



Internship Report on
My experience as an English teacher at Wisdom International
School to observe the present scenario of English teaching
of Banglaeshi school

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Declaration

I, Halima Tus Sadia hereby declare that the internship report that, I submitted at Daffodil International University is an authentic piece of report by me. I have successfully finished this project to satisfy the requirements of my course, “Project paper with Internship” (Course Code: ENG431), which is part of the B.A (Honors) in English program. Under the Guidance of Mohammad Mustafizur Rahman (Assistant Professor), Department of English, Daffodil International University, I completed the internship on “My Experience as an English Teacher in at Wisdom International School to observe the scenario of English language teaching methodologies.



Name: Halima Tus Sadia

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Certificate

I am glad to certify that Halima Tus Sadia has successfully finished project “my experience as an English Teacher at Wisdom International School to observe the present scenario of English Teaching of Bangladeshi school”. The project was conducted as a part of the B.A (Hons) in English from Department from English program for the course “Project Paper with Internship” (Course Code ENG431). To the best of my knowledge and based on what she claimed, she finished her internship flawlessly while working under my supervision. For farther academic plaudits, I recommend this internship Project report presented by Halima Tus Sadia for further academic commendations.

I wish her success and prosperous future.

A handwritten signature in black ink, reading "Sameer". The signature is written in a cursive, flowing style.

Mohamad Mustafizur Rahman

Assistant Professor

Department of English

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Acknowledgement

The internship was a great chance for learning, and I consider myself a very lucky individual as Almighty Allah has provided me to enhance the knowledge, skills, and dispositions contributed to my personal and professional growth. I want to express my heartfelt gratitude to **Mohamad Mustafizur Rahman**, Assistant Professor, Department of English in Daffodil International University for his immense support and academic counsel throughout this experience. Bearing in mind, I want to express my deepest gratitude to Wisdom International School for offering me the opportunity to intern with them.

Furthermore, I want to extend my heartfelt thanks Daffodil International University officials for qualifying me and providing me continuous encouragement to submit my internship report.



Name: Halima Tus Sadia

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Abstract

This abstract offers a reflective overview on my professional growth and lessons learned during 3 months internship as an English teacher at Wisdom International School a transformative journey in my pursuit of becoming an educator. My journey I focused on grammar and language teaching methodologies to students from play group to grade 6. The experience allowed me to implore diverse teaching method in a traditional classroom to hone my teaching skills. There were certain objectives as learn to designing effective lesson plans, fostering positive classroom environment, improving students' language proficiency which are highlighted to complete throughout the time. The internship provided me valuable insight on teaching practices, and this also enhanced me to communicate complex language adaption. Overall, the experience has significantly contributed to my professional development area.

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Chapter 1

Introduction

To become an English Teacher has always been a dream for me since early childhood. Because this profession is thoroughly involved in shaping future generations, empowering individual, instilling values to the diverse culture indulging in a person's life. Developments of a nation is undeniably related to the teacher's dedication, adaptability, and ability to evolve with the changing needs of students and society.

English undoubtedly has become essential part of global communication, and its importance cannot be overstated. From a survey it's projected that Bangladeshis literacy rate has increased to 74.68% which is 0.77% increase from 2018. But the reason our country can't reach to its main flow of advancement because Bangladesh doesn't have good proficiency level in English. The country is following the same rigid teaching method to this continually evolving and adapting, reflecting language. It is recognized that the policy makers cannot import and adapt language teaching approach from the West without considering con-textual constraints (Humphries & Burns, 2015). Siddique (2004) has pinpointed the lack of language proficiency and knowledge of language teaching as a constraint in the use methodology in the classroom. As a result, the adaptability of learners to welcome the inconclusive language cannot incorporate words and expressions with the target language. Our country's ELT has always been driven by some basic uncertainty lack of clear vision as to the fundamental status of English in the country. So, this why despite significant amount of time and effort devoted to learning the language, many any students have not achieved satisfactory results (Smith, 2018). To improve this situation our country, should revise English education policies. The methodological feasibility adopting new

language teaching method across the country should be reevaluated in the context of the needs of local learners and teachers. So, to explore teaching methods I was suggested by my supervisor to do three months internship in an educational institution. As per my supervisor's instruction I completed my internship in Wisdom International School.

In conclusion, I reflect on my internship experience at Wisdom International School a valuable and enriching journey that has provided me with valuable insights into the real-world application of the skills and knowledge. I have had the opportunity to learn using teaching methodologies, spend time observing proactive learning etc. I am confident that the skills and knowledge I have acquired will serve as a strong foundation for my future career aspirations and contribute to the success of the organization.

Chapter 2

Objectives

Objectives are specific, measurable goals or targets that sets a learner achieve learning evaluating their experiences. Objective gives a learner clear insight to their skill development to enhance specific field. This internship report was also completed with the following objectives in mind:

1. Learn to develop proficiency in planning and delivering English language lessons. This objective will enhance communicating skills, fundamental skills of teaching competence, understanding of language structure in teaching, and adapt them for the purposes.
2. To observe experienced English educators to analyze teaching methodologies. This objective will be an invaluable learning experience, an exposure to best practices on effective teaching techniques and strategies. And use of methodologies like CLT, DM, CBLT, TPR etc.
3. To foster a true positive and compassionate learning environment for my students. This objective involves using positive reinforcement promoting respect for each student, regardless of their background, abilities, or opinions. It is to adapt flexible teaching method where students feel comfortable sharing their thoughts, questions, and concerns.
4. To understand importance of Engaging students actively in the learning process. This objective will promote to analyze, synthesize, and evaluate the skills which promote students stay focused and participate actively.

5. To successfully finish this project to satisfy the requirements of my course, “Project paper with Internship” (Course Code: ENG431), which is part of the B.A (Honors) in English program.

These objectives helped to achieve the internship goals to broaden my knowledge outlook. It increased my efficiency as a preserved training to render practical experience of a given job.

Chapter 3

Methodology

This internship report employs qualitative method with the aim to provide a comprehensive understanding of how classroom observations and interactions with students were conducted to gain insights into teaching and learning processes. This section delves into systematic processes that facilitated the exploration of English language teaching scenario in a Bangladeshi school.

The whole process:

1. **Selection of School:** To complete this internship a traditional classroom was required to explore inclusive education practices. The choice of school was guided by careful consideration of several factors which are:
 - A better exposure to teaching techniques and strategies.
 - An ideal environment to gain deep understanding of student perspectives, preferences and learning experiences.Considering these Wisdom International School seemed suitable to me to complete this report.
2. **Seeking Permission:** My journey as an intern English teacher in Wisdom International School started after I gained guidance and support of my supervisor Mohammad Mustafizur Rahman. To facilitate the process of obtaining permission for the teaching internship, I initiated by drafting a formal letter to the school principal (principal name) which I received from my department and scheduled a viva date in that school. In the viva I introduced myself, provided a brief on my interest in interning at the school highlighting my commitment to upholding the school's values and contributing.

positively to the learning environment.

3. Teacher Observations:

During my internship I observed classes from Play group to class 4 to achieve these following goals:

- To gain practical classroom experience
- To develop effective communication skill
- Understand student assessment and progress tracking.

These goals measured to provide a framework for evaluating internship success.

4. Class Conductions:

I got the opportunity to conduct classes at Wisdom International School. I conducted five classes as an English language teacher to understand the teaching scenario and develop skills like interaction engagement, language exposure and individual progress.

Chapter 4

Institution Details

About school:

Wisdom International School is known for its commitment to inclusive education principles. This is a unique English medium school which provides British curriculum subjects. Though school was built within recent 4 years, yet it aims to ensure that young people should be offered with a balanced and broad level of education to meet their spiritual, moral, emotional, physical, and social needs. The school prefers to follow Islamic studies as one of the school prospects. By this way they try to teach children learn spiritual, moral obligations. After thorough research and consultations with mentors, Wisdom International school was suitable for its reputation in inclusive education and the availability of diverse student profiles, advanced learning environment conducive to practical teaching experience. comprehensive exploration of inclusive teaching methodologies.

Image of school:



Institution facilities:

The school has two storied building with rooms fully air conditioned for the convenience of the students. The school performs assembly regularly. School prioritizes to speak English.

Name Of Institution	Wisdom International School
Location	House- 40, Rd No. 14/A, Satmasjid Road, Dhaka 1209
Time of Establishment	2019
Number Of Students	550
Section	Playgroup to VIII
Number of Teachers	22
Teachers Qualification	B.A and M. A in particular subject
Ownership	Non-government
Social Issue	As this is an international school its expecting students from diverse class of students.
Tuition Fees	Vary from primary to higher class
Teachers room	2
Prayer Rooms	2

Chapter 5.1

First class observation

Class: Play Group

Name of the Teacher: Mrs. Shabana

Number of students: 20

Topic of the class: English Alphabets

Duration: 30 minutes

Lecture Medium: English

Class Details:

15 August 2023 8:30 am as an intern teacher was my first day at Wisdom International School. I was surely nervous and excited. To guide them toward the new language needed scheduled planning to finish the lesson. Mrs. Shabana started the class with usual question as thing they had for breakfast? their favorite food and else. These questions encouraged students to brainstorm in pairs and then share their ideas with the class. Mrs. Shabana started writing English alphabets on the word and loudly repeated. After that she handed them a worksheet and colorful papers where they colored alphabets to learn them. She also took technology aid to make learning more enjoyable.

Observation Details:

Subject Matter Content	Mrs. Shabana utilized assessment effectively integrated dynamic and participatory classroom environment to their interest in art as a multisensory skill to advance learning.
Organization	The layout was made to finish her lessons in time following organized method about upcoming activities, class updates, and children's progress.
Rapport	The class ended with pretty good collaboration between teacher and student. Throughout the class the students incorporated to the provided gentle guidance enthusiastically.

Teaching Method: Mrs. Shabana initiated Communicative method by asking open-ended questions to engage with the young learning interest with enjoyable English learning experience.

Chapter 5.2

Second class observation

Class: KG II

Name of the Teacher: Mrs. Rumana

Number of students: 20

Topic of the class: Verbs (book The Radiant Way Word Practices)

Time Duration: 30 minutes

Lecture Medium: English

Class Details:

On Aug 24, I was guided by Mrs. Rumana. She introduced me to KG II. They seemed happy to meet me. The class started with a story telling session, lasted for 5 minutes, then she wrote few lines of the story and introduced students to Verbs. Afterwards Mrs. Rumana gave work to point out Verbs taken from The Radiant Way Word Practices rhyme. Few students struggled to find verbs the rhyme was confused with noun. So, Mrs. Rumana guided them to identify verbs from the rhyme. For effective conclusive end to her class, she repeated lines with proper verbs. She provided them a 2-page worksheet to fill in the blanks with right verbs.

Observation Details:

Subject Matter Content	Mrs. Rumana’s narration of an interesting story is a digestible chunk to match the attention span of young children. This performance of her shows structured language development on students.
Organization	Story session contributed to enhancing children's understanding of the vocabulary in a meaningful context. By repeating these words, children are more likely to retain them.
Rapport	As Mrs. Rumana directed their attention toward something the students were eager to share their thoughts and make connections with rest of the text.

Teaching Method: Mrs. Rumana’s storytelling session suggests her task-based teaching method which demonstrated remarkable progress to make students engagement in a proactive way.

Chapter 5.3

Third Class Observation

Class: KG II

Name of the Teacher: Mrs. Rumana

Number of students: 18

Topic of the class: I (book Fun with Grammar)

Time Duration: 30 minutes

Lecture Medium: English and Bangla

Class Details:

On August 27, the observation class with KG 2 students was about them learning new words from the pictures. Mrs. Rumana before starting the class provided students with colorful papers and asked students to read words written in the board. Then She asked them to read and write them in the colorful paper and to come forward to read them loudly. Students were very delighted with coming front and read those words. So, from each word she would make sentence and students understood easily. She also used GTM method to make learning easier to grasp the meaning of new words.

Observation Details:

Subject Matter Content	Mrs. Rumana engaged with young learners captivating their attention towards enjoyable English learning experience by showing her strong teaching skills to integrate props seamlessly into their lessons.
Organization	From the observations it is cleared that Mrs. Rumana's prop usage to achieve learning goals are to maximize their impact on language acquisition, helps maintain a clutter-free and organized learning environment.
Rapport	Mrs. Rumana using colorful paper transformed a simple word recognition exercise into an engaging adventure for the kinder garden students.

Teaching Method: Mrs. Rumana in this class used Grammar Translation Method to clarify their word meanings and using Communicative Language Teaching maintained language acquisition.

Chapter 5.4

Fourth Class Observation

Class: I

Name of the Teacher: Mr. Imran

Number of students: 15

Topic of the class: Spoken English class

Time Duration: 35 minutes

Lecture Medium: English

Class Details:

5th September I attended an observation class conducted by Mr. Imran about spoken English class. This a practice session held every week during class time. Mr. Imran asked students to write a five-line paragraph on topics like their favorite food or any hobby. Then they will be given 10 minutes to get ready to come forward and narrate the paragraph. He tried to put highlight on the basic English phrases, tense, vocabulary. Though he couldn't give feedback on everyone's writing r, but he ensured that every student note them on copy.

Observation Details:

Subject Matter Content	Mr. Imran showed his good command in English teaching area by correcting students vocabulary, pronunciation, and sentence formation through writing.
Organization	The strategy to write about a topic allowed students to explore a wider range of vocabulary, grammatical rules, understanding of punctuation coherence to spoken English.
Rapport	The teacher increased the participation of the activity using organizational skills to create a more engaging and effective English language learning environment.

Teaching Method: Mr. Imran's used Content and language Integrated Learning effectively to promote children's memory skills, aiding ability to recall vocabulary during spoken interactions language acquisition and social interaction in English.

Chapter 5.5

Fifth Class Observation

Class: I

Name of the Teacher: Mrs. Tahia

Number of students: 21

Topic of the class: Nouns

Time Duration: 35 minutes

Lecture Medium: English

Class Details:

19 September, I attended Mrs. Tahia's English class with Class I where she taught them Nouns.

At First, she wrote the definition of Noun. Then she asked students what they understood from that, then wrote 5 sentences on board and identified the nouns from each sentence and take a note of the in the copy for later. Again, she wrote 5 sentences on the board and asked few students to come forward and underline nouns from them. Then she asked other students whether they were right or wrong. Lastly, she gave them homework to find nouns form a workbook and told them she would play games in next class. By this whole class was engaged to learn nouns enthusiastically.

Observation Details:

Subject Matter Content	Mrs. Tahia wanted her students to understand the basics of noun first. So, she decided to go through text-based method where they would identify and categorize Nouns from other parts of speech.
Organization	Her class organization were very simple for students to adapt and perform tasks. This is also the reason student's positive participation was closely evident.
Rapport	The students' enthusiasm and active participation highlighted the effectiveness of hands-on activities in facilitating learning during Mrs. Tahia's.

Teaching Method: Mrs. Tahia's method of teaching was CLT method where she trying to make student understand Nouns active participation and to share their findings.

Chapter 6.1

Teaching Experience

Class: KG I

Number of students: 30

Topic of the class: Words for Speech and Actions

Date and Time: 3 Sept (9:10 - 9:45) am.

Duration: 35 minutes

Lesson Plan	Activity	Time
Introduction	Introduced the rhyme by repeating action words.	5
Brief explanation	Repetition of the poem to reinforce vocabulary on students.	25
Conclusion	Gave another poem to foster English language development.	5

Class discussion:

It was my first day to accomplish my teaching experience at Wisdom International School. This interactive session was all about students learning action speeches through rhymes. So, I began with rhyming song “Humpty Dumpty”. I emphasized the rhyming words “Sat”, “Had”, “Couldn’t” and all the related active verbs, nouns and invited students to mimic the action sequence of text like Humpty Dumpty with their gesture. I gave them homework “Flying man, Flying man”. From the whole participation a reflective practice was encouraged to improve teaching methods continually.

Outcomes of the Lesson:

In this lesson I used kinesthetic approach which is combination of verbal and physical engagement that fostered enthusiasm and comprehension among students.

Chapter 6.2

Teaching Experience

Class: I

Number of students: 30

Topic of the class: English Speaking Class

Date and Time: 4 Sept (9:10 - 9:45) am

Duration: 35 minutes

Lesson Plan	Activities	Time
Introduction	Interacted introduction promoting spoken English skill.	5
Lesson exercise	Generated a self-directed learning environment by calling them forward.	25
Conclusion	Adjusted to develop fluent conversational skill.	5

Class discussion:

Aug 27 was my second day teaching experience with Class 1 students English Spoken Class, about highlighting series of interactive spoken English lessons and to observe instructional strategies to identified areas for growth. First, I conducted an introduction session. Then I told 5 students to come forward asked questions about what they want to become in future and give responses. Then I asked to write them in 5-line paragraph and asked to come forward, read them loudly, Students were very enthusiastic to share their words. I also provided feedback for having the confidence to come forward.

Outcomes of the Lesson:

Students demonstrated their active participation in the whole session and took a chance to improve their creative writing ability as a foundational skill.

Chapter 6.3

Teaching Experience

Class: VI

Number of students: 15

Topic of the class: Poem Break, Break, Break by Alfred, Lord Tennyson

Date and Time: 11 Sept (9:10 - 9:45) am.

Duration: 35 minutes

Lesson Plan	Activities	Time
Introduction	Brief introduction about background of the poem.	10
Brief explanation	Discussions to understand interpretation of the poem.	22
Conclusion	Brief explanation about literary terms	3

Class discussion:

I wanted students to grow interest, illustrate their understanding adapting the expression of the poem. In Introductory session I asked them the author of the poem then I shared my knowledge about Alfred Tennyson his early life and other works of contemporary poets. I gave them 5 min to recite the poem three times and describe their understanding of the poem. In the meantime, I wrote all the literary terms involved, the tone, settings etc. Their response on the understanding were wonderful as I gave out them a group task to classify those literary terms from the lines of the poem, they did an amazing job.

Outcomes of the Lesson:

This kind of teaching experience leded students to explore poetry connecting the poems to their own creative interpretation.

Chapter 6.4

Teaching Experience

Class: III

Number of students: 15

Topic of the class: Formation of Adjectives

Date and Time: 12 Sept (9:10 - 9:45) am.

Duration: 35 minutes

Lesson plan	Activities	Time
Introduction	Introduced the concept of Adjective through simple classroom equipment.	5
Brief lesson explanation	Used familiar words to define the concept.	25
Conclusion	Encouraged student engagement in the lesson.	5

Class discussion:

I began by explaining the basic roles of adjective in describing nouns. To make concept relatable, I used everyday objects in the classroom as whiteboard, colorful pencils, markers to illustrate how adjectives enhance our descriptions. Then I wrote few words to introduced suffixes like '-y' and '-ful' for the formation of adjectives. Then I asked few students to come forward to explain meaning of the words and write few of them themselves. From all the words I asked them to write at least 6-line story and read out loud. This interactive story time kept them engaged and allowed to apply their skill.

Outcomes of the Lesson:

This teaching experience emphasized the importance of using creative methods to teach grammar concepts to young learners.

Chapter 6.5

Teaching Experience

Class: III

Number of students: 15

Topic of the class: Collective Nouns

Date and Time: 14 Sept (9:10 - 9:45) am.

Duration: 35 minutes

Lesson Plan	Activities	Time
Introduction	An interactive story telling session to attract their attention.	5
Brief lesson explanation	Introduce the concept of collective nouns.	25
Conclusion	Ended class with simple exercise practice.	5

Class discussion:

I integrated creative storytelling session into the lesson to make the concept memorable. So, I began by telling story of Hansel and Gretel and wrote five lines of the story related to the plot where there would identify collective nouns like Swarm, Bees, Islands etc. Then I emphasized the use of collective noun in broader basis and gave few examples. Then asked them to do former task to identify and used positive reinforcement as whoever finishes first would get a star mark. Seeing their enthusiasm, I gave them an exercise to solve from their books.

Outcomes of the Lesson:

I assessed students understanding through creative session and completed the goal to clear depth apprehension regarding collective nouns.

Chapter 7

Limitations

This section addresses some limitation I encountered during my internship at Wisdom International School which provided me with opportunity for self-reflection and growth.

- **Diverse Learning needs:**

One significant limitation faced was the diverse learning environments for different age of students, meet the individual requirements, particular needs varying language proficiency and abilities.

- **Limited Classroom Resources:**

The school had limited access to modern educational resources especially in higher section classes which constrained in delivering interactive and dynamic lessons.

- **Time Constraints:**

As an intern teacher establishing deep connections and substantial academic progress with students posed very difficult to me.

Acknowledging these limitations served me well as valuable learning opportunities, learn flexibility and adaptability for understanding diverse needs of students.

Chapter 8

Skills I used during my internship

This internship opportunity as an English teacher at Wisdom International School undoubtedly helped me develop a range of valuable skills and here, I will outline some of the key skills that I employed during this internship.

- 1. Communication and adaptability:** One of the fundamental skills I learned to adapt in a diverse classroom is my communication style to cater to the unique needs of my students like to adjust different approach according to their age to simplify complex lessons.
- 2. Classroom Management:** I found classroom management very effective because the strategies to make learning clear and with positive reinforcement keep students engaged.
- 3. Problem solving:** In these three-month I faced challenges like unavailability of advanced tech learning equipment's which I confronted using old school method to maintain productive learning environment.
- 4. Teamwork and Collaboration:** Collaboration and teamwork like from all the meetings and collaborative projects, I gathered deep insight about how to carry out specific, actionable, and motivating role.

Chapter 9

Overall Findings

This internship journey traversed the intricate pathways of language proficiency, cognitive transformation, understanding captivating educational experience within Bangladeshi school system.

Student Progress and Language Proficiency:

From the exhibition of students English learning needs and preferences, it is evident that Students mostly preferred interactive and hands on activities which is about concentration to each individual attention and support. The authorities of the school are doing utmost to increase this substantial improvement as regular vocabulary building exercises, pronunciation drills which supports nationally prescribed CLT method diligently.

Effective Use of Technology:

The school has enough access to advanced textbooks and supplementary reading materials. But to engage with students' technology resources inevitable. There was limited use of technology in the school. This is important for students to get associated with digital literacy program including technological tools and digital materials to enhance digital competence on students.

From the observation it is notable that faculties of this school were familiar with main concepts of ELT and to them students own personal experience is foremost ingredient in classroom learning which was evident in students English learning engagement, proficiency and fluency.

Chapter 10

Recommendations

Wisdom International School has well-structured education environment and doing great job managing considering since its establishment. So for constructive suggestions and insights I would like to highlight some key recommendations for educational development and teaching practices .

Student Assessment: Students should be provided with more comparative assessment strategies like formative, summative, and alternate which will align with their learning objectives. The data of these three will give an instructor a deep insight on the fulfilment of their goal.

Enhance Technology Integration: Though school shown interest to incorporate digital educational technology, but I have found there were not enough steps taken in higher classes regarding to enhance interactive outlook and effective learning like using presentation tools to create interactive specific content and theme for whole exploration in learning.

Parent Involvement Program: While doing this internship I have noticed there was less parent involvement program. But it is suggested that through the collaboration of both teachers and parents a student can easily corelate them with inherit skill sooner than expected.

Following these recommendations, the school will notice student's strong sense of community and enhancing student performance.

Chapter 11

Conclusion

This internship as an English teacher at Wisdom International School allowed me close examination to understand the teaching methodology relating country's educational system. It was enriching both personally and professionally. This experience provided me with valuable insights into effective classroom management and the impact of a positive and inclusive learning environment on student's language acquisition and development. The challenges I encountered were for growth, ultimately my skills to adapt, communicate and inspire the students in my care. I firmly believe that this internship has been a transformative experience, allowing me employ and improve various teaching skills to reinforce my commitment to become an educator.

Chapter 12

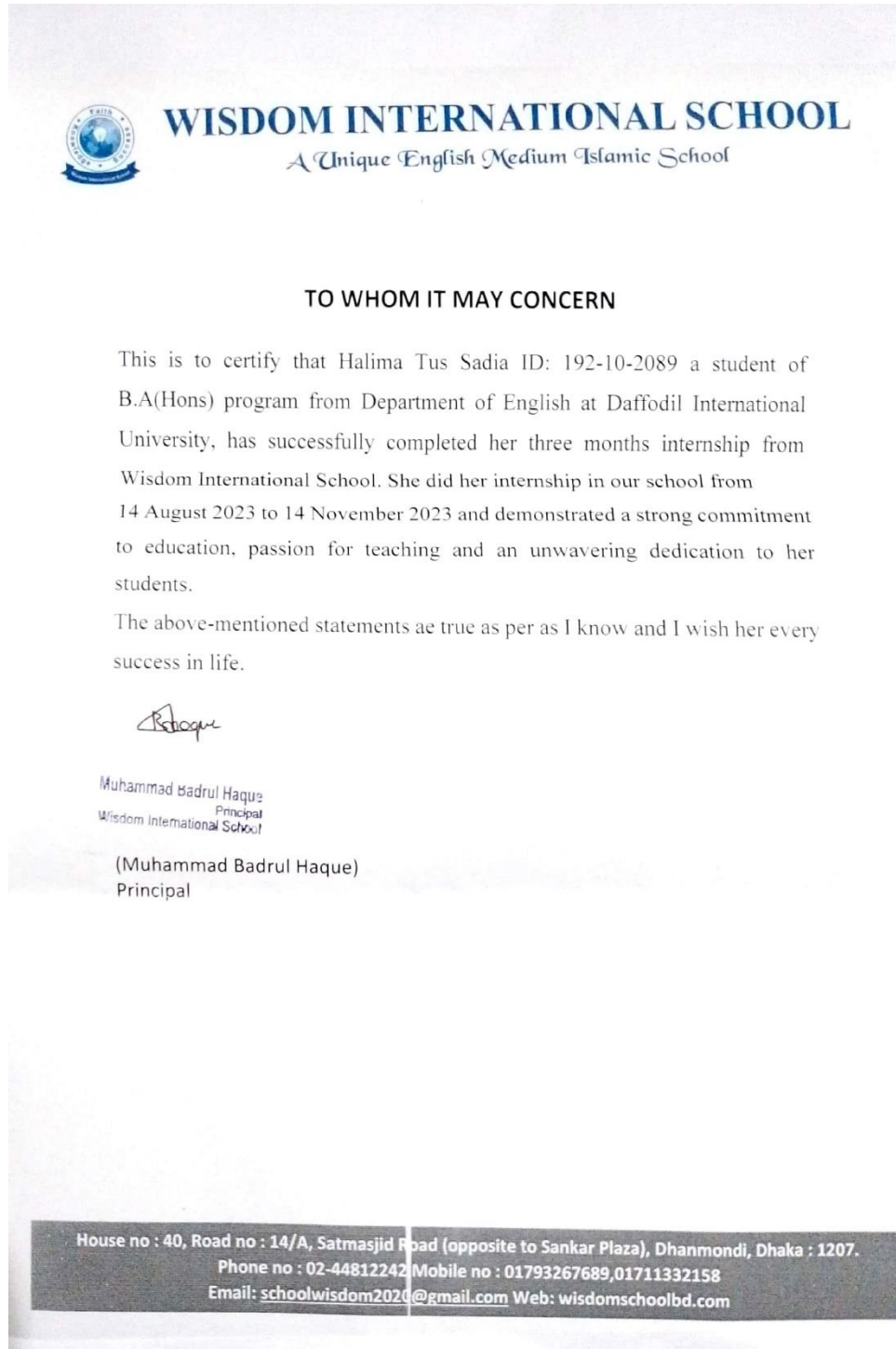
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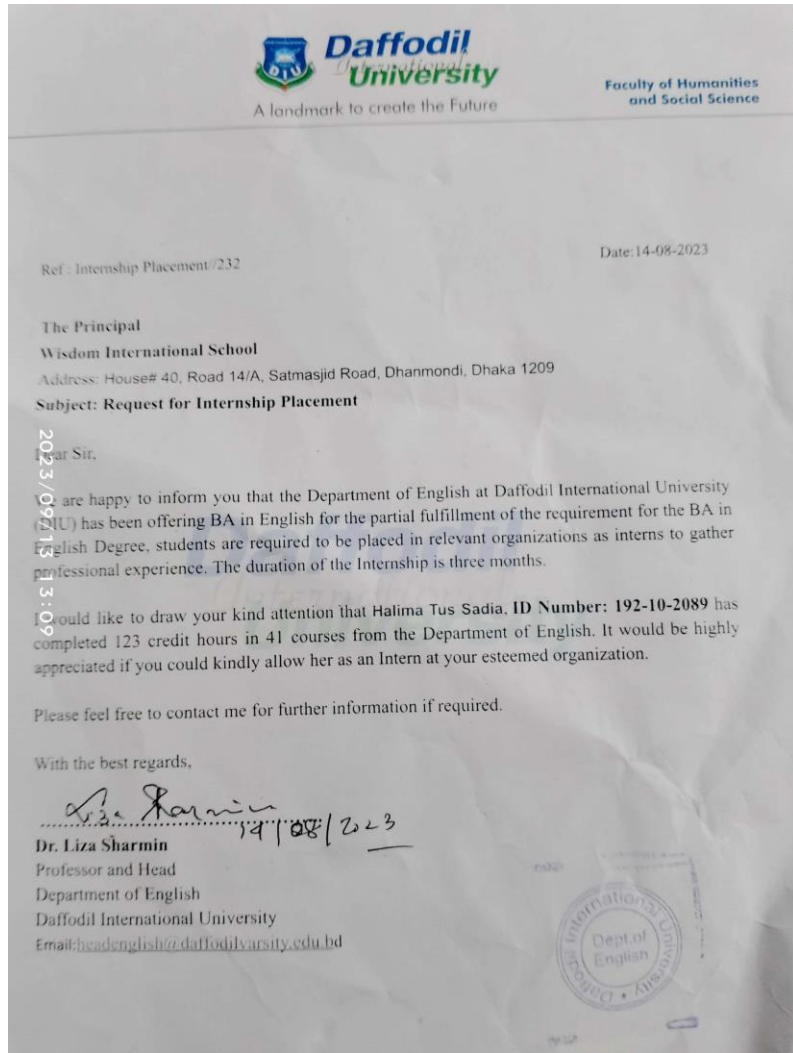
Appendices 13.1

Certificate from the school I completed



Appendices 13.2

Certificate from the university



Appendices 13.3

Images of Classes



Appendices 13.4

Certificate on Plagiarism

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