Assistant Professor Md. Sanarul Islam where the short story in question was A Mother in Mannville. It was a continuation of the thematic study of relationships in the themes love, fantasy and emotional desire. Sir started his presentation by setting the scene of the story. He did not dwell on the setting, a distant cabin in a mountainous area of some distance, but presented the principal characters, the unnamed narrator and the little boy, Jerry. This introduction was an important initial information of the students, and it warmed them up to the narrative structure.

Sir then went on in an interesting storytelling manner. For different and quick inputs, he was reading from the book randomly chosen snatches of the story and every time interrupting to ask prediction questions like: What do you think Jerry is doing alone in the cabin? Why does Jerry act so responsibly being so old? All these questions asked in advance promoted both listening and anticipating and inferring- active skills of literary comprehension. His dramatizing style of reading allowed the students to develop a visual image of the story and identify with the characters.

Having finished the reading, Sir turned to the analysis of the characters, which was the major focus of the lesson. He had students rate the personality traits which Jerry possessed, these are honesty, hard work, responsibility, and emotional vulnerability. Students talked about why Jerry said his mother would send him gifts, yet at the end of it he finds that he had no mother in his life. It resulted in the further discussion of the loneliness, imagination as a way of coping, and a human need to be loved and belong. A great number of students were active, giving their interpretations of the reasons why children in some cases make up stories of imaginary nature as a means of feeling loved or respected.

Sir was also urging students to consider the emotional reaction of the speaker, to how she was developing feelings toward Jerry and realizing that he was going through emotional difficulties. Students evaluated the reaction of the narrator present at the end when she identifies the truth about the mother of Jerry. This reflection broadened the knowledge of the students regarding issues like empathy, compassion, and emotional honesty.

The lesson ended with a brief writing session in which the students were questioned to write about the type of mother Jerry should have been or her imagined mother. The assignment was useful to enabling students to amalgamate what they had learned about the emotional world of Jerry and to exercise creativity in showing their comprehension. The course proved very resourceful in the combination of reading, emotional interpretation, storytelling, and literary analysis. The complicated psychological topics became available to the students due to Sir and their mind was ready to think about relations, truth and emotional well-being critically.

5.6 Class Conduction 1

Topic	Stories from Gaza (Unit 11, Lesson 3: Peace and Conflict)
Teacher	MD. Mushfiqur Rahman
Target Level	Classes XI-XII (Based on "English for Today" textbook)
Duration	55 Minutes
Number of Students	20
Learning Goal	Students would understand how to interpret and explain the human cost of the conflict and be capable of putting themselves in the place of such victims.

The Class started with the greeting and attendance. In the first lesson, I conducted Unit 11, Lesson 3: Stories from Gaza in Classes XI -XII that had been selected in the English for Today textbook. The lesson time lasted fifty-five minutes and consisted of twenty learners. I would begin the lesson with particular focus on the Affective Filter Reduction because the subject matter would be emotionally sensitive to the lesson and would be discussing a

sensitive conflict in the world.. I began a calming and reassuring introductory discussion on me after greeting the students and taking attendance so as to prepare them emotionally. I reminded the learners that the purpose of the lesson was not to have a political discussion, but to understand the humanitarian experience of an individual/people that have been harmed at some cost by the war. This initial dialogue helped provide a secure learning atmosphere and sent the students off to the lesson both analytically and empathetically.

I used an individual reflection exercise to engage the prior knowledge. Students were requested to consider three words that images came to their mind as they heard the title of the book, *Stories from Gaza*. The brainstorming was followed by posting the answers given by some of the students, which consisted of such words as suffering, war, grief, hope, and resilience. I wrote these thoughts in board as I wanted to create a conceptual map to be used in the reading activity. This phase enabled the students emotionally relate to the reading and was a step towards finding their way to get involved in the lesson content with the human stories.

The principal section of the lesson was based on guided reading and literary analysis. Learners had a task of reading the first two personal tales of the unit and defining two important sentences; one sentence that showed how the character was struggling and the other one that depicted the character as resolute. This task was addressed so that it could allow the learners to identify the main ideas in the story and learn to differentiate despair and hope. I also presented a couple of questions of factual understanding, taking the forms of: Who was the main character? what did she lose in the conflict after the reading session. These are the simple questions that would make sure the students had grasped the simple content before proceeding to the more intensive analysis.

After the factual knowledge was determined, we re-read the text to address key themes, in particular, empathy, resilience, and human cost of conflict. Students were actively involved and gave their reaction to how the stories felt about them. The emotional insight that the text provided them was internalized during this reflective discourse, and they realized the wider implications of conflict on the lives of the people.

At the end of the class, there was a significant activity that corresponded to Task-Based Language Teaching (TBLT). The students were instructed to compose a half-page reflective essay about resilience, or its meaning (determining what resilience means). They were asked to justify their reflections in the stories using characters or events in the stories. The given task was created with the idea of assisting the students not only in utilizing analytical language but also training the reflective writing as well as relating literary themes to humanitarian views. I also found the maturity and capability of having such a sensitive topic being managed with emotional intelligence to them impressive before ending the session.

5.7 Class Conduction 2

Class	Class Twelve (Based on the Unit 11 content)
Topic	Peace in literature (unit 11, lesson 4)
Class Duration	1 hour
Time	10:00 AM – 11:00 AM
Number of Students	22
Conducted by	MD. Mushfiqur Rahman
Class Materials	Textbook, whiteboard, poem handout, markers.
Method	Instructional Discussion/Literary Analysis.

The Class started with a roll call. The second class I conducted was Class Twelve, Unit 11, Lesson 4: Peace in Literature. The lesson used techniques of instructional discussion and literary analysis, which suits the senior secondary students since they can deal with abstract themes in a critical way. The lesson started with the attendance and a brief warming up discussion. In order to revisit the past learning experience, I had to invoke the definition of

peace and the concept of the lack of war which I had touched on in the previous lessons and asked the students to recap it. This short summary served to introduce a new tone to the content. I next presented a poem on peace that was to be the core of the lesson by writing the title of the text and some main lines in the whiteboard. Visual presentation of the poem allowed students to focus and they were ready to explore the work of literature.

I began with two open-ended questions that are skillfully chosen with regards to their openness: How does inner balance impact your relationship with others? and What does brotherhood mean in a world with high diversity? following the structure of Part A of the textbook. These questions motivated students to refer to their own experience and abuse sparked a constructive conversation about peace, harmony, and the sense of humanity. Warm-up conversation enabled students to put the poem in a perspective not only as a work of literature but also as an opinion on life values.

Once this interpersonal context had been established, I had the class read and analyze the poem in detail. I also paid attention to such literary elements as imagery, symbolism, and opposition. Students were requested to locate lines that represented unity, harmony or the active search of peace and compare them to the ones that appeared to disclose a conflict or tension. Through this comparative reading, the students learned how symbolic language is used by poets to convey more in what they say. The exercise also enabled them to read literary works outside the ability to understand the direct message.

I held on to their comprehension by implementing a Quick Write activity as I requested learners to summarize the main idea of the poem in a single sentence. This exercise stimulated their critical thinking and their skill of finding the main idea in a piece of

literature. The answers revealed that students heard the message of the poem as the responsibility of a group towards peace.

The lesson came to an end with a real-life application assignment. Every student was to list a single specific step that she/he could make the next week in order to ensure peace, kindness, or unity within their own communities. This last activity linked literature with ethical practice and made the students perceive classroom learning as something that may be applied to life. On the whole, it is possible to note that the lesson was effective in using literature as a means of critical thinking, emotional and value development.

5.8 Class Conduction 3

Class	Class Twelve (Based on Unit 12 content)
Topic	Water, Water Everywhere... (Unit 12, Lesson 1)
Class Duration	1 hour
Time	10:00 AM – 11:00 AM
Number of Students	28
Conducted by	MD. Mushfiqur Rahman
Class Materials	Textbook, whiteboard, markers, sticky notes, charts.
Method	Critical Discussion and Inquiry-Based Learning.

The Class started with the greetings and attendance. I wrote on the board the proverb “Water is Life.” My third lesson in Class Twelve was based on the Unit 12, Lesson 1: “Water, Water Everywhere... The lesson was an hour with a class population of 28. I

applied the textbook, whiteboard, markers, charts, and sticky notes as instructional aids. The lesson was planned through an amalgamation of a Critical Discussion and Inquiry-Based Learning method, which enabled the students to challenge, analyze, and interpret the text on the environmental crisis.

Then students were instructed to come out and list in writing as quickly as they could two threats to water resources. This is such a simple yet useful activity that it triggered the previous knowledge and their instant involvement in the theme. There was a short discussion on their reactions, which included pollution, waste, overuse, climate change, and contamination which raised a transition to the main lesson. I provided a paradoxical lesson, Water, water everywhere, not a drop to drink, on how it serves to demonstrate a paradoxical situation of the plentiful water on the earth and the serious lack of fresh water to drink. A discussion on this topic naturally transitioned into the textbook reading because I directed students on vocabulary associated with water scarcity contamination, reservoir, desalination, and sustainability. These words gave the basis of further inquiry and critical thinking.

To continue building analytical skills, I engaged the students in an Activation of Learning exercise whereby the students delved on the issue in a systematic inquiry process. The Question Phase followed; during which I asked the most important question: What is the survival essence of having a water crisis when 70 percent of the earth mass is submerged in water? This question made the students wonder past the superficial facts and think critically on the topic of environmental science, human presence and resourceful disparities.

I then separated the group into a small group through Group Analysis. The sub-topics that each of the groups studied were Causes of Scarcity, Impact of Pollution and Global Solutions. They used sticky note to underline the facts, statistics, and examples that were important in the textbook. This team approach enabled students to share ideas and develop common ground on the issue of global water crisis.

To get the activity more active, I played the Fact Swap game, during which I asked groups to swap one of the biggest finds with another group. This action made them make inferences on new information and integrate new knowledge and one of the fundamental inquiry based learning processes. At the end, the session ended with a reflective statement by me, which stated: Water is a common good and preserving is the moral duty of all human beings. Such moralization made the students realize the ethical aspect of the environmental problems.

Students were requested to create a simple poster advocating conservation of water in their homes or society as part of homework. This activity served as an exercise in creativity and at the same time helped to reinforce the point of the lesson, which is relating what is learned in classrooms to life in the environmental responsibility fronts..

5.9 Class Conduction 4

Class	Class Twelve (Based on Unit 12 content)
Topic	What is Environmental Justice? (Unit 12, Lesson 4)
Class Duration	1 hour
Time	10:00 AM – 11:00 AM
Number of Students	24
Conducted by	MD. Mushfiqur Rahman
Class Materials	Textbook, whiteboard, case study printouts (probably scenario cards), markers.
Method	Case Study Analysis and Critical Discussion

First, in the class, there was greetings and attendance. I used the question of whether simply saving a forest is sufficient to save people or whether we need to make sure that people

have access to clean water and air as the warm-up. This question brought out the conflict between social fairness and general environmentalism at once.

I discussed the concept with the students and formally presented it by putting a definition on the board. I clarified that Environmental Justice implies equal treatment and substantive participation of all individuals, irrespective of racial, income, and origin aspects in the process of environmental policy making, enforcement of the law, and resource allocation. This introduction made students realize that there are disparities in the impact of environmental issues on the communities.

I applied a Case Study Activity to investigate this concept on a practical basis. The scenario shown to students involved a polluting factory which was located in a low-income area resulting in health issues and how the richer neighborhoods had protested and fought against the factory being near their areas without any success. This scenario depicted an imbalance in the environmental burden and preconditioned the dialogue.

I separated the students into teams and gave them three analytical activities. To begin with, under the name the injustice, students pinpointed the unjust features of the situation, including the susceptibility of vulnerable populations. Second, in the Cause Analysis, they talked of the reasons as to why such factories are usually situated in marginalized communities, and addressed such aspects as political influence, enforcement of regulations, and economic inequality. Lastly, in Present a Solution, students were allowed to brainstorm what can be done such as community protests, government intervention, stricter laws or move the factory. The exercise stimulated critical thinking, coordination and ethical arguments.

At the end of the lesson, I also underlined that there is no possibility to isolate environmental issues and social issues. To ensure a clean environment, there must be fairness, justice, and involvement of all communities. The final activity of the session was a homework, which consisted of writing a brief paragraph about the reasons why environmental justice is crucial to the creation of a sustainable and just future.

5.10 Class Conduction 5

Class	Class Twelve (Based on Unit 10 content)
Topic	Manners around the World (Unit 10, Lesson 1: Lifestyle)
Class Duration	1 hour
Time	10:00 AM – 11:00 AM
Number of Students	24
Conducted by	MD. Mushfiqur Rahman
Class Materials	Textbook, whiteboard, markers, cards with cultural facts, scenario cards.
Method	Cultural Comparison and Simulation/ Role-Play

I started the class by greeting and taking the attendance, and then by a warming-up exercise in which students described in their own words what manners, what is etiquette mean. When we pooled our answers, we did meet on unambiguous terms, manners meaning socially polite behavior and etiquette that meant rules of conduct in various circumstances. This explanation served as a preliminary on the analysis of cultural differences.

I used the fact that manners are universal in quality but different cultures have different varieties of manners and this might be different to achieve the lesson. Some examples were tipping, gift-giving, eating manners and greetings. As we advanced on the textbook, I indicated how these differences are indications of the cultural values, and expectations. It was recommended that students should be able to think about their own practices and contrast them with those that are presented in the text as it is.

Cultural role-play simulation was the main activity of the class. The students were split into teams and each team was given a scenario card with a given social or cultural situation such as, meeting a business partner with a foreign country, formal dinner, meeting elders or offering a gift. In addition to the scenario, short pieces of cultural information in the form of fact sheets that given the most important etiquette rules applicable in the situation were also issued to the groups.

Every group made a short role-play depending on the situation. They studied how to act in a polite or impolite way depending on that culture and they practiced right and wrong ways. In the performances, I would watch each group and give them constructive feedback especially on non- verbal communication, body language, tone of voice, and culture

sensitivity. The students were very involved in the activity and most of them proved to be very creative in their role plays.

I also reiterated in the conclusion of the lesson that manners are the indication of respect and that contemporary communication in the world must be conscious of cultural divergence. The cultivation of intercultural competence assists students to become more flexible, respectful, and confident in their communication with other people with different backgrounds. The homework was conducted in a pair of students who were asked to study about the manners of a culture that they did not know and to compose a brief written explanation. This assisted in the process of extending the learning out of the classroom and generated an interest on the diversity of the world.

Chapter 6

6. Overall Findings

6.1 Class Observation Findings

The chapter will contain the main findings of my internship at Namuja S.S.I. Fazil Madrasha, which were conducted based on classroom observations and the self-organized teaching lessons, as well as on the reflection analysis. The results illustrate the existing situation of teaching English as a second language in the Madrasha-based environment and the impact, advantages, and difficulties of integrating the latest approach to communicative language teaching (CLT/TBLT) in Class 11-12.

6.2 Real Condition of English Teaching

English is a very vital subject and the conditions in which it is taught and learned were quite different from those of today. Madrasha setting has certain practices and barriers:

- **Textbook and Curriculum:** The school is using English for Today (NCTB). The curriculum can be easily taught to the secondary students, and students usually have a problem with the real-life application of the language since they do not get much practice in communicating in real life.

- **Teaching Practices:** The majority of the observed classes are traditionally based in terms of instruction, and the Grammar Translation Method (GTM) is predominant. It is focused on reading, writing, and memorization of rules by rote, and has minimal emphasis on listening and speaking at will. As a result, students would only be able to acquire a lot of knowledge through the textbook, but not spontaneous communication.
- **Resources and Environment:** The number of students in classrooms is frequently large (40 students). Resources obtained are few (there are no multimedia projectors and special audio systems). In spite of such constraints, the whiteboard, charts, pictures, and gestures are some of the cheap resources that senior teachers can successfully exploit.

6.3 Application of ELT Theories

The internship allowed for realizing the discrepancy between the theoretical principles of CLT/TBLT and the current state of practice, which is dominated by GTM.

- **Traditional Methods vs. CLT:** It has been found that the observed classes frequently made use of either GTM or reading-aloud as repetitive methods. This restricted communicative production of students limits them to simple repetition or one-word answers.
- **The advantages of CLT and TBLT:** The lessons delivered using the principles of CLT self-conducted had a huge engagement, rates of speaking, and confidence increase among the students. Such interactive approaches as Role-

Play (Manners and Etiquette) and Group Debate (Water, Water Everywhere...) induced participation and motivation.

- **Contextualized Methodology:** The result supported the truth of the selective activation of GTM as a supporting element of elucidating intricate grammatical principles and proper vocabulary learning, to bridge of the student expectations and the current pedagogical requirements.

Self-conducted Lessons Analysis revealed that there were significant benefits:

- **Improved Speaking engagement:** Students engaged actively in dialogues, role play and complex activities (analysing the Greta Effect). Group work and pair work developed natural communicative needs.
- **Improved Fluency and Confidence:** Since meaningful communication was a priority, the initial intimidation of the student in speaking was significantly lowered, showing more courage and fluency in using the target language.
- **Effect on the Listening:** As a result of the demanding nature of the requirement to be actively involved in discussions and processing group instructions, their skill in following spoken instructions and English speech was improved accordingly.

Classroom Environment and Student Attitude

The general learning conditions were evaluated according to their behavior and motivation of the student towards the subject.

- **Classroom Environment:** The classroom environment was good and conducive to learning. Students were usually instilled with discipline and very respectful. The teachers were in a positive, supportive, and caring relationship with the students that encouraged their motivation and complimented of their efforts. This motivational response played a significant role in making shy students feel comfortable in taking part in communicative practices.
- **Attitude of the Students to English:** The attitude of the students towards English was usually good in particular when the lesson was interactive and entertaining. Telling stories, playing games and group activities enhanced participation. Noted motivation proves that the young learners are open to communicative and learner-oriented approaches, but problems with spontaneous speech, pronunciation, and vocabulary are still present because there is little exposure outside the classroom.

6.4 Difficulties and Discipline in the Classroom.

Adopting contemporary, communicative practices in the context of the Madrasas showed that there were a number of some practical issues:

- **Classroom Management:** Although classroom noise can never be avoided, interaction activities such as role-playing and group discussions are bound to create a lot of noise. This involved consistent checking and application of non-verbal cues in order to ensure discipline is achieved promptly. When discipline was instituted then the conduct was more simple.

- **Time-Limitations:** Communicative activities are inherently time-intensive, and it is not easy to meet all the goals of the lesson within a usual 45-60 minute class lesson and avoid overwhelming the learners.
- **Limited Resources:** There is still the use of the low-cost teaching resources (charts, markers, whiteboards) and this was resourceful, but the lack of multimedia-based technology limited the implementation of the advanced communicative activities as well as the presentation of the material.

6.5 Personal Findings and Reflections

During this internship, I could identify some main recommendations about the process of teaching English at the level of secondary Madrasa:

- **Patience and Creativity:** When teaching young learners, it is very important to be very patient, creative, and flexible since English is not their first language and their cultural background is very critical.
- **Lesson Design:** The best lessons are those that are simple, visual, and related directly to real life situations making use of the contextualization objective.
- **The role of the Teacher:** The role of a teacher is complex enough as the teacher becomes a lecturer, motivator, a facilitator, and a guide. This is a positive relationship that helps to develop student confidence.
- **Preparation and Adaptability:** A good planning process, preparation, and being flexible to the unpredictable classroom dynamics are also essential to the success of the introduction of communicative teaching particularly in resource constrained settings.

- **Professional Growth Professional growth:** Reflective practice, which was accompanied by mentorship feedback with the senior teachers, was a great opportunity and helped in polishing teaching methods and provided growth.

Chapter 7

7. Skills I used

7. Skills I used

During the internship, I used a systematic and multi-level strategy, which allowed me to show that it is possible to combine new teaching with the realities of a Madrasha setting. I mainly used Communicative Language Teaching (CLT) as the foundation with my instructional practice and focusing on meaningful interaction more than rote memorization. I employed pair work, group work, role-plays, visual-based vocabulary exercises, open-ended questions, and student explanation, so as to stimulate independent thought and confident speech. The strategies also played a significant role in the eradication of fear to engage among the students and give them more openness to articulate ideas that portray my ability in creating an interactive student centered learning environment.

I also managed to use Task-Based language Teaching (TBLT) with Coordinated Learning Teaching (CLT) to give the students intentional and functional learning.. My real life inspired activities included information-gap activities, problem-solving discussions (e.g. what causes water problems in Unit 12), mini environmental presentation, case studies and reflective writing exercises. Their creativity and understanding were further boosted through the homework assignments such as poster-making. Through these activities, I discovered the ability to integrate the four language skills reading, writing, listening, and speaking, to a smooth and meaningful learning process.

Simultaneously, I used Grammar Translation Method (GTM) as often as I needed to treat the institutional culture and expectations as per the needs of learners. My skills in changing the teaching mode allowed students with less solid backgrounds to be assisted with the help of the clear explanation of the grammar, translation of the hard words and sentences, and scaffolding of the reading process. My ability to balance GTM and communicative strategies proved that I was flexible and sensitive to the situation at the madrasa, and as such, the learners were successfully transferred to the more modern learned communicative in a gradual, comfortable transition.

In all my classes, my skills in lesson planning were exhibited. I always used a systematic lesson flow comprising of warm-up, practice, production and reflection. There were warm-ups, brainstorming, short questions, proverbs or visual cues that triggered prior knowledge in students and preconditioned their mind to the lesson. During the practice phase, I was able to support learning by associating textbook tasks, groups, pair discussions and guided questions. The production phase enabled the students to practice how they learned independently in the form of role-play, short writing, summary, problem-solving task and classroom presentations. At the end of every class, there was reflection and homework, whereby students explored the main points, discussed what they learnt and offered follow-up assignments to continue with their learning. My planning skill and professional attitude to lessons planning were noted in this process.

To ensure an effective learning atmosphere, I used effective classroom management techniques, which are very essential in the classrooms with high population and scarce resources such as madrasa. I communicated using non-verbal messages like gestures with hands and even using eye contact, managed proximity by standing next to a group, and gave simple and concise instructions, hence preventing confusion. I also promoted peer support of weaker learners and rotation of group roles in order to have equal participation. These measures showed that I can handle different classes and also instill discipline, collaboration, and learning among them.

During the internship, I have acquired effective skills in data collection and documentation to measure the performance of teaching and classroom dynamic. I kept comprehensive observation records in the observation of senior teachers, in terms of teaching methods, student interaction, strengths, weaknesses, use of resources and classroom culture at large. I also gathered and systematized the teaching resources like lesson plans, handouts, charts, and student work samples, which were used as my proof of instructional planning and student improvement.

I also displayed a high morality attitude when interacting with the classes. I made sure that no one student was forced to take part, did not approach sensitive issues (conflict or justice) with cultural consideration, and made the lesson not biased in regards to politics and promoting humanitarian knowledge. I only recorded student work upon their consent because I had the respect of student privacy and emotional well-being.

On the whole this internship has enabled me to practice and develop a broad variety of instructional skills such as methodological flexibility, lesson design, classroom management, communication, task development, ethical sensitivity, and reflective practice in a way that has helped me to make a valuable contribution to a madrasah learning experience.

Chapter 8

8. Learning from My Internship

8.1 Learning from My Internship

Namuja S.S.I. Fazil (Degree) Madrasa gave me a transformational experience as it enhanced my practical teaching abilities and knowledge of the real-world English teaching application of the English Language Teaching . The direct experience of working with Class XI-XII students enabled me to get the real flavor of working in a Madrasa , the large classes, scarce resources, and diverse ability students, but these necessities turned into learning resources, which made me grow as a teacher.

Another lesson that I found to be the most notable was the role of flexibility in teaching. Though at the beginning of my classroom experience, I had good theoretical knowledge of CLT, TBLT, and current methods of ELT, I quickly understood that staffs successful teaching is based on the changes in methods according to the situation. The Grammar Translation Method (GTM) served as a transitory mechanism, required by most students and more at home with conventional learning. This helped me to understand that a teacher needs to be tactical and be able to strike a balance between creativity and institutional demands.

My other learning was the importance of communicative trust among learners. I also observed significant improvements in the willingness of students to talk and speak during the lessons, during which I employed pair work, group discussions, role-play, and reflective writing. These experiences strengthened the argument that students are more committed when they feel secure, motivated and honored. The self-renowned development in terms of

facilitating the classroom through eye contact, proximity, gestures, and positive reinforcement to me made me realize the importance of a teacher being present in developing the learning environment.

Another significant zone of learning was in classroom management. In mass production and with minimal resources, it was necessary to be patient, creative, and consistent in order to maintain order. I was taught how to use non-verbal cues, group roles and explicit instructions to keep the students active. These approaches allowed me to understand that being a good manager does not mean being strict but establishing a well-organized and supportive environment in which students do not think that they are pressured, instead of being guided by a good manager.

The internship also enhanced my professional discipline in lesson planning. The warm-ups, guided practice, production tasks and reflective homework preparation helped me realize how a properly organized lesson directly impacts student success. I was also able to learn the help of low-cost instructional materials such as charts, pictures, scenario cards, sticky notes and how to make them meaningful learning activities despite resource constraints.

The most influential learning experience was connected with teaching about sensitive issues like peace, conflict, environmental justice, and global problems. These teachings helped me understand the significance of emotionally keeping myself safe, being non-partisan, and humanitarily sensitive. Whenever I handled students more respectfully, they responded in a wise manner which made me understand that a teacher should have a guiding role in the young minds, as a kind and responsible individual.

Lastly, the internship enabled me to develop as an individual. The frequent reflections, observation of the senior teachers, and feedback allowed me to feel more confident about

my teaching skills. I also got to know that a good teacher is not only an instructor, but also a mentor, motivator, listener, and life long learner. This internship has only reinforced my desire to become a teacher who will introduce compassion, clarity and creativity into every classroom.

Chapter 9

9. Recommendations

9.1 Recommendations

Following the classroom observations, as well as the experience of teaching in Madrasha, the following recommendations can be offered to enhance the instruction of English language in the Madrasha setting:

According to all my observations of the classroom and while teaching Namuja S.S.I. Fazil Madrasha, some strategic changes might be implemented to enhance the teaching of English language in this resource-limited setting. To begin with, the communicative activities must be prioritized more since exposure to CLT and TBLT behaviors is a significant factor in enhancing the fluency, confidence and participation intensity in students. The increased amount of classroom time devoted to pair-work, role-play, group discussions, and solving problems based on tasks will help students to have meaningful communication rather than memorizing what is written in the textbook. Moreover, instructional resources should be made more relevant so that the lessons can be directly related to the culture of the students as well as their real-life experiences. Learning is more relevant and effective through examples, stories and situations they could have a personal relationship with. Meanwhile, it is also crucial to have a mixed-method approach. Although GTM cannot take over the classroom teaching, it can still find some selective application in teaching more complex grammar and vocabulary, particularly with weaker learners requiring help through translations.

Since technological means are not easily accessible in Madrasah classrooms, inexpensive instructional resources might be quite useful. Simple listening corners can be created with the use of mobile phones or recorded audio clips and this allows the students to acquire listening skills even without the multimedia equipment. Other non-verbal management strategies, like hand signals, eye contact, and situational proximity, may be used to assist teachers in maintaining order and facilitating pleasant communications in high classes. Moreover, the visual aids that are so actively used in the form of charts, images, diagrams, and hand-drawn illustrations can make the lessons more entertaining, approachable, and comprehensible to learners having mixed skills.

The teachers should also be allowed to develop professionally to maintain the long-term development of the pedagogy. Consistent teacher-training sessions about the communicative practices, management of large-classrooms, and interactive practices would assist in reinforcing the culture of teaching in the institution. Creating a peer-observation system, in which teachers are allowed to follow the classes of their colleagues and exchange comments, would promote cooperation and constant self-improvement. It is also necessary that the complete process of reflective teaching be practiced the teachers maintain journals or reflection notes analyzing what worked, what did not work, and the way the lessons could be better. All these measures help to maintain long-term, attainable shifts in the field of English language teaching, which is important because, despite the scarce resources of the Madrasha environment, learners will be able to obtain significant, productive, and up-to-date education.

Scope

The intern was scoped to the strategic aspect of being centered on the short-term effect and the pedagogical application of a particular setting. It was held in a period of three months at Namuja S.S.I. Fazil Madrasha, in Classes 11-12. The teaching context was confined to the use of CLT, TBLT, and GTM to the curriculum material of the English for Today of the NCTB.

Personal recommendation:

My internship experience taught me that teaching is a profession, but it is a fine art of shaping people and defining their lives. The first thing to be evolved is that a new teacher must enter the classroom with a curious heart and a compassionate mind. The most effective teachers continue to learn each day not only through books and the training process but also through different voices, mistakes, and dreams of their students. Meaningful teaching is based on patience, kindness and active listening. When the teacher shows respect to students, and makes them feel appreciated, then the classroom will be a good garden where confidence will grow and learning will be natural.

Key Limitations

Although the outcomes of the internship are insightful, it is prone to various limitations, which influence its generalizability and application. Since the study was done in one Madrasha and the environment was specific to that school, the results may be significantly

biased in context and are only applicable to all the schools in Bangladesh. The method of assessment was based mainly on the qualitative observations of the classroom in terms of engagement and fluency, and this methodology did not allow measuring the long-term linguistic progress and achieving quantitative results in terms of accuracy. Moreover, the lack of infrastructural provisions like multimedia tools like projectors, audio systems or digital materials limited the application of advanced ELT tasks especially the ones, which involve listening texts or the usage of visual presentation. A time issue was also a problem; communicative activities involving interaction with participants take long to develop, and the strict 45-60 minutes class time did not allow practicing as deep as possible to develop fluency. Such limitations signify the necessity of wider studies, better materials and duration of teaching in order to evaluate and develop teaching of communicative English in Madrasa schools.

Chapter 10

10. Conclusion

10.1 Conclusion

This three months internship at Namuja S.S.I. Fazil (Degree) Madrasha has given me a good understanding of the ground realities of English language teaching in a conventional learning environment. A combination of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) made together with the grammar translation method (GTM) allowed for inducing a greater level of student engagement, fluency and confidence in using English in general.

Although there are obstacles, including the large use of class size, lack of technological facilities, and prevailing traditional pedagogic model, the internship revealed that it is indeed possible to attain meaningful learning when being creative, adaptive, and student-centered in the teaching process. Low cost instructional resources, interactive assignments and contextualized tasks contributed to bridging the gap between theory and practice.

This internship was a chance not only to enhance my knowledge of theory in ELT but also to develop as a teacher because it gave an opportunity to plan my lesson, manage the classroom, and become a more thoughtful person. Overall, the experience has shown that

the balanced, flexible, and context-sensitive approach is the key to the improvement of the results of learning the English language in education based on madrasas in Bangladesh.

It was not only that this internship enhanced my theoretical knowledge of ELT but it made me a better teacher through enhanced lesson planning, classroom management and being able to reflect. In general, the experience proved once again that a balanced and flexible, context-sensitive approach can be taken in order to enhance the achievements in the field of the English learning process within the very context of the Madrasha-based system of education in Bangladesh.

Chapter 11

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Chapter 12

12. Appendix

12.1 Internship Certificate



স্মারক নং ৩৭.০২.১০২০.০০০.৫৭/২৫
 প্রেরক : অধ্যক্ষ/সম্পাদক
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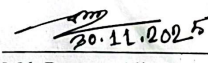
তারিখ : ৩০.১১.২০২৫

INTERNSHIP CERTIFICATE

This is to certify that Md. Mushfiqur Rahman (ID:221-10-880), son of Md. Azizer Rahman & Mst. Morsheda Begum, a student of BA in English at Daffodil International University, has successfully completed his internship as an English Teacher at Namuja S.S.I Fazil Degree Madrasah from 01 September 2025 to 30 November 2025 (3 Month).

During this period, he was assigned to teach English to Class XI-XII students. He carried out his duties with sincerity, dedication, and professionalism. His teaching skills, command over the subject, and positive engagement with students were highly commendable.

We acknowledge his valuable contribution to the institution and wish him continued success in his future academic and professional career.


 Md. Rustam Ali
 Principal
 Namuja S.S.I Fazil Degree Madrasah
 Bogura Sadar, Bogura

12.2 Internship Picture



13.3 Plagiarism

221-10-880			
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