



Project Paper with Internship on

## **"Classroom Realities: A Report on My Primary School Teaching Journey"**

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Submitted by-

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

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## Declaration

I, Abida Farhana Ringki, ID: 221-10-979, hereby declare that the project work titled “**Classroom Realities: A Report on My Primary School Teaching Journey**” has been completed by me independently. This project was conducted under the supervision of Dr. Md. Mostafa Rashel, Associate Professor of Linguistics, Department of English, Faculty of Humanities and Social Science, Daffodil International University.

I affirm that this report is submitted in partial fulfillment of the requirements for the completion of my Bachelor of Arts (Hon’s.) in English degree at Daffodil International University.

I further declare that this work is original, and all sources and references used have been duly acknowledged. No part of this report has been plagiarized or copied from any other work.

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## Certification of the Supervisor

This is to certify that Abida Farhana Ringki (ID: 221-10-979) has successfully completed the Project Paper with Internship under my supervision. As part of this course, she observed and conducted several classes at Bhelapukur Bhelajan Govt. Primary School.

Throughout the internship, she maintained regular communication with me, followed my guidance, and provided timely updates on her progress. She demonstrated dedication, professionalism, and a strong commitment to her responsibilities.

Her efforts and successful completion of the internship tasks reflect her academic competence and dedication to learning. I am pleased with her performance and endorse her for the viva-voce and academic recognition.

I extend my best wishes for her future success.



.....  
**Dr. Md. Mostafa Rashel**  
Associate Professor of Linguistics  
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## **Acknowledgment**

All gratitude and appreciation are to the Almighty Allah for His abundant blessings, which allowed the internship to be completed successfully. I extend my sincere appreciation to my respected supervisor, Dr. Md. Mostafa Rashel, for his patient guidance, enthusiastic encouragement and valuable suggestions and thoughtful feedback. His expertise and encouragement have been instrumental in the successful completion of this project. Without his supervision, navigating the challenges of both the internship and report writing would have been significantly more difficult.

I am also deeply grateful to the Head Teacher of Bhelapukur Bhelajan Govt. Primary School for granting me the opportunity to undertake my internship at the institution. Additionally, I extend my heartfelt thanks to the other teachers, office assistant and the students of Bhelapukur Bhelajan Govt. Primary School for their assistance and cooperation throughout my internship period.

And finally, I would like to express our appreciation to my parents and other teachers of DIU for their unwavering support and assistance in getting us to this point. Additionally, I would like to thank my friends for their encouragement and support during the study.

## **Abstract**

This report examines the realities of primary school teaching based on my internship experience at a rural educational institute in Bangladesh. It also aims to provide an in-depth analysis of the current state of English language education in Bangladeshi schools, with a focus on the challenges and opportunities it presents. Through classroom observation, hands-on teaching experience and student interactions, the study explores the effectiveness of teaching practices and challenges faced by students and teachers.

As part of my Bachelor of Arts in English program, I completed an internship at Bhelapukur Bhelajan Govt. Primary School, where I observed and analyzed the teaching methodologies, classroom interactions, lesson planning, and overall effectiveness of English instruction.

The findings highlight several limitations, such as traditional lecture-based methods, inadequate teaching materials, and students' less confidence in speaking English. Despite these limitations, students displayed curiosity and strong participation in interactive and student-centered activities like group work, quizzes. This study highlights urgent need for improved teacher training, enriched class materials and key factors influencing English language education, including teaching strategies, curriculum design, logistical support, teacher competency, and student engagement.

Overall, this internship explores both the strengths and limitations of the current system while identifying areas for improvement. Also, this paper offers valuable insights into the effectiveness of English education in Bangladeshi schools and suggests the importance of adopting more engaging and effective teaching methods to enhance student learning outcomes.

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# Chapter One

## 1.1 Introduction

Primary education is very important in shaping the basic intellectual and emotional foundation of children, especially in rural areas of Bangladesh, where education is full of challenges due to social and economic conditions. This report, “Classroom Realities: A Report on My Primary School Teaching Journey”, represents my teaching experience at a rural primary school in my area named Bhelapukur Bhelajan Govt. Primary School. It also documents my internship as a part of my Bachelor of Arts in English program in Daffodil International University.

This study explores the teaching & learning process, student engagement in English learning, classroom management and the challenges faced in teaching and learning. Through regular classroom observation of, hands-on teaching practice, and interaction with students and teachers in these three months I gained knowledge of the gaps between theoretical teaching methodologies and real-life classroom realities. However, issues such as limited learning materials, lack of skilled teachers, ineffective teaching strategies and fear of learning English affect the effective education especially in rural areas.

This reports highlights my experience and observations, challenges and opportunities in English education, recommendations for improving teaching practices in rural classrooms and aim to contribute to clearer understanding of how rural primary education functions on the ground and how it may be improved in the future.

## **1.2 Project Paper Objectives**

This project paper is a requirement for the B.A. (Hons) in English program and aims to provide real classroom experiences during teaching practice, teaching techniques employed in teaching English and major problems affecting classroom learning in Bangladeshi rural schools. The study also evaluates the effectiveness of current teaching practices & techniques and provides recommendations for improving primary education, especially in English in rural schools of Bangladesh.

### **1.2.1 Objectives of the Internship**

. The primary objectives of this internship are:

- To gain practical teaching experience in a real classroom.
- To understand classroom behavior, management, and learning styles.
- To observe teachers' methods and compare them with modern strategies of big city schools.
- To assess & improve my own teaching skills and confidence.
- To identify student learning gaps and explore ways to support them.

## Chapter Two

### 2.1 Methodology

At first, I was concerned about selecting the institution for my internship. Then I started to find an educational institute in Dhaka city. But suddenly I realized education system in Dhaka city is far developed than the rural areas. That's why I chose an institute from my village to see the conditions of learning & teaching English in the rural area of Bangladesh. It was the school where I started my educational career in class one named Bhelapukur Bhelajan Govt. Primary School. It offers education from Pre-Primary to Class five and is conveniently located near my house.

To initiate the process, I formally requested a meeting with the Head Teacher of Bhelapukur Bhelajan Govt. Primary School to seek permission for completing my internship. During our discussion, I explained the purpose of the internship and its significance for my degree. As the head teacher used to know me from my early age, she happily granted me full permission to undertake my internship at the institution and showed a great support and enthusiasm.

As per the requirements of my project paper, I informed her that I needed to teach & observe classes for a minimum of 90 days. The principal provided me with full facilities to carry out all necessary activities to ensure a smooth and effective completion of my internship.

The internship was carried out through systematic planning and observation. The following methods are used:

- **Classroom Observation:** I observed multiple classes to understand teaching techniques, student engagement & behavior, teacher-student interaction, and classroom conditions.
- **Interviews and informal discussion with Teachers:** I engaged in discussions with experienced teachers to understand effective classroom management strategies, teaching methodologies, institutional challenges and educational limitations.
- **Subject Selection:** I identified relevant topics that would be most beneficial for students.

- **Documentation:** After each class, I found out points that describe what worked and what needed improvement in my teaching.

Throughout the internship, the class teachers provided valuable guidance and support, helping me refine my teaching methods and improve my classroom management skills. Their mentorship played a crucial role in enhancing my ability to connect with students and deliver lessons effectively.

This internship not only enabled me to gain practical teaching experience but also deepened my understanding of student-teacher dynamics and the condition of education in rural areas in the context of English language education in Bangladesh.

## Chapter Three

### 3.1 Institution Details

#### Institution Details

**Institution Name** : Bhelapukur Bhelajan Govt. Primary School

**Time** : 9 to 4 pm

**Location** : Bhelapukur, Bhelajan, Thakurgaon.

**Established Year** : 1945

**Land** : 0.33 acres

**Number of Teachers** : 5

**Number of Office Assistant: 1 Number of Students** : 193 **Academic**

**Level** : Pre-Primary to Class Five

**Teachers' Qualification** : B.A

Bhelapukur Bhelajan Govt. Primary School was founded in 1945. It follows the national curriculum of Bangladesh to educate its students. It is directly operated under Upazilla Primary Education Office.

This school is one of the renowned primary schools in my area with a high success rate in scholarship exam. Every year at least 5-10 students get scholarship at class five scholarship exams.

## Chapter Four

### Class Observation Reports

#### 4.1 Class Observation 1

|       |                     |
|-------|---------------------|
| Date  | 12th October, 2025  |
| Time  | 11:00 AM - 11:50 AM |
| Class | V                   |
| Topic | Passage Reading     |

#### Class Observation Report

##### Class Observation: Day One

On my first day at 12th October, I observed a class of the students of class V taught by Mst Taslima Akter starting from 11 am. The session ended at 11.50 lasting about 45 minutes. At first, Mst Taslima Akter introduced me to the class, informing them that I was there to observe their lesson. The students greeted me warmly. After the introduction, I took a seat at the back of the classroom to observe without causing any disruption. The topic of the lesson was "Passage Reading", named as "It was a great day!" at page 82 of the 'English for Today' book of class V.

The class began with checking the homework from previous class. Those who had completed the homework were asked to submit the homework and those who hadn't completed were given punishment. Then the teacher started reading out the passage line by line with Bangla meaning. During the read out session, he cleared the meaning of the new words of this passage. To enhance clarity, the teacher used the whiteboard for explanations and provided additional reference materials for the students to review later. Though the teacher used the whiteboard, most of the time she relied heavily on the lecture based explanations.

This teaching method was traditional with limited student's interaction. During the initial part of the class, the students remained attentive and quiet. However, as the lesson progressed, the classroom gradually became noisier, and some students lost concentration. The teacher faced challenges in maintaining their focus. Then the teacher asked some students to read out the passage loudly. She cleared the student's pronunciation mistakes in read out session. Then also asked some students meaning of words from the passage. At the end of the session, the teacher assigned homework for the next class. By then, the bell had already rung, requiring him to take extra time to complete the lecture and mark attendance.

The main issues I observed during the class were that while some of the students were asking questions to the teacher, most of the students were hesitating to ask questions. Also the teacher struggled with the classroom discipline and failed to show interactive methods with students. Also the abrupt closure of class without summarizing the topic caught my eyes. Although the teacher demonstrated dedication, his instructional style highlighted the need for more modern and interactive teaching strategies to enhance student engagement and learning outcomes.

## 4.2 Class Observation 2

|       |                     |
|-------|---------------------|
| Date  | 21st October , 2025 |
| Time  | 10:00 AM - 10:50 AM |
| Class | IV                  |
| Topic | Calendar Reading    |

### Class Observation: Day Two

On October 21th, 2025 I observed my second class, which was conducted by Mst Taslima Akter for Grade IV. The class, focusing on Calendar reading from the English For Today of Class IV at page 60, started at 10:00 PM and ended at 10:50 PM. A total of 21 students were present.

In this session, the main focus was to introduce students with the calendar and to teach the students about all the information of the calendar. The teacher began the class by calling students by name, immediately capturing their attention. As soon as the lesson commenced, students showed enthusiasm for the new topic. At first, the teacher showed a calendar to the students. Then he told the number of months in a year and their names. Then he showed how to find date in a calendar and number of days in each month. Also the teacher showed the days in a week. The students took notes while listening attentively.

Following the introduction session of the calendar, the teacher asked students to find date in the calendar one by one. Students were getting interested in this method. The teacher also asked some questions to some students. To conclude the lesson, the teacher assigned homework, instructing students to memorize the names of days in a week, months in a year and the number of days in each month.

In this class, I observed that students were more engaged when they saw the new topic of calendar reading and participated in the question-answer session very actively. They were having fun finding the dates on the calendar. Sometimes, new and practical topics made the students cheerful in their studies. This class was more interactive than the previous class I observed.

## Chapter Five

### Teaching Experience

#### 5.1 Teaching Experience: First Class

|                 |                                |
|-----------------|--------------------------------|
| Topic           | Parts of Speech                |
| Class           | V                              |
| Teaching Method | GTM/CLT                        |
| Subject         | English 2 <sup>nd</sup> paper  |
| Date            | 27 <sup>th</sup> October, 2025 |
| Time            | 50 minutes                     |

On October 27, 2025 I conducted my first teaching session for Grade V at Bhelapukur Bhelajan Govt. Primary School. The session started at 1 pm and continued to 1.50 am. Before this session, I had prepared a notes on parts of speech.

I began the lesson by introducing myself in English and expressing my excitement about being their teacher. First I introduced them about parts of speech through the words of a sentence. Then I showed them classification of the Parts of Speech in very basic level. I observed their limited knowledge about parts of speech. Then I started showing them examples of sentences and letting them find parts of speech in the sentence. And I corrected them when they were getting wrong and told the reason behind this. In this process, I had to interact with almost every students of the class. To ensure better understanding, I used Bengali alongside English examples as they are more familiar with their native language.

At the end of the lesson, I had given them some sentences and told them to identify the parts of speech of every words as homework and told them to show it to their class teacher on the next

class. I noticed that the students were much more engaged when they had the opportunity to participate in finding solutions rather than just receiving information passively.

## 5.2 Teaching Experience: Second Class

|                 |                                |
|-----------------|--------------------------------|
| Topic           | Tense                          |
| Class           | V                              |
| Teaching Method | GMT                            |
| Subject         | English 2 <sup>nd</sup> paper  |
| Date            | 2 <sup>nd</sup> November, 2025 |
| Time            | 50 minutes                     |

On 2<sup>nd</sup> November, 2025 I conducted my second class for V. The class started from 11 am and the lesson for the class was tense. At first, I asked them how their study were going. Then I told them about today's topic which is Tense. I introduced tense to them by defining different timelines. In this case, I used real-life examples such as "I am eating/ I ate/ I will eat" to help the students understand tense.

Then I showed some basic classifications of tense. And with some daily life examples, I further introduced them to different types of tenses. Then by forming groups, I had given them tasks to identify the tense of a passage in their 'English for Today' book. Some of the students faced difficulties but I cleared their confusion with much care. Then I wrote some examples in the board and asked them one by one to identify the tense. The students eagerly responded, showing enthusiasm in answering the questions.

At the end of the lesson, I gave them feedback on their performance and asked for their thoughts on the class. They expressed gratitude, making it a fulfilling experience.

### 5.3 Teaching Experience: Third Class

|                 |                                         |
|-----------------|-----------------------------------------|
| Topic           | Passage Reading and Picture Description |
| Class           | V                                       |
| Teaching Method | CLT                                     |
| Subject         | English 2 <sup>nd</sup> Paper           |
| Date            | 6 <sup>th</sup> November 2025           |
| Time            | 50 minutes                              |

On November 6th, 2025 I conducted my third class for V in English Subject. The class started at 11:00 AM and ended at 11:50 AM.

This session was about “Passage Reading & Picture Description”. For this we chose the passage ‘Cyclone Aila’. At first I had one student read the passage aloud while I explained each part in Bengali. The other students followed along in their books, identifying unfamiliar words. In the meantime I also asked them the parts of speech of the words and tenses of the passage to see if they remember their previous classes. Even though some students couldn’t answer, maximum student were actively answering the questions. I felt happy seeing this.

After reading, I wrote ten short questions on the board and asked them to answer. This allowed me to assess their comprehension. For this, I formed some group. By discussing in the group they were answering the questions confidently and they got eight out of ten questions. Then we move onto the picture description, where I show them picture of ‘Cyclone Aila’ topic and told them to make some sentences about these pictures. Though many students were confused about it, some brilliant student immediately moved into action. Then I made the weaker student understand how to make sentences based on a picture. I also made the brilliant student help the weaker one in this case.

Then most students were successfully generating sentences, demonstrating their understanding of the topic.

By the end of the class, the topic was thoroughly covered, and students left with a clearer understanding of voice change. Then as a homework, I opened pictures from the topic “Stay Safe”. And told them to write at least two sentences for each picture and show this to their class teacher. After this, I had given the feedback of their performance in the class and also asked how the class was. Then the bell rung and I ended the class by bidding farewell.

### **Challenges & Key Takeaways of these classes**

The primary challenges I faced during this session were students' hesitation to communicate in English. Many students felt unsure about speaking the language, likely due to their limited proficiency. Also, the students were feeling uneasy to ask questions. However, when I gave them the floor to ask in Bangla and told them not to hesitate, they felt relieved and asked questions regarding the topics. I found that using familiar examples and encouraging participation allowed them to gain confidence gradually.

At the first teaching experience, I was also a little bit nervous. Also, the students were making noise. But after I made the class more cheerful by using examples reflecting in their daily lives, they got attentive. Actually, I tried to use relatable, real-life examples and active participation in making English lessons more engaging and comprehensible. I engaged my high performing students to help the weaker ones. Also I engaged them into paired and grouped tasks. Moving forward, I aim to implement more interactive techniques and create a more inclusive environment where students feel comfortable learning and experimenting with the language

## **Chapter Six**

### **Findings, Limitations and Recommendations**

#### **6.1 Overall Findings**

##### **School & Classroom Environment**

The surroundings of the school are not well-maintained. The classrooms and corridors often appear unclean, with garbage scattered around. Many classrooms are overcrowded as there are limited seating arrangements. Accommodating 40-plus students will make individual attention difficult. Classrooms are poorly ventilated, with weak lighting. Additionally, there is no big playground for students, which limits their opportunities for recreational activities. The walls have faded paint, and the classrooms appear dull and uninviting. Walls are often bare, lacking educational charts or visual learning aids. The school is situated beside a busy main road, lacking open spaces, which may contribute to students feeling disengaged and demotivated.

##### **Teaching Materials and Resources**

There were scarcity of teaching aids such as charts, posters and only one projector for the whole school. As a result, lessons heavily depend on blackboards and textbooks also no supplementary books or storybooks available. Also I found there were no English dictionaries in the school, leading to vocabulary dependency on teachers.

##### **Teacher Practices & Lesson Delivery**

Teachers delivered lessons in their usual manner which were mostly book-centered. And the lessons were not prepared which results in unorganized lesson delivery. Also there was very minimal use of English neither by the teachers nor by the students. All explanations and discussions were conducted in Bangla even in English classes, which limits students' exposure to English. Teachers often focus on finishing the syllabus rather than developing understanding.

### **Student Behavior and Engagement**

Though students show curiosity and interest in learning, there were lack of confidence in speaking or reading English. Also many students were hesitating to ask questions due to fear of punishment or embarrassment. As the teachers were primarily focused on completing the syllabus, which left little room for student interaction or discussion. Group activities and pair work were completely absent. At the start of the class students remain attentive, but as time passes their attention fades and they start to talk with each other. As a result, the class become noisier and teacher struggles to maintain classroom discipline. Students depend heavily on memorization not comprehension.

### **Teacher Availability**

The school faces a shortage of English teachers. As there was only one dedicated teacher for English subject. In the absence of the English teacher, a Bangla teacher often takes over English lessons, which may not be ideal for students' language development.

### **Assessment Practices**

The evaluation is mostly done through copy checking and occasional verbal questioning. Formative assessments like quizzes, puzzles are mostly absent. Students' understanding is rarely tested beyond the textbook format. Evaluation basically is done by half yearly and final exams. As a result, students only learn English for exams, not communication.

## **6.2 Limitations & Challenges**

### **Lack of Trained English Teachers**

Primary schools in rural areas of Bangladesh generally have only one English teacher who is also not properly trained in ELT (English Language Teaching). As a result, teachers often struggle with their own pronunciation, grammar and fluency. Also low salary of teachers often lead to high teacher turnover. And lack of motivations affect lesson quality.

### **Dependence on Traditional Methods**

Teachers mostly read out the passages and translate it in Bangla. As a result, learning becomes boring, passive and mostly memorization based. Brainstorming or thinking activities are barely seen. Thus students lack critical thinking, creativity and problem solving skills. Also there are no advance teaching aids like charts, poster, audio tools or visual materials, which can make learning more interesting. Also group activities are barely seen in classes as the teacher's main focus is in finishing the syllabus.

### **Weak Classroom Management and Communication Barriers**

Students in the class can't keep the attention all the time because of these traditional teaching methods. As a result, the students talk in class with each other, wander and lose focus easily. Teachers often struggle to control the students. Lack of structured classroom rules and interesting methods of teaching are the reasons behind these. Also students feel shy to ask in English due to the fear of mistakes. Also teachers themselves avoid speaking English for comfort.

### **Socio-Economic Barriers and Parental Involvement**

Many students come from low-income families and cannot afford private tutors. Also Parents often have limited education. As a result, parents rarely check homework or attend meetings. Also children lack emotional and academic support from home. Students frequently miss school due to family responsibilities, fishing, farming, or household chores.

## **6.3 Self-Reflection**

For the last three months, I have had the opportunity to teach English at Bhelapukur Bhelajan Govt. Primary School. This experience has allowed me to develop a deeper understanding of classroom teaching and the challenges that come with it. Here are some points reflected in my teaching experience and I need to improve in future

## **Lesson Preparation**

I prepared my lessons before I taught in the class. I designed three different lesson plans, each based on different teaching methodologies. Before finalizing them, I consulted with the school's teachers about the lesson topic and methodologies to gather their input. However, time management remained a challenge during lesson execution, as I often found it difficult to cover all planned activities within the allotted class time.

## **Lesson Delivery**

I tried to deliver lessons as effectively as possible, following the structure outlined in my lesson plan. In this case, I delivered the lesson mostly in English for their participation in English learning. However, some students struggled to understand it, I needed to move to Bangla sometimes. I tried to use the picture in their book for making the class interesting. Also I tried to employ real life examples to explain different concepts.

## **Student Engagement**

I tried to make my class mainly student-centered, as a result students were highly active and engaged throughout the sessions. In this matter, I conducted group works, pair works, quiz session and question & answer session. They eagerly participated in class discussions, activities, and grammar exercises, making learning an enjoyable and interactive experience.

## **Learnings from the Internship**

Through this internship, I understood the current scenario of primary education in rural areas of Bangladesh and the challenges and limitations faced by the students and teachers. Also I gained valuable hands-on experience by teaching and observing classes at this institution.

I observed how teachers conduct lessons, manage classrooms, and interact with students. How to capture students' attention and maintain their focus. From the observation, I tried to apply these during my teaching session. Also I applied new methods mentioned above to gain the students' attention and make the learning more cheerful. Also I learned about students' weak knowledge in English grammar, pronunciation, spelling and sentence structure. During a discussion with the

English teacher of the school, I recommended some advance teaching methods like group works and visual presentation through projector.

However, the most significant takeaway from my internship was the importance of interactive teaching methods to enhance learning. Also the understanding how to teach in a way that is both engaging and effective. The experience, along with the support of the teachers and students, has been invaluable. I will always be grateful for the lessons I learned during this internship.

## **6.4 Recommendations**

### **Improve Teaching Methods & Pedagogical Practices**

- Use communicative English Language Teaching (CLT), where teacher needs to promote speaking activities and focuses on communication over memorization □ Introducing phonics to the students for better pronunciation.
- Apply activity based learning which includes word matching games, quiz competitions, picture-based storytelling etc.

### **Employ Teacher's Training & Professional Development**

- Train teachers with modern teaching methods and techniques, classroom management, lesson planning and assessment strategies.
- Improving English proficiency of teachers which will reduce the communication barriers in English with students.

### **Enhance Classroom Environment & Classroom Management**

- Always keep the classroom clean and ensure proper classroom facilities like fans, bright light.
- Display charts, visual aids, positive message and vocabulary posters in class wall.
- Improve seating arrangements with proper spacing.
- Establish class rules & routines and try reward based discipline

**Provide Teaching Materials and Integrate Technology**

- Schools should provide word charts, enough dictionaries, storybooks to improve vocabulary and comprehension.
- Introduce multimedia in classrooms to make lessons more engaging and interactive through the use of technology.

**Improve Parental & Community Involvement**

- Conduct monthly Parent Meetings to inform them about students' attendance, homework and learning progress.
- Tell parents to help their children with homework, practicing alphabets and to encourage them with regular study habits
- Involvement of local educated people in school meetings and different activities.

## **Chapter 7**

### **Conclusion**

This report has showed a detailed exploration of the realities of primary teaching in the rural areas of Bangladesh. It highlights students-teachers relation in classroom, students learning and institutional limitations. Through classroom observations and hand-on teaching experience, it is clear that changes are required in teaching. The report also mentioned the challenges exists in rural area's primary education, especially in English learning. The findings of this report also recommend several improvement in different sections.

This report also reflects my overall experience as a teacher, where I tried to apply my knowledge, skills, and efforts to enhance the learning environment at the school. Throughout this process, I identified the major challenges students face in learning and assessed their existing skills.

Ultimately, I want to say this journey has been a transforming experience for me, improving my teaching competencies and understanding teaching methodologies. It confirms that with proper guidance and innovative teaching methods, primary education in rural Bangladesh can gain significant progress and truly fulfill its role in shaping the future generation.

## Plagiarism Result

Plagiarism result for this report has been found about 11% and AI has been found less than 20%. Details are given below:

