



Internship Report

On

**“Exploring Classroom Teaching and Learning Environment: My
Experience in a High School English Language Teaching”**

Submitted By:

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Batch: 49th

Submitted To:

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**This Report is Submitted in Partial Fulfillment of the
Requirements for the Degree of
B.A. (Honors) in English**

**DEPARTMENT OF ENGLISH
DAFFODIL INTERNATIONAL UNIVERSITY**

Declaration

I hereby certify that the internship report that I provided to the English department of Daffodil University is a genuine piece of writing by me. I created this project to comply with the expectations of my project paper with internship for my B.A. in English program (course code: ENG431). I was working under the guidance of Ms. Irina Ishrat, Assistant Professor, Department of English, and I worked on the internship on "Exploring the Classroom Teaching & Learning Environment: My Experiences in Teaching High School English Language."



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Certificate of Approval

I acknowledge that Tanjil Ahmed, bearing ID: 201-10-2183, completed the project "Exploring Classroom Teaching and Learning Environment: My Experience in a High School English Language Teaching" in order to fulfill the requirements of the course "Project Paper with Internship" (Course Code: ENG431) for the B.A. (Hons) in English from the Department of English program. To the finest of my expertise as well as according to his statement, he finished his internship report while working under my supervision. In recognition of his academic performance, I recommend Tanjil Ahmed's Project report.

I wish him a bright future.

A handwritten signature in cursive script that reads "Irina Ishrat".

.....
Ms. Irina Ishrat

Assistant Professor

Department of English

Daffodil International University

Acknowledgment

First and foremost, I am grateful to Allah from the bottom of my heart for bestowing upon me the commitment, perseverance, intelligence, and psychological resilience necessary to successfully accomplish my time as an intern task.

I would particularly like to express my gratitude to my supervisor, Ms. Irina Isirat Ma'am, Assistant professor in the Daffodil International University's English Department. She delivered the equipment and knowledge I needed to do the job. Without her ongoing guidance and encouragement, this project would not have been successful.

I also want to thank Daffodil International University's English Department for determining that I was qualified to submit my internship report.

In addition, I'd like to express my appreciation to Ms. Israt Jahan, the headmaster of Hajee Shariatullah Adarsha High School, for permitting me to keep on with my internship there and for her guidance on working without reluctance. Certain gratitude to Mahfuzul Hamid Sir, the assistant headmaster at HSAHS, who gave me various ideas on how to complete the task successfully. I'd want to offer sincere thanks to the students of Hajee Shariatullah Adarsha High School. They evolved to my class, assisted me greatly, and encouraged me with their eager participation.



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Abstract

This report on my internship describes my experiences over the past three months, how I've grown as a teacher, and the lessons I've picked up along the way. The objectives of the internship is to observe Bangladesh's secondary school English language programs and their many components. The interaction between the teacher and the student is examined in this study. Furthermore, my data reveals a high association between the school management committee and teachers. I made an effort to use what I had learnt throughout my undergrad by taking a variety of courses in my teaching. The books' recommendations are not always simple to put into practice therefore I have to come up with tasks that my students will find entertaining and fascinating. Following my supervisor's instruction I taught and observed classes VIII, IX, and X as a part of my internship at Hajee Shariatullah Adarsha High School. During my observation, I gathered data on the attitudes of the instructors, their lesson plans and delivery methods, as well as the attitudes of the students. With the aid of the class teacher, I completed observation before enrolling in the classes. At that time, I experimented with numerous teaching strategies, tried to define the objectives using different teaching techniques, and tried to figure out how I might manage courses. I believed that teaching is a more honorable careers than any other during the course of my internship. The progress of a nation depends in large part on its level of education (Career Tips). Education creates the foundation for the future of the society's youth. Teachers give students the education that enhances life quality, benefiting both the individual and society at large (Career Tips). It was a wonderful experience for me to have finished my entire internship project. To meet my academic requirements, it was crucial that I develop my abilities and gain experience.

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Chapter – 1

Introduction

“Teaching is not merely a job. It is a human service, and it must be regarded as a mission.”- Dr. Ralph Tyler

Education is the cornerstone of personal and societal development, and educators play a pivotal role in shaping the future of our world. As I embarked on my teaching internship journey, I found myself standing at the threshold of a profession that holds the power to inspire, enlighten, and transform lives. This paper represents a reflective exploration of my teaching internship project, an immersive experience that has profoundly influenced my understanding of education and its profound impact.

The teaching internship project provided me with a unique opportunity to bridge the gap between theory and practice, to transform my passion for education into a tangible reality. Through this internship, I have gained invaluable insights into the intricacies of pedagogy, classroom management, and the multifaceted nature of the teaching profession. Furthermore, I have witnessed firsthand the diverse backgrounds, abilities, and needs of students, which has deepened my appreciation for the importance of inclusive and learner-centered approaches.

Bangladesh, an impoverished nation, should concentrate on establishing new, methodical techniques for studying the English language. If Bangladesh wishes to keep up with international trends in education, the economy, culture, and politics, English learning should be given top priority. The bulk of schools in our nation, however, lack well-trained English teachers. Most teachers at the elementary, secondary, and college levels still employ antiquated approaches when instructing students in the English language. As a result, we are unable to influence pupils to generate useful output. Students' performance is declining as a result. Furthermore, although having a high GPA, they might not be native speakers of the target language. My supervisor suggested that I visit a school and sign up for some sessions in order to understand more about the current status of English education in Bangladesh and to get experience for my future fulfillment. I attended Hajee Shariatullah Adarsha High School and investigated the quality of language education there as directed by my supervisor before compiling and writing this paper with my results.

Chapter - 2

Objectives

It is crucial to point out that the secondary school system still encounters issues that could lower the quality of education provided, one of which is unproductive classroom management, despite efforts to provide efficient classroom instruction. (Ezeanolue, 2020).

The following objectives guided the project's completion. Start by looking into the pros and downsides of learning English. The second involves studying successful teaching methods while applying pertinent lessons from numerous activities and elements. The third phase is to gather a variety of lesson plans that can be utilized to teach students more useful approaches in a variety of teaching procedures. The fourth is to develop real-world teaching experience for my upcoming career. The fifth is for enhancing the study skills I have developed via my instruction. The sixth is seeking significant details concerning the teaching of English classes. These objectives aim to prepare teaching interns for successful careers by combining practical experience, mentorship, and professional development.

Chapter – 3

Methodology

As I am a last semester student, my supervisor, Ms. Irina Ishrat ma'am, graciously permitted me to take classes at my chosen school and wished me luck with my internship. I observed five courses taught by reputable Hajee Shariatullah Adarsha High School teachers after getting authorization from my supervisor, and I delivered the class "English 1st Paper & English 2nd Paper."

I made my lesson plan and gathered the essential materials after watching the classes to ensure a productive lecture. Following that, I attended the sessions in accordance with my lesson plan and employed several methods, including GTM, CLT, and methods that are centered on the content. While in class, I observed that the majority of students were quite knowledgeable about grammar rules but were unable to apply them to improving their communication ability. As a result, students are deprived of efficient strategies for getting the most out of their classes because so many teachers still teach English using the traditional technique. I separated three classes into two sections. The first segment is for primary students in class 8, and the second is for secondary students in classes 9, 10. For secondary learner classes I mostly employed the CLT method and tried to involve the pupils in outside-of-class activities. I put more of an emphasis on students' fluency than on their grammar accuracy since I recognize that communicating is the main objective of learning. GTM enables students to evaluate the language rather than use it, the teacher claims. CLT, on the other hand, implies students to use the language rather than evaluate it (Natsir, 2014).

I was aware of the expectations for my performance after finishing my internship work, and I had a strategy in place for any necessary adjustments. It was an amazing experience for me.

Chapter 4: Description of the Institute

Name of the Institute	Hajee Shariatullah Adarsha High School
Location	Meraj Nagar, Kadamtali, Dhaka-1362
Time of Establishment	1/1/1995
Real Estate	Considering Several Buildings
Formal Attire	White and Blue
Number of Teachers	30
Number of Students	Nearly 900
Number of Office Block	3
Transport	No
Teacher Qualification	Each teacher holds degrees from prestigious institutions and have achieved academic success.
Additional Activities	For extracurricular activities, they have plenty of organizations, including debate, scouting, BNCC, book reading competitions, sports club, and more.
Economical Posts	It is an MPO (Monthly Pay Order) affiliated high school.
Play Ground	It features a sizable playground.
Library	Two modest private library rooms.
CCTV Surveillance	There are only two CCTV cameras available, thus not many.
Slight and Sound Facilities	Only for few especial rooms.
Prayer Room	Yes
Teachers Room	Yes
Canteen	Yes
Auditorium	There is a substantial auditorium.
Public Issues	Both middle class and upper class are mixed together.
Computer Lab	A little space with just a few computers.
Language lab	No
Tiffin	Yes
Shift	Morning and Day.

Chapter – 5

Internship Activity

5.1 Class Observation Report

5.1.1 Checklist for First-Class Observation

School/College/University: Hajee Shariatullah Adarsha High School

Class: IX

Teacher's Name: Farhad Hossain

Number of students: 42

Subject: English 2nd Paper

The topic of Class: Voice Change

Date: 28/08/2023

Time duration: 40 minutes (12:30 PM to 1:10 PM)

Objectives of the lesson (as perceived):

- Understanding Active and Passive Voice
- Identifying Active and Passive Voice Sentences
- To practices for the exam

Did the goals get accomplished, and if so, how far?

The goals, in my opinion, were accomplished. The majority of students were able to learn the subject.

N/S	Section Review	Which ways?
1	Content	The teacher commenced the class with a brief introduction to the topic of voice change. They explained the significance of this grammatical concept in written and spoken English and its practical applications.
2	Organization	The lesson was clearly structured and began with an explanation of what active and passive voices are. The teacher utilized visual aids and examples from textbooks to illustrate the concept. The pace of the lesson was appropriate, allowing students to grasp the idea without feeling rushed.
3	Student Engagement	Students displayed engagement and participation in the lesson. The teacher encouraged interaction by posing questions and initiating discussions. Students asked questions for clarification, indicating an active interest in the topic.
4	Assessment	Formative assessments, such as quizzes and in-class activities, were used to assess student comprehension of voice change. The teacher reviewed these assessments promptly, providing students with immediate feedback.
5	Methodology	The teacher integrated technology effectively by using multimedia presentations to enhance understanding. Visual aids and digital resources complemented the traditional teaching methods.

Event of Critical Importance

Did the lesson contain any "critical events"? How did the teacher respond to the circumstance?

No, a crucial event didn't take place. The class was operating really efficiently.

Excellent Practices:

1. Throughout the lesson, the teacher was cooperative and friendly.
2. The arrangement of the class was excellent, and it greatly aided students' progress.
3. He has brilliantly accumulated a lot of knowledge on the topic.

Potential for development:

He doesn't seem to need any improvement, but he should pay attention to each student. I was really pleased to be able to observe his class because of the way he was teaching.

5.1.2 Checklist for Second-Class Observation

School/College/University: Hajee Shariatullah Adarsha High School

Class: X

Name of Teacher: Mahfuzul Hamid

Number of students: 46

Subject: English 2nd Paper

The topic of Class: Conditional Sentence

Date: 30/08/2023

Time duration: 40 minutes (1:40 PM to 2:20 PM)

Objectives of the lesson (as perceived):

- Understanding the concept
- Structure and Formation
- Contrasting conditional types

Did the goals get accomplished, and if so, how far?

The goals, in my opinion, were accomplished. The majority of students were able to learn the subject.

N/S	Section Review	Which ways?
1	Content	The teacher started the class with a brief introduction to the topic of conditional sentences, explaining their importance in conveying hypothetical or cause-and-effect scenarios. The teacher demonstrated enthusiasm, which created a positive learning atmosphere.
2	Organization	The lesson was well-structured and commenced with a clear explanation of the different types of conditional sentences. The teacher used visual aids and practical examples to elucidate each type, making the concepts more comprehensible.
3	Student Engagement	The students participated well in the lesson. Through open-ended questions and conversations, the teacher promoted involvement and gave the class members the chance to express their understanding and ask for clarification when necessary.
4	Assessment	Quizzes and in-class tasks were utilized as formative assessments to determine the level of student understanding. Quickly reviewing these tests, the teacher provided the students with insightful comments.
5	Methodology	The instructor placed a strong emphasis on the practical uses of conditional sentences, relating them to common conversations, literary works, and actual writing assignments. Students were able to appreciate the value of what they were learning as a result.

Event of Critical Importance

Was there any 'critical event' in the lesson? How did the teacher handle the situation?

Yes, the teacher noticed the student's confusion and immediately acknowledged it. The teacher encouraged the student to voice their questions and concerns openly.

The teacher handled the student's confusion about conditional sentences with patience, understanding, and effective teaching strategies. The teacher's ability to acknowledge the student's concerns, clarify the concepts, engage the student in discussions, and provide one-on-one support was instrumental in helping the student gain a better understanding of conditional sentences.

Excellent Practices:

1. He treated the students with a lot of consideration.
2. He was Positive and Encouraging

Potential for development:

He doesn't seem to need any improvement, but if he focuses on student engagement the lesson will more interesting and interactive.

5.1.3 Checklist for Third-Class Observation

School/College/University: Hajee Shariatullah Adarsha High School

Class: VIII

Name of Teacher: Emranur Rahman

Number of students: 37

Subject: English 1st Paper

The topic of Class: Health and Hygiene Solutions

Date: 03/09/2023

Time duration: 40 minutes (2:20 PM to 3:00 PM)

Objectives of the lesson (as perceived):

- Understanding Health and Hygiene
- Promoting Personal Hygiene
- Preventing the Spread of Disease

Did the goals get accomplished, and if so, how far?

The goals, in my opinion, were accomplished. The majority of students were able to learn the subject.

N/S	Section Review	Which ways?
1	Content	The instructor discussing the importance of health and cleanliness and how they affect general well-being. The pupils were intrigued and curious as a result of their energetic attitude.
2	Organization	The lesson was well-organized and started with a thorough explanation of the ideas behind hygiene and health. The instructor made the material more approachable by utilizing a number of teaching tools, such as real-world examples and visual charts.
3	Student Engagement	The lesson was well-attended by the students. The instructor promoted conversation by asking challenging questions and starting discussions on the value of hygiene and good health. Students appeared genuinely curious and eager to express their opinions.
4	Assessment	The level of student comprehension of health and hygiene concepts was determined using formative assessment methods including quizzes and group activities. The instructor also offered constructive evaluation.
5	Methodology	The instructor gave hands-on examples of important hygiene routines like correct handwashing techniques and keeping living spaces clean. These examples helped students understand how the ideas will be used in real-world situations.

Event of Critical Importance

Did the lesson contain any "critical events"? How did the teacher respond to the circumstance?

No, a crucial event didn't take place. The class was operating really efficiently.

Excellent Practices:

1. Encouraging Critical Thinking
2. He finished the lesson in a positive mood

Potential for development:

I appreciate his dedication in the class but to make his teaching even more effective, consider focusing on empathy which create a safe and supportive classroom environment.

5.2. Teaching Experience

As a prospective teacher, "my first teaching experience taught me a lot about what it means to be a teacher and a lot about myself." (Park, 2019). Despite certain difficulties and limitations, my experience as a teaching intern was great and enjoyable. These challenges, I believe, taught me how to deal with difficult circumstances and situations.

As a newcomer at the School of Education, being placed in actual classrooms makes me very eager to learn more about what it's like to be a teacher. Although I have no formal training in teaching, this experience has given me a glimpse of what I might be doing in the future, and I couldn't be more excited to learn more about this wonderful field of education.

5.2.1 First-Class Conduction

Lesson Plan: Voice Change (Active and Passive) – 40 Minutes

Objectives:

- Students will understand the concept of voice change from active to passive.
- Students will learn the rules and structures for voice change.
- Students will practice transforming sentences from active to passive voice.

Step	Activities	Time
Warm-Up	Greetings and Welcome	5 Minutes
Lesson Introduction	<ul style="list-style-type: none">• Begin the lesson by asking students if they are familiar with the terms active voice and passive voice.• Explain that I will be discussing voice change and how to transform sentences from active to passive voice.	5 Minutes

Main Content	Part 1: Understanding Active and Passive Voice (10 minutes) Part 2: Rules and Structure of Passive Voice (10 minutes) Part 3: Practice (5 minutes)	25 Minutes
Conclusion and Application	<ul style="list-style-type: none"> Summarize the key points of the lesson, emphasizing the transformation of active to passive voice. Assign homework or additional practice exercises for students to continue working on voice change. 	5 Minutes

On September 7 at 1:10 PM, I went to class 9 for my first teaching experience with 36 students. The learning environment in the classroom was favorable. The instructor of the course provided a brief introduction of myself. Late I smiled at the students. I asked several of my pupils to introduce themselves before I started my lesson, and then I asked him, "What is significance of your name?" The theme of the lesson is then covered. I started out by discussing the basic ideas behind voice change, pointing out that tense has an impact on voice change and that we may employ tense rules to alter the voice. By presenting the several tenses in historical order, I put the rules for changing sentences from active to passive or passive to active into practice. I discussed things in a very basic manner when some of the pupils requested clarification on some topics for their better understanding. Students like the exercises I provided them and completed them. Later, I told them to follow my directions and swap papers with their friends. I reviewed their answer scripts after class and collected their papers. I made every effort to ensure that they understood, and when I was instructing, I applied the Grammar Translation Method (GTM).

Description of Class:

Class: IX

Number of students: 36

The topic of Class: Voice Change

Time duration: 40 minutes (1:10 pm to 1:50 pm)

Lecture Medium: English & Bangla

5.2.2 Second-Class Conduction

Lesson Plan: Introduction to Tenses – 40 Minutes

Objectives:

- Students will understand the concept of verb tenses.
- Students will learn the basic tenses (past, present, future) and their uses.
- Students will practice identifying and using tenses in sentences.

Step	Activities	Time
Warm-Up	Greetings and Welcome	5 Minutes
Lesson Introduction	<ul style="list-style-type: none">• Begin by asking students if they are familiar with the term “verb tense” and what it means.• Explain that verb tenses are forms of verbs that show when an action occurs: in the past, present, or future.	5 Minutes
Main Content	<p>Part 1: Understanding the Three Basic Tenses (10 minutes)</p> <ul style="list-style-type: none">• Introduce the three basic tenses: past, present, and future.• Explain the concept and usage of each tense <p>Part 2: Rules and Structures (10 minutes)</p> <p>For each tense, provide examples and explain the structure:</p> <p>Past Tense: [Subject] + [Past Verb]</p> <p>Present Tense: [Subject] + [Base Verb] (with “s” for third person singular)</p> <p>Future Tense: [Subject] + [Will] + [Base Verb]</p> <p>Part 3: Practice (5 minutes)</p>	25 Minutes
Conclusion and Application	<ol style="list-style-type: none">1. Summarize the key points of the lesson, emphasizing the concept and use of verb tenses.2. Assign homework or additional practice exercises for students to continue working on recognizing and using verb tenses.	5 Minutes

I went to class 8 on September 10 at 12:30 to conduct my second class. The students in the room gave me a gracious welcome as soon as I entered. I reluctantly accepted the salutation and then noted their attendance. 32 pupils were present in one classroom, and more than 80% of them were actively participating. I introduced myself briefly before the lesson started. I picked a tense subject. Even though they were in class 8 and were already familiar with the subject, they wanted to learn more about it. I gave a succinct overview of tenses before going into detail on the rules and offering some quick techniques for spotting tenses by merely seeing specific indicators.

We responded to several genuine inquiries from practice test books in the final 10 minutes, and we also gave some fast practice exercises. Then, at the last minute, I assigned them to complete some exercises for tomorrow. To be more specific, it was a form of homework.

Description of Class:

Class: VIII

Number of students: 32

The topic of Class: Tense

Time duration: 40 minutes (12:30 pm to 1:10 pm)

Lecture Medium: English & Bangla

5.2.3 Third-Class Conduction

Lesson Plan: Transformation of Sentences – 40 Minutes

Objectives:

- Students will understand the concept of transforming sentences.
- Students will learn to transform sentences from one type to another (e.g., affirmative to negative, active to passive).
- Students will practice sentence transformations through exercises.

Step	Activities	Time
Warm-Up	Greetings and Welcome	5 Minutes
Lesson Introduction	<ul style="list-style-type: none">• Begin by discussing the importance of sentence variety and the different types of sentences students are familiar with (e.g., affirmative, negative, active, passive).• Explain that sentence transformation is the process of changing one type of sentence into another to add variety and depth to writing.	5 Minutes
Main Content	Part 1: Affirmative to Negative Sentence Transformation (10 minutes) Part 2: Active to Passive Voice Transformation (10 minutes) Part 3: Practice (5 minutes)	25 Minutes
Conclusion and Application	<ul style="list-style-type: none">• Summarize the key points of the lesson, emphasizing the concept of sentence transformation.• Assign homework or additional practice exercises for students to continue working on sentence transformation.• Encourage students to practice sentence transformations in their writing to reinforce their understanding.	5 Minutes

Being that I would be dealing with a more experienced student, I was pretty excited on my third day of teaching. It was in grade 10. I arrived at the class as usual at 1:50 with a positive attitude. After the students had properly welcomed their new instructor, I made myself known to them. A foreword about themselves from some of them was also requested. After a few warm-up activities, we got began with our class. The majority of students regarded the topic of sentence change to be boring, which is why I chose it. I went over some important guidelines that were most crucial. I produced a chart on the chalkboard and wrote down each rule separately so that the students would remember them clearly and without any misunderstanding. It amazed me that after taking their notes, they wanted to practice. since most students are not particularly eager to finish some writing assignments.

I happily gave them a variety of sentences, from simple to sophisticated. Some of the students were able to catch up with the guidelines I had provided and accomplish everything with ease. I provided them tips on how to improve their command of the English language and how to genuinely appreciate this subject as the lesson came to a close. We bid each other farewell when the bell rang. For me, it was a pleasant experience.

Description of Class:

Class: X

Number of students: 34

The topic of Class: Transformation of Sentences

Time duration: 40 minutes (1:50 pm to 2:30 pm)

Lecture Medium: English & Bangla

5.2.4 Learning from my journey:

Experience has surpassed all expectations in just three months. Even the teaching was enjoyable during my internship. Additionally, I gained a lot of knowledge, one of which I want to highlight is how to interact with students. I increased my ability to be cautious, which is crucial for teachers. I originally challenged to accomplish my lesson plan in 40 minutes, so I had to learn how to manage a class.

In additions I have gained some knowledge from my peers in addition to what I teach. They helped me a lot as a teacher; some of them gave me exam questions from earlier classes and lesson plans from other English teachers so that I might develop my own. They were supportive during my internship, so I never felt helpless.

However, I've come to realize over the past several months that becoming a great teacher requires a lot more than just obtaining high scores. These might involve effective communication skills, moral qualities, behavior management, student comprehension, a passion for teaching and learning, subject matter knowledge, and competence in teaching-related areas.

5.2.5 Obstacles during the internship:

Despite having a lesson plan for my students, I struggled in my first week to finish my lesson in the allotted time and ended up going five to seven minutes over.

Another significant challenge was for me to write on the board. I'm unfavorable with board writing. I did not feel particularly at ease writing on the board. I had never written much on the board before that point. I used to regularly check with the students to see whether they could read my handwriting. After dealing with my own handwriting, I had to cope with theirs. I had no trouble with their handwriting, but I had to truly and thoroughly go over their paper. They regularly made errors even though they were writing from the board. Because of this, I needed so many time to check their scripts, and I was unable to finish the check-in class, after class, I had to take their scripts home with me.

In addition, while communicating with the authority, I had to cope with a few other obstacles. For instance, alerts for unscheduled holidays, faculty conferences, and school events. Before leaving the school grounds, I used to request notifications from the admin staff because I had to continue communicating with them.

Chapter 7: Overall findings

Thanks to the internship, I have a wonderful opportunity to learn about the state of English language instruction in Bangladeshi schools. For my internship, I visited Hajee Shariatullah Adarsha High School, where I discovered a number of advantages that aid in learning. At the same time, I learned about the institution's myriad flaws.

The design of the school system in Bangladesh is among the major impediments to learning English. The duties and responsibilities that come with learning are numerous. The students also have a huge syllabus and a ton of projects and homework. The students won't have enough time to complete the syllabus, even if the teachers are unable to finish it before the midterm or final exam. For these reasons, they won't have time to enroll in lessons that are not required for their curriculum, even if they are keen to learn English. Furthermore, there isn't an English Club where students might practice or study English in real-world situations or from authentic perspectives. Students struggle to get the expected results because they seldom ever utilize English outside of class. They lack the necessary tools to improve their language skills.

The positive interactions between educators and pupils helped to create a more organized and passionate educational environment. Teachers used to think very simply and thoroughly about their message. Students spoke openly with their lecturers about their problems. The instructor delivered relevant information regarding the issue while utilizing simple elements.

However, I find a few problems with the widely held assumption. I was a trouble, and the classroom was too tiny to be noisy. Most of the classrooms lacked sufficient digital technology. The teacher did not adapt their educational strategies to the needs of the lesson. Simply put, they were instructing in a flawed manner that did little to help the students learn. During class activities, the teacher never had the students complete group projects. Another problem is the lack of English teachers. In the entire school, only three English teachers gave a performance.

Chapter 8: Recommendation

Regarding my internship, I identified some holes in the school's curriculum. Below are some suggestions for overcoming these restrictions:

Multimedia teaching resources should be made available to teachers in the classroom by the school management. The school administration should implement the counseling hour program. In the classroom, the teacher should use efficient methods of instruction. The teaching staff should provide the students with access to English-language newspapers. There should be a variety of competition varieties arranged for the sake of the students. There is just one club, and it doesn't run smoothly. As a result, in order for the students to gain the most from the clubs, management must create several groups and provide them well. Teachers may encourage students to join these clubs. One of the biggest challenges is the lack of English teachers.

A greater number of English teachers should be hired and given the required training in order to enhance the effectiveness of the lectures. Teachers should focus on a number of strategies to get better results. They may combine the use of digital technologies with the conventional approach in order to get better results. Teachers ought to provide feedback to students during or after class. The lack of benefits for students in terms of transportation is another serious issue. The school doesn't have a canteen. During their breaks, the students have their lunch outside. The authority should therefore expose the transportation and canteen services in order fulfill the demands of students.

Chapter 9: Conclusion

Throughout my internship, I had the opportunity to collaborate with some exceptional people and obtain some instructional experience. Starting my search in September, and I finished it in November. I was familiar with a lot of concerns, questions, and issues by this point. The experiences I had throughout my internship have also taught me how to improve myself personally, including time management, authority communication, handling the classroom, assessment of educators, learning observation, and class participation. However, these internship tasks motivated and pushed me further forward as a teacher. My curiosity in a teaching vocation was also stirred by my university's faculties.

In conclusion, I'd like to state that the last three months had been the best of my life. I relished each and every second of my journey. I met some new people. They were really nice and cordial. The least massive of them all, they were a great help to me with my challenges. I'll be able to spot any problems in my field of work and find appropriate solutions thanks to these experiences, which will be very helpful to me in the future.

References

Presentation on Slideshare, a career advice was shared.

An article titled "Why Teachers Are Important in Society - Why Teachers Matter," found on the University of The People website, emphasizes the significance of teachers.

M. Natsir's literature review, conducted in 2014 for the Australian International Academic Centre in Australia, examines the Grammar Translation Method (GTM) in comparison to Communicative Language Teaching (CLT).

E. Park shares their initial teaching experience in a 2019 publication on the Boston University Wheelock College of Education & Human Development website.

An essay discussing the teaching profession is provided on the Digital Classroom World website by the author "O. Teaching."

Appendix

Appendix 1: Plagiarism Report

Turnitin Originality Report

Processed on: 19-Oct-2023 12:40 +06
ID: 2200522784
Word Count: 5897
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201-10-2183 By Tanjil Ahmed

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Appendix 2: Certificate of Internship Approval



Daffodil International University
Daffodil Smart City (DSC)
Birulia, Savar, Dhaka-1216
Tel: +8802224441833, +8802224441834
E-mail: admission@daffodilvarsity.edu.bd
website: www.daffodil.univarsity

Internship Permission Certificate

This is to certify that:

Name of student: Tanjil Ahmed
Student ID: 201-10-2183
Course/Program: B.A. in English

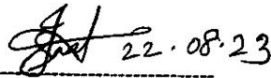
Has been granted permission to undertake an internship at:

Hajee Shariatullah Adarsha High School
Meraj Nagar, Kadamtali, Dhaka -1362
School Code: 1093
EIIN: 107891

During the specified internship period, the student will be representing Daffodil International University while gaining practical experience at Hajee Shariatullah Adarsha High School.

This internship is an integral part of the student's academic program and has been approved by the academic department. The student is required to fulfill all academic obligations while actively participating in the internship.

We trust that this internship will provide the student with valuable real-world experience and contribute to their professional growth.

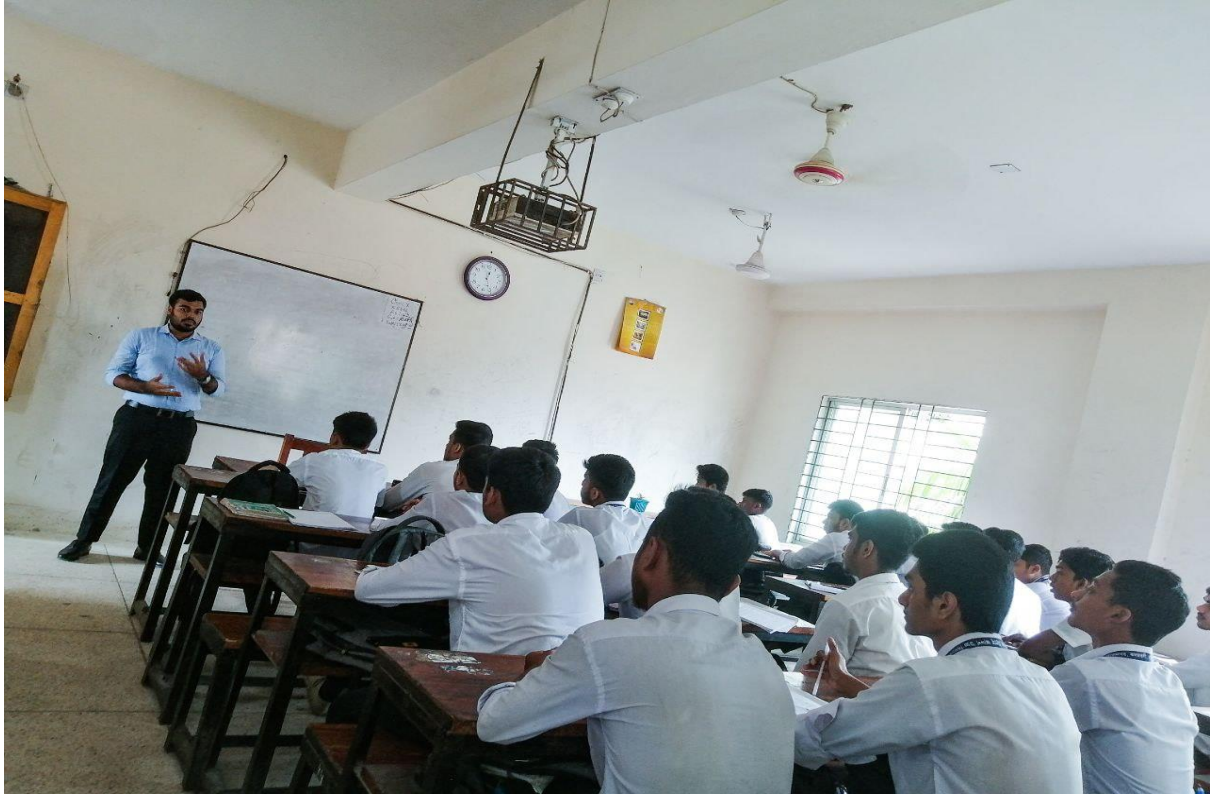

22.08.23

Israt Jahan
Headmaster
Hajee Shariatullah Adarsha High School

Israt Jahan
Headmaster
Hajee Shariatullah Adarsha High School
Meraj Nagar, Kadamtali, Dhaka.

Appendix 3: Photographs





The End