



Daffodil
International
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Internship Report On
My Experience as an English Language Teacher at a Secondary School in Bangladesh

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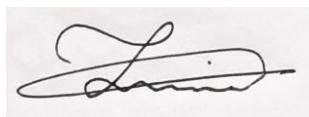
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This Report is Presented in Partial Fulfillment of the requirements for the degree of Bachelor of Arts in English.

Declaration

I, Tasmid Ahmed, hereby affirm that the internship report titled "My Experience as an English Language Teacher at a Secondary School in Bangladesh" is entirely my original work. All the information, data, and insights presented in this paper are the result of my own experiences and observations during my internship as an English language teacher at Nabarun High School. Under the guidance of Md. Delowar Jahan, Lecturer of the English Department at Daffodil International University, I finished the report. It is an original piece of work done for the course "Project Paper with Internship" (Course Code ENG: 431) as part of the B.A. (Hons.) in English. I further certify that this report has been presented solely for this purpose and was not handed into any other institution for any other award, certificate, degree, or purpose. It represents my genuine and sincere effort to share my experiences and knowledge as an English language teacher.



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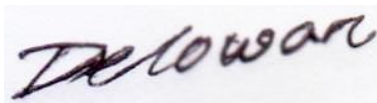
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Certification

To certify that Tasmid Ahmed, ID: 221-10-877 is a student of the Department of English, at Daffodil International University. I am quite happy that he worked hard to write this report and completed the project paper under my guidance. Since he has not turned in this report anywhere else, all of the data and statistics it contains are entirely real. I hope he achieves all his goals, personally and professionally.



Md. Delowar Jahan

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Acknowledgment

Before I begin, I would like to thank Allah Almighty. Then, I want to express my gratitude and admiration to Md. Delowar Jahan, who is my supervisor. I would like to thank him for his persistent help, smart counsel, and thorough observation, which enabled me to complete my project report on time. He offered me a lot of insightful counsel and that enabled me to complete this internship. Then I express my heartfelt gratitude to Kanak Rahman, the respected president of Nabarun High School, for providing me with the opportunity to complete my internship there. I am grateful to Nabarun High School's Headmaster, Mohammad Sirajul Alam, for his invaluable assistance. I would like to thank Nabarun High School's English teachers, Mohammad Sirajul Alam and Md. Mujibur Rahman. Their affection and encouragement enabled me to finish my coursework. I express my gratitude to the younger learners who assisted me and participated in my lessons. I would like to thank everyone who has provided me with a variety of tools, encouragement, and guidance during this internship, all of which have enabled me to complete it.

Abstract

The primary goal of this internship paper is to offer a realistic image of the English language teaching system in secondary schools in Bangladesh. I observed three classes and taught lessons in a secondary school to gather data and information for this intern paper. Class observation provided me with insight into how secondary school teachers typically conduct lessons. During my observation of classes, I tried to find out more about the ways that the teachers were instructing the English language, including their methods, styles, learning styles, teaching resources, evaluation procedures, interactions with the students, and general classroom conditions. I was able to gain a better understanding of the skills and limitations of Bangladeshi secondary school English teachers thanks to this observation. After attending the classes, I realized the most engaging and successful way to hold students' attention. Below is a detailed summary of my observations and teaching experiences, including all resources and information that appear to be required.

Keywords: Internship, class observation, learning styles, teaching resources, evaluation procedures, classroom conditions, attention of the students.

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Chapter 01

Introduction

The International Language or English is still the most dominant and widely used language in the world, so there is some development in our contemporary society, especially communication. But the picture is often another in the language education system in most of the Asian countries more so Bangladesh. In this country, students are known to take English as a course to be examined and their main concern is grades and not the fluency or mastering it. This attitude does not allow the students to actually understand the content of learning English, which constrains their ability to communicate and compete effectively at the international level. The English language teaching in Bangladesh is still problematic despite a few efforts to reshape the curriculum.

In schools, teachers use assessment to inform them of the areas that require additional instruction and learning as well as know the current understanding of the learners. Bangladesh English language test in school is summative in which the understanding skills and memorization of the students are tested. Another skill such as presentation of learners, synthesis, critical thinking, and analysis are barely considered to be important in evaluation (Begum and Farooqui, 2008).

I always dreamed to be a teacher in my life. Then I will have finished at this kind of internship in a high school and I would then be able to teach a little. And also, anyway I learned very much during that trip and tried my best to adapt myself for this new life. I will be talking about two of these events in my report. I would also point out how I have tried to utilize what I have learnt in the course of my undergraduate years in Daffodil International University in my teaching. My internship officially commenced in the fall of 2025.

Chapter 02

Objectives of Internship

The core idea of the project activity is to learn more about the present state of the English learning methodology and language teaching, which is widely used mostly by the teachers of secondary schools in Bangladesh. The following is also the list of the objectives of the project paper:

- To comprehend the teaching techniques and strategies employed by secondary English teachers.
- To pursue and learn the resources and procedures used in teaching English language.
- To look into the way that a classroom in secondary school is currently configured.
- In order to understand how teachers treat kids and how much effort they put in their work, whether they are nice or not and whether they show the same attention to each student or not.
- To show how the instructor makes the lesson effective, funny to the students and how they motivate students to ask questions.
- To emphasize upon ways in which educators can make their lessons more effective and productive.

Chapter 03

Methodology

3.1 Choosing the Educational Level of the Internship: I have always desired to be a teacher. I did not have any teaching experience, though. I first believed that I would have a hard time learning the psychology of children as I teach in a primary school, and the possibility of an internship at the upper secondary is not that much. I therefore settled on a secondary school. The psychology of the secondary school students is easier to understand as compared to that of the primary school students and there are numerous semi-government secondary schools where internship opportunities can be offered.

3.2 Choosing an Institution: I put a lot of thought before I decided to undertake my internship in the school that I had studied. Luckily, I got an internship in the school after discussing the matter with the president. I must say I was lucky to receive good support from the teachers and especially English teachers and the head-teacher. Then I successfully proceeded with my internship in that institution.

3.3 Choosing Class: I will be required to take classes in grades six through ten as I am a student in the English Department. However, to conduct class observation, I discussed with the head-teacher and was given the chance to observe three classes in classes eight and nine.

3.4 Internship Process: To get the true scenario of English language teaching in Bangladesh, I have audited three classes also taught many classes in one of the institutions of secondary level.

Chapter 04

Details of Institution

Name: Nabarun High School

Location: Arongobad, Betila-Mitora, Manikganj, Dhaka, Bangladesh.

Established: 1970.

Total Classrooms: 26

Total Students: 1450

Total Teachers: 21

Total Staff: 4

Playground: 1

Academic performance: The overall performance of the school is satisfactory and the school is establishing its reputation on an annual basis.

Financial Status: The school is given half the financial assistance by the government since it is considered as a semi-governmental organization. The funds required to maintain all the school activities are through admissions, examinations and monthly school tuitions which also include expenditures on extracurricular activities such school development.

Cultural Activities: The management of the school holds various cultural events including rallies and sports competitions, practically once a year. Educators will always want their children to join such programs. They also celebrate Pahala Baisakhi, International Mother Language Day, Independence Day and Victory Day. Moreover, the students also have their class parties every year.

General Factors: Clean washrooms, classrooms, a small library, a generator and a playground.

Chapter 05

Report on class observation

To complete my internship report, I was required to audited some other classes taught by teachers. I attended three classes of English in classes Eight and Nine. The observation report of the classes I attended is as below:

Class observation Report 1: [Class Nine]

Course Teacher: Mohammad Sirajul Alam	
Institution Name: Nabarun High School	
Description of the Classroom	
Classroom Capacity: The classroom is of a moderate size, with the capacity to hold 40 to 50 students.	Ventilation: The classroom has one door and two large windows on one side. Thus, there is enough ventilation to allow for air and sunlight.
Seating Arrangement: Both high and low wooden benches are present in the classroom. Each bench can accommodate four students. There are three columns and five to six rows of seats.	Lights and Fans: For enough air and light. The classroom is equipped with two lights and four fans.
Environmental Conditions: The surrounding environment is considerably more supportive and calmer because the school is in a village.	Teaching Tools: Markers, dusters and a long whiteboard, are provided in the classroom. They can help teachers manage a class.
Students Details	
Students' Academic Level: They are at the pre-intermediate level because they are in class nine.	Average Age of Students: They are around 14 to 15 years old.

Language Level of the Students: pre-intermediate.	Total Students: They were around 40 students.
Lesson Outcomes: The lesson's purpose is to solve the exercises based on a passage from their textbook titled "Zainul Abedin, the great artist."	
Teaching Tools: Marker, whiteboard, textbook, duster. Textbook: English for Today. Class Nine Ten. National Curriculum and Textbook Board, Bangladesh.	

Experience of the class observation 1

On the 2nd September 2025, I was attending a first day class in Nabarun High School at Arongobad, Manikganj. It was a forty-five minutes lesson. The class size was about forty students. The class was headed by Mohammad Sirajul Alam, a teacher of intellectual nature with a very strong individuality to inspire students and the entry level English tutor in the school. It was an English first paper lesson. As we entered the room, he received me in the class and told me why I was there. It was great when the students received me with politeness and sincerity. I also greeted them. Thus, I took myself to the seats on the last bench of the left row to have a good view of the classroom. He made sure they got comfortable and then he talked about the subject at hand that they are covering today. Since they were reading together the chapter, he calls up one of his students in front of the class and ask him to read the chapter. This is a confidence builder for reading. He read it to one of the classes and translated the meaning in Bengali and introduced some new words. He has divided the chapter into small sizable segments that could be digested by each student in the classroom. He then asked them to respond to the questions which were positioned below the passage. He gave them a ten-minute time to respond to the questions. It was positive that the majority of the students answered at the appropriate time. He complimented the children who improved the quality of their writing. Most of the lessons were conducted in Bengali. The students can easily comprehend due to the fact that Bengali is their mother tongue. His presentation skills are of such high caliber that they can make anyone interested.

Class Observation Report 2: [Class Eight]

Course Teacher: Mohammad Sirajul Alam	
Institution Name: Nabarun High School	
Classroom Description	
Classroom Capacity: The classroom is big enough to accommodate 40-50 students.	Ventilation: On both sides of the classroom, there are two large windows and one door. As a result, there is sufficient ventilation for both sunlight and air.
Sitting arrangement: The room can hold 40-50 students. There are five to three columns and five rows of benches.	Lights and Fans: For enough air and light, the classroom is equipped with two lights three fans.
Environmental Conditions: The environment of the local area is supportive.	Teaching aids: Marker, Whiteboard, and Duster.
Students Details	
Language Level of the Students': They are at the beginning level because they are in class eight.	Average Age of Students: They are around 13 to 14 years old.
Lesson Outcomes: The lesson is on a passage from their textbook named “River gypsies in Bangladesh” and solves the exercises.	
Teaching Tools: Marker, whiteboard, textbook, duster. Course Book: English for Today. Class-Eight. National Curriculum and Textbook Board, Bangladesh.	

Experience of the class

On the next day, at 10.15 a.m. I observed t my lesson to class 8 of Nabarun High School for the second time. The class lasted 45 minutes. There were about 38 students. The teacher for the class was Mohammad Sirajul Alam. The instructor started by introducing me to the class and explaining why I was introduced there. I was a guest and they were guests. I took a seat on the far left-side rear bench so I could also watch their activity. Several minutes after this, there was no electricity anymore. Their generator was not working that day. I also observed that some students were not attentive in the classroom and they were talking to each other. It is also very obvious that the instructor noticed that too. Having stopped to explain the subject, he proceeded to narrate one of his own experiences. And he started the subject with a check that he was being listened to. He even narrated and explained it himself. Then he gave them ten minutes to locate the answers to the questions that were displayed below the passage. Students provided him with an honest response. He had finished the classroom and gave homework. After class he told me that it was a sunny day and carrying the load shedding. Consequently, the students soon grew impatient and tired and thus offered a brief history of his life to get them back on track.

Class Observation Report 3: [Class Nine]

Course Teacher: Md. Mujibur Rahman	
Institution Name: Nabarun High School, Arongobad, Manikganj-1800.	
Description of the Classroom	
Classroom Capacity: A medium-sized classroom that can accommodate 40–50 students.	Ventilation: The classroom has two windows and one door on one side. Thus, there is enough ventilation to allow for sunlight and air.
Seating Arrangement: Both high and low wooden benches are present in the classroom. Each bench can accommodate four students. There are three columns and five to six rows of seats.	Fans and Lights: For enough air and light, the classroom is equipped with four fans and two tube lights.
Environmental Conditions: The surrounding environment is considerably more supportive and calmer because the school is in a village.	Teaching Tools: The classroom is equipped with markers, a long whiteboard and dusters Teachers can use this to run a class.
Students Details	
Language Level of the Students’: They are at the pre-intermediate level because they are in class nine.	Average Age of Students: They are around 14 to 15 years old.
Language Level of the Students: pre-intermediate.	Total Students: They were around 42.
Lesson Outcomes: Change sentences and solve the exercises is the objective of the lesson.	

Teaching Tools: Marker, whiteboard, textbook, duster.

Course Book: English Second Paper. Class Nine Ten.

Advanced Learners (Chowdhury and Hossain).

Experience of the class

On 4 September, I went to the school at Nabarun for my third class observation. Class 9 began at 10:30 with the lesson. 45 minutes was the duration of the class. The pupil population was approximately 42. Md. The class was taken by Mujibur Rahman.

The first thing the teacher did was to bring me in, introduced me to everyone and told them why I'm here. In the course English Second Paper, the teacher was to teach students how to transform sentences. The teacher conducted the lesson mostly in English but in some cases, he used Bengali to enable the kids to follow. He started by describing the meaning of a sentence and the necessary components in a sentence. He then provided the evolving rules in the book with both relative instances and few exceptional rules. Then he ordered them to do 5 sentence changing tasks written on the white-board. Afterwards, he wrote the explanation on the board and asked students to verify their response. Others committed errors and the teacher clarified the rules in their favor. Then he asked whether they still were confused. They make it clear that they have learned the right things. The school lesson was concluded by the teacher giving homework.

The overall report of class observations

Lesson organization: The lesson organization is quite traditional and common. Teachers come to the classroom smiling at the students. Then they discuss the subject that they are discussing. When defining the subject, they provide some practice to work out during the lesson. And finally, they assign homework and end the lesson. This is the general model of each class.

Classroom management strategies: It is necessary to have classroom management to create an environment that is conducive and productive to learning. The instructors were well informed. They conducted their classes in a technical way. They had knowledge of the involvement and attention of students. When they realized that the students were not paying attention anymore, they paused the explanation of the topic and engaged in some fun activities in the classroom. It served to re-open the eyes of the students and they actually got vitalised in the classroom.

Teaching materials: Most of the teachers used a textbook to teach the English first paper. Nevertheless, teaching the English second paper, they referred and prescribed certain books to students, to comprehend it better. The teachers also contributed their knowledge.

Teacher language: Teachers mostly used Bangali. The intention to conduct the lesson in English brought about uneasiness on the side of the students. Therefore, teachers are compelled to deliver lessons in Bengali for better learning. However, teachers encourage them to speak in English while they are inside the classroom.

Student language: A lack of confidence was evident among many students during class due to the way they presented themselves with their body language. In addition, the classroom provided a very quiet climate that created a lot of nervous energy, leading many students to avoid making eye contact with anyone. In addition, many students were confused about how to begin or provide their thoughts in a verbal manner. They felt uncertain about participating and as a result believed that doing so created a risk for failure. To these students, even simple

queries created a heavy level of anxiety for them. Rather than participate, they tended to wait for someone else to answer the question before they would provide their own contribution. A serious lack of confidence was the main hindrance to the type of engagement necessary to create a positive environment for learning. As a result of the fear of making mistakes, students do not participate and require someone to support and encourage them to overcome their fear of speaking before an audience. Moving them through the process of finding the words to convey themselves required not only persistence but also guidance in providing the opportunity to practice communicating. Research by Rahman and Mahmud (2019) reveals that students in Bangladeshi secondary schools have difficulty speaking and writing English. I saw the same in my classroom, especially sentence construction for speaking.

Student engagement: Communicative language teaching in the rural areas is challenging due to the high number of students in the classes and accessibility of teaching textbooks. Teachers have a hard time providing the students with the necessary attention and the absence of materials makes it impossible to interact meaningfully. Consequently, communication-related activities become difficult to plan and execute. Alam (2018) found that with the large size of classes and lack of teaching textbooks it is hard to do communicative language teaching in rural areas. A majority of the students displayed a lack of care in regard to completing their homework, frequently neglecting to submit any form of it or producing substandard homework. Yet when the teacher necessitated that the task be completed under his direct supervision, the attitude towards homework changed drastically for each of the students. Students became much more focused and enthusiastic about homework assignments; additionally, students showed increased levels of involvement with all classroom-related activities requiring them to actively participate, rather than through independent efforts.

Chapter 06

Reports on Class Conduction – 01 & 02

Descriptions of students	
Class: 8	Language level: Beginner.
Average age: 14 years	Total Present Students: 37
Teaching Duration: 45 minutes (each class)	
Classroom Descriptions	
Sitting arrangement: The room can hold 40-50 students. There are five to six rows and three columns of benches.	Ventilation: One door and also two large windows both sides of the classroom. As a result, there is sufficient ventilation for both air and sunlight.
Teaching tools: Marker, Duster and Whiteboard	Teaching aids: Worksheet and course book.
Teaching Tools	
Course book: Chowdhury and Hossain for class eight.	Subject: Article
Covering: The “Indefinite Article” Use of “A” and “An” (day 1)	Covering: The “Definite Article” Use of “The” (day 2)
Outcomes: To assured that students understand where, when, and why they should use the article.	Teaching Tools: Coursebook and worksheet.

Class Description

The meeting began with a very conventional way of shaking hands. I then engaged them in a game to win their maximum attention. Then I informed them what they would learn today and I wrote the name of the subject on the white board. I then told them all to bring out their note paper and course book. Afterward I asked them on their awareness of the article. They replied A, An and The; these are known as articles. I found their answer to be interesting and included the categorization of the article and the rationale of its usage. I asked them whether they had previously studied it or not. Sure, they replied, but most of them pointed out that they did not know on what occasion and why they were to use the article correctly. On hearing it, I wrote a word down with my marker and requested them to tell me what to write before it. They answered what was correct, however, they did not know why. When I described the situation and started to explain the rules to them, I realized that they were grabbing them eagerly and responding to close upon every student. The system made them easier to comprehend. Then I provided them with an exercise, and gave them 10 minutes to complete it. Most of the students replied in five to seven minutes. After searching for the answer, I realized that they were getting ahead. I used to appreciate them, set them homework and told them to preview the following day's subject. Before I concluded the class, I had amended all these.

Critical analysis and reflection of own class

Class attendance: The learners were quite active early on. All classes engaged actively. Their mind would shine like a diamond when their competitive mind and interpretation easily discovered anything of interest. Even the slightest prompting gave them more confidence. Their souls were given life through appreciation, motivation and good guidance. Structures are boring to memorize, however, through great hacks and presentation skills it is possible to make them interesting. Learners were keen on giving prompt answers. In such a situation, pair work worked out; they discovered their mate alone. Friends are the best teachers as they not only know how to make the other one understand. Nevertheless, in terms of particular tasks, some of them proved to be inactive, not by a great margin, though.

Teacher's qualities and activities: It seemed challenging doing separate, party, group, and full-class assignments within the given 45 minutes each lesson. The same positive atmosphere was kept in both classes and work was done under a close supervision. In both classes the voice might be heard distinctly and powerfully enough to go as far as the last bench. Students had been fairly grateful in displaying the little things they did well in the two classes. The two classes showed the ability to keep formal and semi-formal approaches to situations. The use of language friendly to the student has always been a point of concern. The lesson equipments were also suitable and interesting to them in a way. The use of names in addressing a person leaves one delighted, which was evidenced in the two classes. There was also the provision of greetings, praise, motivation and guidance that occurred in class.

Task achievement: The task on the first day was to complete the use of the indefinite article A and An. The subject matter was done in pairs. The lesson content was given in a rule-based manner, thereby making it easy to complete the lesson on time. I ensured that I put the bullet points on the whiteboard. I tried to keep the students interested as well. On the next day it was pleasant. The following day their eagerness was rewarded. It facilitated the delivery of the lesson because of their domestic assignment, most of them read. The studies point out that differentiated instruction enables the student with different proficiency in English (Jahan and Karmaker, 2023). In response, I have created exercises that were appropriate to the abilities of students, with extra help to the weak ones and greater difficulty to the strong students.

Definite Article: Use of “The” at home. That was also a weapon that contributed to the development of the topic.

Reports on Class Conduction – 3

Descriptions of students	
Class: 9	Student's Language level: Pre-intermediate.
Average age: 15 years	Total Present Students: 41
Teaching Duration: 45 minutes (per class)	
Classroom Description	
Sitting arrangement: The room make up for 40-50 students. The benches are organized in three columns and four to five rows.	Ventilation: One door and there are four windows on both sides of the classroom. As a result, there is adequate ventilation for both air and sunlight.
Teaching materials	
Coursebook: English for Today, Class-Nine. National Curriculum and Textbook Board, Bangladesh.	Teaching tools: Marker, whiteboard, textbook, duster.
Lesson Objective: The objective of the lesson is to read a passage from their textbook named “Love for humanity” and solve the exercises.	

Description of the Class

The session began with a very conventional way of greeting one another. Next, I related to them a story of a woman. They were attentively listening to the story and they liked the story. Once we completed reading the story, I informed them that we would read the entire story of this woman. The one I gave you was a summary of the story. The students were hooked to read the story and get to know more about the women. I then made them open their book and called a few of them and made them sit in front and read out loud. They were reading it and I was reciting in Bangla. I then requested them to put the unknown words in their notebook after they were done reading the passage and informed them what the words meant. Then, I requested

them to respond to the questions that were below the passage. Nearly all the individuals gave the correct answer. I appreciated their efforts. They were all happy since they managed to answer correctly. I assigned them some homework to memorize the unknown words and ended the lesson.

Critical analysis and reflection of own class

Class participation: The students were introduced into the class right from the beginning. Everyone in the class was very eager. The students appeared happy about being told about the woman. They were happy to come and get to know something modern. The conventional way of learning is common, but once the student learns something new, he or she becomes excited and enthusiastic. Their interaction and access to the teacher pleased the teacher. It was also apparent that they responded to the questions before the rest of the students. In case they did not comprehend something, they would question.

Teacher activities and attributes: There were individual, couple, group, and whole-class assignments which seemed to be difficult within the 45 minutes of classroom time. The environment that was encouraging in the class remained the same, and the work was done under strict supervision. The tone was distinct and quite loud more to touch the last bench. Students were given a lot of appreciation on the small things they excelled in doing in class. The necessity to employ the student-friendly language has never been ignored. The joke was intriguing and very befitting for them.

Task accomplishment: The amount of time was very hard to accomplish the work. A time frame was assigned to the proposed topic. This became achievable through performances by the student. The utilisation of whiteboards and other materials seemed to be rather efficient. Students were active during the class.

Chapter 07

Overall Findings

In my observancy and my experience of teaching at Nabarun High School, I found out the following:

- There is a tendency of teachers to use the traditional way of teaching English and using traditional ways, which limits the interaction of the students, fostering creativity, and the possibility of creating practical language skills.
- Teachers frequently fail to employ sophisticated methods, instead applying simple ones, a fact that may restrict a student's learning ability and deny him or her a chance to acquire excellent skills in English language.
- Mostly, teachers in the classroom teach in Bengali, thus limiting the exposure of students to the English language, and the opportunity of language practice, thereby inhibiting the acquisition of English language skills.
- The instructional resource was also inadequate, with the teachers depending on the textbook only, denying students the chances to learn and exercise creativity and get access to the variety of materials on the English language.
- The learning environment was good with neat and well-maintained classrooms, a fact that led to the comfort of the students who were able to concentrate and be motivated in general to attend lessons.
- Lack of modern technologies, which does not allow students access to interactive learning means, Internet sources and innovative methods of training that can improve the level of knowledge and interest in the classroom.

- Time consciousness was observed amongst students and teachers and they never missed to arrive at school at the right time, and consequently the lesson flow was never disrupted and this resulted in an organized and efficient learning environment.
- The teachers were pleasant and there with positive attitudes that gave them a conducive warm environment in the classroom that made students participate, feel confident and learn more effectively and in a better way.
- Teachers tend to stimulate students to memorize, but not train in freehand writing, and this does not enhance creativity, critical thinking, and building their own English language abilities.

Chapter 08

Recommendation

- The use of new procedures, methods and teaching approaches ought to be embraced by teachers to enhance the way students learn English language skills so that the teaching processes become effective, interesting and more current.
- Teaching should be done under the English language since it aids the student to develop better language skills, global access to resources and in the case of international study, they can communicate with a lot of confidence.
- To enhance levels of engagement among the learners, tutors can involve the learners in a variety of tasks, for example, discussion sessions, group work, and pair work. When teaching grammar, tutors will be required to use other textbooks and web resources.
- To enrich the lessons on grammar, offer better explanations, and supply students with diversified and well-rounded educational resources, teachers should use other books and high-quality internet websites.
- There are a lot of issues which cannot be covered in a single book, that is why teachers and students should work with many sources in order to get the complete clearer picture.
- The classes in English language must be prolonged to give the students more time to practice and discuss the grammar and communication skills and get a better grasp of it.

- Classes should include English-speaking classes to provide a student with the opportunity to speak practically, develop confidence, fluency, and have a better command of the language in real-life contexts.
- Instead of memorization, teachers are supposed to promote creativity and freedom of expression among the students as they improve their critical thinking, self-expression and understanding of the English language.
- Classrooms must be equipped with multimedia and current technologies in order to make the learning process more interactive, involving and interesting to students so that they can comprehend the material easily and memorize information easily.
- To address class sizes, lack of textbooks, conduct small-group work peer assisted learning locally developed materials teacher CLT training low-cost or digital resources toward effective communicative language teaching.

Chapter 09

Conclusion

Being an English language teacher has helped me not only enhance my teacher skills, but has also enabled me to have a clearer understanding of the teaching environment in Bangladesh. I would be ever so grateful for having received an opportunity to impact young minds, and I look forward to enhancing my career in education with the learning outcomes I have attained throughout this internship experience.

I have observed that the teaching process in the secondary level needs a blend of different teaching methodologies, approaches, and techniques. Because of the different needs and learning capabilities of children, adaptability in the classroom is required. Moreover, I have understood the importance of developing a combination of an inclusive and engaging learning environment that would stimulate active engagement and critical thinking.

It is through the help of my supervisor, Md. Delowar Jahan, that I was able to complete my report successfully. Moreover, the teachers of Nabarun High School were also amiable and helpful. They taught me how to manage a classroom and keep the student engaged. Moreover, the students of each of the classes will have to be treated differently, they were also advised on this.

Finally, I wish to extend my profound gratitude to Allah. Secondly, I want to extend my thanks to my supervisor and department, teachers and students of Nabarun High School, who have contributed greatly in the completion of my internship report.

Chapter 10

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Chapter 11

Appendices

Appendix 01: Certificate of Internship

Appendix 02: Photographs

Appendix 03: Plagiarism Report

Appendix 01

Certificate of Internship



Nabarun High School
ESTD : 1970
POST OFFICE - MITARA, UPAZILA - MANIKGANJ SADAR, DISTRICT - MANIKGANJ
Established: 1970
E-mail: nabarunhighschool@yahoo.com
EIIN NO: 110967
Institution MPO No: 2804071302 | School Code: 4015 | Center Code: 594 | District Code: 22



Date: 03.12.25

Assertion Certificate

This is to certify that Tasmid Ahmed, ID: 221-10-877, has successfully completed his internship as a part of his academic course, ENG: 431- Project Paper with Internship during Fall 2025 from Nabarun High School, Arongobad, Betila-Mitora, Manikgonj. He is a courageous, consistent, and coherent person. He has contributed to enrich the knowledge of our students. His politeness and well speaking has pleased us. He has also managed to gain positive feedback from the students.

He would go a long way with such courage, skills, and ambitions. I wish him all the best.



MOHAMMAD SIRAJUL ALAM
THE HEADMASTER (IN CHARGE)
NABARUN HIGH SCHOOL
POST : MITARA, MANIKGANJ
INDEX 1021832
MOBILE : 01721-740583

Appendix 02

Photographs







Appendix 03

Plagiarism Report

