



**Daffodil**  
*International*  
**University**

## **An Internship Report on Teaching and Learning in a High School**

**Course Title:** Project Paper With Internship

**Course Code :** (ENGLISH-431)

**Submitted by**

Md. Raihan Hossain

ID : 203-10-682

Batch: 18th

Department of English.

**Submitted to**

Ms Asma Alam

Assistant Professor

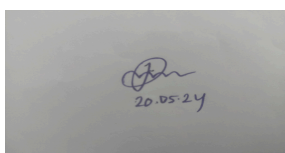
Department of English,

A report submitted to the Department of English,  
In partial fulfillment of the requirements for the degree of BA Honors in English.

**Date of Submission:** 18 May, 2024.

## Declaration

I, hereby, declare that this internship report is a presentation of my authentic project paper which has been prepared under the guidance of Ms Asma Alam, Assistant Professor of the Department of English. Throughout the entire course of my internship at Akran High School & College, I have diligently devoted myself to the assigned tasks. All sources employed in this report have been appropriately acknowledged and referenced. I do acknowledge that this internship report is supposed to be assessed as a partial fulfillment of my defense Program, under the course of Project Paper with Internship-(ENGLISH-431), and its contents have not been submitted for any other purposes. I do take full responsibility for the accuracy and authenticity of the report presented herein. Any kind of errors and mistakes are entirely unintentional, in case any errors occur, I am open to constructive criticism and feedback for further enhancement.

A rectangular box containing a handwritten signature in blue ink and the date "20.05.24" written below it.

---

Md. Raihan Hossain

ID: 203-10-682

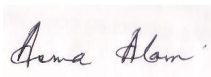
Batch: 18th

Department of English

### **Certification by Supervisor**

This is to certify that, Md. Raihan Hossain has accomplished his “An Internship on Teaching and Learning in a High School” under my overseeing. All aspects of information, he has provided in this report are authentic.

I am really pleased to declare that he has done all necessary tasks and completed the Project Paper with Internship- (ENG-431) with proficiency under my inspection. For his excellent performance & Successful completion of all tasks, I wish him a very bright & potential future in his professional and personal career.



---

Ms Asma Alam  
Assistant Professor  
Department of the English.

## **Acknowledgement of Authorship**

Initially, I intend to share my profound gratefulness to Allah for allowing me to complete my Project Paper with Internships, (ENG-431), within the allotted time.

Especially, I seek to express my heartiest gratitude to my supervisor

Ms. Asma Alam, Assistant Professor, Department of English. I would like to thank her for her analytical instructions and humble guidance as well as encouragement which helped me to prepare my project paper within the scheduled time.. Respectively, I want to give my deepest appreciation to my Departments of English. Lastly, I am also obliged to the Akran High School & College authority for allowing me to accomplish my internship in their organization. Eventually, I want to give my thanks to everyone who has supported me in completing this internship successfully by providing me with various resources, and advice during this three-month internship.

## **Dedication**

This report is dedicated to my beloved family who gave me ample opportunities to explore the world. Their unwavering love and encouragement have been the light and blessings throughout my education journey and their endless support and belief in my abilities have inspired me to push beyond my limits and pursue excellence in every endeavor. And most especially, this project paper report is dedicated to the innocent people of Palestine.

## **Abstract**

This report gives an overview of an internship on teaching and learning as an Co-teacher at Akran High School. It was focused on paying particular attention to the perspective of teachers' and students' attitudes in language learning. This teaching journey emphasized the implementation of Communicative Language Teaching for practical language learning in a High School. This report was initiated in accordance with an introductory description of the report, objectives and observations of the approaches followed by the institute, teaching and learning experiences through the imposition of a newly adopted modern method, overall findings and outcome, and recommendations for upgrading language teaching and facilities. This report exhibited the challenges faced by the intern and the lack of facilities at the institution. However, Proficient teachers of modern approaches and their awareness encouraged them to learn the English Language with modern methodology, which made a great impact on the learners for improving their productive English Skills not only receptive English skills. Overall, this report also reflected the professional growth of an intern through practical classroom experiences and classroom observations.

## Table of Contents

<b>Title Page</b> .....	i
<b>Declaration</b> .....	ii
<b>Certification by Supervisor</b> .....	iii
<b>Acknowledgement of Authorship</b> .....	iv
<b>Dedication</b> .....	v
<b>Abstract</b> .....	vi
<b>Table of Contents</b> .....	vii
<b>List of Tables, Figures, and Charts</b> .....	viii
<b>Chapter-1</b>	
Introduction.....	01
<b>Chapter -2</b>	
Objectives .....	02
<b>Chapter-3</b>	
Methodology .....	03
<b>Chapter-4</b>	
Institution Details .....	(04-05)
<b>Chapter-5</b>	
Classes Observations Reports .....	(06-09)
➤ 5.1 Class observation English -( I ) .....	06
➤ 5.2 Class Observation English- ( II ).....	07
➤ 5.3 Class observation English-(III).....	08
➤ 5.4 Class Observation English-(IV).....	09
<b>Chapter-6</b>	
Teaching Experiences.....	(10-15)
➤ 6.1 Class conduction English-( I ).....	10
➤ 6.2 Class conduction English ( II ).....	11
➤ 6.3 Class conduction English(III).....	12
➤ 6.4 Class conduction English (IV).....	13
➤ 6.5Conducted classes overview.....	14
➤ 6.6 Experiences as a Teaching Assistant.....	15
➤ 6.7 Learning as a Teaching Assistant.....	15

## **Chapter-7**

Overall Findings .....	(16-17)
➤ 7.1 Class observation findings.....	16
➤ 7.2 Class experiences finding.....	17
➤ 7.3 Self-findings.....	17

## **Chapter-8**

Recommendations.....	(18-19)
➤ 8.1 For the institution.....	18
➤ 8.2 For language teaching.....	19
➤ 8.3 For myself.....	19

## **Chapter-9**

Conclusions .....	20
-------------------	----

## **Chapter-10**

References.....	21
-----------------	----

## **Appendices**

### **Appendix -1.1**

Certificates of Internship.....	(22-24)
---------------------------------	---------

### **Appendix -1.2**

Photographs.....	(25-35)
------------------	---------

### **Appendix-1.3**

Lesson Plan For Class Conductions .....	(36-39)
---	---------

### **Appendix -1.4**

Class observation checklist.....	(40-50)
----------------------------------	---------

## **List of Tables, Figures, and Charts**

<b>Table-1</b> .....	<b>05</b>
<b>Table-2</b> .....	<b>36</b>
<b>Table-3</b> .....	<b>37</b>
<b>Table-4</b> .....	<b>39</b>



## **Chapter -1**

### **Introduction**

English is widely spoken and become the primary language of international communication in the fields of science, business, technology, higher education and administrative uses due to globalization. NCTB-National Curriculum and Text Board has incorporated English as a mandatory course for the secondary level of English Learning , considering its necessity. In teaching the English Language, there are several theoretical teaching methodologies followed by the teachers, such as Grammar Translation Method, Audio Lingual Method, Direct Method, and so on. NCTB developed and published the textbook “English for Today“ through the Communicative Language Teaching method. However, Teachers do practice the oldest methods to teach only about the rules-regulations, and vocabulary, not the practical use of the English language so that they can use it in any context. The Bangladeshi English education system Grammar Translation is widely popular among all other approaches because most of the teachers are trained in this method and it is the oldest method of language teaching which is not an effective approach for communicative language learning or practical English language learning. , English medium schools, do follow Only English as the language of instruction in the classroom but in opposite education system in rural Bangladeshi Schools, they do follow the oldest method for learning English skills due to the lack of knowledge about the Communications Language Approach, English teachers and students of Akran High School and College are less interested in modern approaches rather they tend to focus on Grammar Translation Method. However, proper lesson plans and interesting activities inspired them to adopt the Communicative Language Teaching Approach for language learning.

## **Chapter-2**

### **Objectives**

The English Language Teaching profession is one of the most noble jobs in Bangladesh.

There are several significant objectives to choose this profession as an intern:

- Creating career opportunities through English language competency.
- Gaining practical classroom experience and problem-solving ability in Bangladeshi school.
- Learning classroom management techniques and observing substantial impact on the new learners.
- Making global citizens through proficiency in English teaching and learning.
- Obtaining technology-based language learning.

### Chapter-3

## Methodology

As a partial accomplishment of my BA (Hons) in English, I intended to accomplish my internship as an English teacher and then, I made a list of potential school institutions which were next to my university. Then, I decided to apply to those schools. After getting their positive response I met them and consulted about my teaching Methodology :

- The forwarding letter and a CV were submitted to the concerned authority.
- Joining as an Intern English Teacher at Akran High School & College, Birulia, Savar, Dhaka.
- Sheikh Muhammad Monower Hossain, Assistant Principal of the school & College, was assigned as facilitator of my teaching journey.
- A few classes were observed by me to learn about the teaching techniques followed by other teachers and observed students' attitudes on those techniques.
- The communicative Language Approach was followed for class conditions and effective teaching and learning.
- Eventually, assessing the impact of the students.

## Chapter-4

### Institution Details

Akran High School and College, Savar, Dhaka was established in the 1960s. It is a renowned school and college, determined to provide the highest quality of education to individual students and make them knowledgeable in every aspect. It has a mission to make students self-motivated agents for the welfare of the whole human beings. The institution also has a vision to build a beautiful, happy and peaceful world. Someone can reach this institution through their official addresses and website :

**Location:** Akran, Birulia, Savar, Dhaka

**Office:** 013 09 10 84 17

**Mobile:** 01730616161

**E-mail:** [schc108417@gmail.com](mailto:schc108417@gmail.com)

**Web:** [www.ahsc.edu.bd](http://www.ahsc.edu.bd)

**Table 4.1 List of Employees**

<b>Name</b>	<b>Qualification</b>	<b>Designation</b>
Md. Harun-Ar-Rashid	B.Sc & MSc(First Class)	Principal
Sheikh Md. Monowar Hossain	BA(hons) & MA in English	Assistant Principal
Md. jahidul Islam	BSc in Math	Senior Teacher
Md. Hosen Ali	BSc & MSc in Social Science	Senior Teacher
Md. Samaun Islam	BSc & MSc( first Class)	Assistant Teacher
Ms Selina Akher	MSC in Statistics	Assistant Teacher
Md. Monirul Islam	BA(hons) in Bangla	Assistant Teacher
Nigar Sultana	BSc & MSc (first class)	Assistant Teacher
Md. Abdullah Mamun	BA(hons) & MA in (English)	Assistant Teacher
Md. Ariful Islam	BA(hons) &MA(Islamic.S)	Assistant Teacher
Sharmin Sultana	BA(hons) & MA (English)	Assistant Teacher
Borwati Moin	BSS & MSS	Assistant Teacher
Sonia Sheikh Suborna	BSS & MSS	Assistant Teacher
Md. Hasibur Rahman	BSc & MSc	Assistant Teacher
Hasan Kabir	BA(hons)&MA(Economics)	Assistant Teacher
Asma Akter	BBS & MBS	Assistant Teacher
Md. Anisur Rahman	BSc and MSc	Lab Operator
Md. Billal Hossain	BA	Office Assistant

## Chapter-5

### Class Observation Reports

Md. Monowar Hossain, Assistant Principal of Akran High School and College was my facilitator of the institution. Before taking classes, I had to observe some classes to get some information about the methodology followed by the institution for language learning and teachers' attitudes toward the students as well as the impact on the learners of the methodologies they follow. This allowed me to perceive the current scenario of the teaching systems followed by the teachers and helped me to get the notions of interests, weaknesses and nature of the students.

#### 5.1 Class Observation English-( I )

Officially, on the first day of my internship, I was employed to observe an English-( I ), in room number (103), class -Eight, Section B(Girls), class duration was 45 minutes, Students-29, Subject- ‘ English for Today Textbook’, chapter-11, Page(162-178) conducted by Mr Monirul Islam, Assistant English Teacher of the school. Initially, students were curious about getting to know me. After that, the teacher introduced me to them and they greeted me cordially and I took a seat to observe the class. The classroom was small, considering the number of students. Then the teacher told students in their native language, "We are going to start a new lesson today.“ The Merchant of Venice ‘ a play by William Shakespeare. As ordered, they opened chapter 18 from their textbook. The teacher initially, said something about the writer and then he started the background of the play in his native language when a student asked a question in his native language(‘ স্যার Merchant মানে কি?’) The teacher explained the word's meaning in the native language. Then he chose one of the student and asked to read the play from the

textbook and right at that time, the facilitators translated the meaning of the text into the native language, figured out some important vocabulary and told them to make some English sentences with those words. After making sentences, students went to the teacher to assess their task and returned to their sit. The teacher said to the students, we will do our next activities from the next class. After that, he provided homework to write a short paragraph about your “Friendship” Thank you students and he left the class. Students stood up and greeted each other again.

## **5.2 Class Observation English-( II )**

The next day, another class observation was taken by me, English -( II ), room number 106,

Class-Ten, Section-A(Boys), The class spanned 45 minutes, Student-25, Subject-English Grammar and Composition was conducted by Sheikh Md. Monowar Hossain, Assistant Principal of the school & College. All the students stood up when he entered the classroom. As usual, he introduced me to the students. Initially, he asked the captain to collect homework which was given in the previous class. After checking the homework, I discovered a few of the students getting punishment, because of not doing their homework. Then, he asked them to open up the grammar and Composition book and make sure the chapter 5, page 85 “ Transformation of Sentences, The facilitator wrote down all the rules and and structure on the kboard by giving real-life examples and commanded the students to write down the rules in the notebook. Then, he asked, do you have any examples to say? A few of the students responded some examples and, the teacher immediately wrote those examples on the board, made a subtle correction and clarified all the mistakes made by the students. Before leaving the class, the instructor

assigned them homework on simple sentences and, said to transform these 10 simple sentences into 10 complex and 10 compound sentences.

### **5.3 Class Observation English-(III)**

I took my third class observation with Ms Sharmin Sultana mam, English -(III), room number 107, Class-ten, section B ( Girls), full class duration time was 45 minutes, the number of students 26 attended in the class, Subject “English for Today text”. After entering the class, she completed the roll call segment. Then, she said, Today, 's topic is ‘ Renewable Energy’ unit-11, page number 138. Initially, she defined renewable energy and fossil fuels to know about the familiar energy resources. After that, she discussed the energy security crisis of the future. Finally, a debate on the importance of renewable energy and the students into two groups, Red teams and Green teams to participate in a debate. Each group had 5 members. The Red was against renewable energy, and the Green team was advocating for renewable energy. The debate was conducted in the Bangla language, however, they were guided by the teacher to continue in English. According to the teacher’s assessment, the Green team won the debate. Then they were given a task in the essay “ Renewable Energy “ within 250 words, for the next class. Then, the teacher went out of the class.



#### **5.4 Class Observation English-(IV)**

The final class observation was with Abdullah Mamun sir, English-(IV), in classroom number(114), class-7, section B (girls), class duration was 45 minutes, students-23 Subject-'English for Today,' Topic -" Bangabandhu, My Inspiration" Chapter-8, page number 61-66. " He entered the class and asked students, do you have anyone who inspires you?" in native language, Then the students replied one by one. Someone said, my mother is my inspiration, then one of them said Mr Harun Al Rashid sir my inspiration, Then the teacher said, can you write down 5 lines about Bangabandhu Sheikh Mujibur Rahman? After finishing the task, the teacher went to them and evaluated their paper. Then he moved on to lesson 8.2 and read the text 'Bangabandhu, My Inspiration' Then one of the students willingly wanted to read the text. After finishing the text, the teacher translated the text into the native language. In the last part of the classes, he gave the students homework to do homework (Lesson 8.3), read the text and answer the questions. After rang the bell, he went out of the class and talked to me for a while about my observations and internship.

## Chapter 6

### Teaching Experiences

I observed numerous classes, and I was instructed and permitted to conduct the classes. After knowing the news, it was exciting for me because I had never done that kind of job before, and then my facilitator assured me he would be there in the class to support me. I got the routine and other necessary educational instruments. Before conducting a class, I always used to prepare a proper lesson plans for effective time management. In that case, I took the help of Herbert Spencer's lesson plan and established precise strategies for effective English Learning naturally and spontaneously. I knew that effective Communication Language Teaching depended on proper teaching procedures and classroom activities along with an ice-breaking session. As an intern English teacher, I had to be aware of these activities before entering the classroom. The duration of the internship was 3 months. Within 3 months I had completed my class conduction without any kind of ‘Critic Event’ in the classroom and tried to implement communicative language approaches to make the learners competent in practical language learning.

#### **6.1 Class Conduction English-( I )**

In the first class, I entered classroom number 103, student 23, Class-Eight, section-A (Boys), class duration 45 minutes, subject: ‘English For Today’ topic-“ Beauty in Poetry” page-13. Initially, I introduced myself. Then, I asked the students to introduce themselves briefly( just say your name and a favourite Bangla poem). I was doing that segment as an ‘Ice-breaking session to help students feel comfortable. After introducing part, I wrote a sentence on the board ( What is poetry?) As it was poetry class I chose to teach them

about poetry first and made a lesson plan according to a selected poem from the text. After knowing their definition of the poem I said mine. Later, I started a poem “ I Wandered Lonely as a Cloud” and showed some pictures of daffodils from the book and asked them about their memories and favourite places where they travelled already and commanded them to say something in English about their experiences in that favourite place. Then, I read the whole poem, summarized it and described in which way your memories are connected with this poem. After giving the homework of figuring out 5 favorite words from the poem taking feedback from the students and trying to answer their questions. Recapping the key points. Finally, the class ended with greeting each other and I departed from class.

## **6.2 Class Conduction English -(II)**

Another class was taken by me, as usual, I entered another class, class number 107, Section B ( Girls), number of students present 21, class duration was 45 minutes.

They greeted me cordially. Initially, I imposed an ice-breaking session and commanded them to make a pair and tell the name along with a particular dream to their partner. Then, they were active and felt comfortable to do the further lesson. Then, I commanded them to open chapter 10 “Dream”. Page number (129-137). After that, I introduced them to Prilata Waddedar and talked about her dream and how she fulfilled her two dreams. I chose a few students to read the text to test their reading comprehension ability. At the ending part of the class. I made a cloud picture on the board to know about their dreams in future. Almost all of them shared their dreams. Most of them wanted to be doctors and teachers, and some of them wanted to be police, pilots, and so on. After getting feedback

and recapping the whole text. Then, I gave my homework a paragraph “Write about your dreams” within 150 words. and departed from the class with greetings.

### **6.3 Class Condition English-(III)**

There was another class conducted by me. I entered another classroom number 106, class Ten, Number of students 29, Section A (Boys), Class duration-45 minutes. Subject: English For Today Text, Topic media and modes of e-communication. page-164. As usual, I made an Ice-breaking session to help students feel comfortable and relaxed. After that, I commanded them to open chapter 13 of the textbook. Before starting the text, I asked a few basic questions about email, Facebook, Instagram and other social media-related questions like how many of you have Facebook and email accounts and which of the following words you are familiar with. Almost all of them answered they have a Facebook account and only 3 of them had an email account. Then, I moved on to the text and briefly discussed email, and how it operates. Then, created a group task to discuss the use and abuse of the internet. After having a group discussion, I took the feedback and answered the questions they were asking. Finally, summarize the key points and greet students for their enthusiastic participation in the class. After finishing, I departed from the classes.

## 6.4 Class Conduction English-(IV)

I took my last class in room number 102, Class-7, Section-A(Boys), 19 students attended the class. Class Duration 45 minutes, Subject- English Grammar & Composition, Topic Name - Articles.

After introducing it, I initially made an ice-breaking segment to create a comfortable environment and enjoyable class. It was commanded to choose a partner and make a pair. From a pair of students, one of them will say an object or noun and the other partner will place an article before the object or noun. It was continued for a few minutes after that, I explained the definite and indefinite articles and provided clear rules for when to use “ a,” “an,” and “the” and gave real-life examples

Then I put some fill-in-the-gap on board and told them to choose an appropriate article and fill the gaps within 5 minutes. Few of the students had done the tasks within the allotted time and brought them to me for assessing the paper. I evaluated the papers and then finally filled the gaps with appropriate articles. I was taking feedback about the class, Recap the key points and wrap up the class with greetings.

## **6.5: Conducted Classes overview**

As I have already mentioned a few statements that, after getting a few class observations, I was assigned to conduct classes. In these three months, I had to take classes in different classrooms. However, I have provided three lesson plan herein. Before taking classes, I had to make a strategic lesson plan for attaining my objectives. I had to conduct the classes in a Bangla medium institution, which is why I had to face difficulties in implementing a communicative approach in the classroom. Because almost all of them feel comfortable learning English with the oldest method and uncomfortable with the communicative approach. They were used to learn about the language which emphasized learning the rules, memorization, habituations and translations. However, my lesson plan was constructed through communicative approaches where the English language environment was mandatory to teach the language not about the language. According to my lesson plan, students are supposed to learn English grammar, rule vocabulary, and other tools from the situational contexts, classroom activities, and social context of communicative events. To execute this plan, as a teacher, my major responsibility was to establish an English environment situation likely to promote communicative interaction among the students so that they can negotiate with each other. Then. My other responsibility was to allow the students to express their ideas, opinions, and feelings in English. In my teaching plan, errors and mistakes were tolerated, and I thought it was a common phenomenon to make mistakes initially through a communicative approach. However, subsequently, they improved themselves impressively after giving them comfortable, positive environments to learn the English language, I was taking feedback and providing extra effort to those who were comparatively weak in the classroom. With this positive attitude, I managed the class easily. After conducting the classes, I achieved

almost all the objectives except technology-based education due to a lack of sufficient technological materials.

## **6.6: Experiences as a Teaching Assistant**

These three months of my internship journey taught me several lessons. Every day I was gaining something new, from the teachers, from the students and from the Institute itself. However, there were some challenges I had to face, presenting on scheduled time, crowd management, and interacting with teachers and parents of the students. But overall, I had great learnings and discipline to adapt to other professional platforms as well.

## **6.7: Learnings as a Teaching Assistant**

- Learned how to maintain professionalism in professional settings.
- Developed Communication skill
- Attained Time management skills
- Enriched Problem-solving and critical-thinking abilities have

## Chapter-7

### Overall Findings

There have been a few limitations, I have figured out in my class observation and teaching experience. In my internship journey, from beginning to end, I have achieved a lot of professional skills and sharpened my language proficiency as well as my weaknesses also highlighted in the findings

#### 7.1 Class observation findings

- ❖ There was no special productive language learning system
- ❖ Students solely depend on the receptive language learning process through fixed grammar rules and memorization.
- ❖ Most English teachers follow the oldest methods for language learning as they are trained in that method
- ❖ They were not making anyone Break sessions for the students
- ❖ As the institution was established next to a bazaar creating a lot of noises
- ❖ Classrooms are quite small considering the number of students and 4-5 students were sitting in one seat.
- ❖ All the construction buildings are yet to be completed.



## 7.2 Class Experience Findings

- Students were less interested in CLT but wanted to communicate properly in English
- Students were very enthusiastic to learn something new
- A class duration of 45 minutes was not enough for a class
- Students loved the Icebreaking segment
- Students had shown excitement about pair works.
- Due to the lack of enough technological facilities, I had to face difficulties teaching about the technology-based topic.

## 7.3 Self-findings

- ❖ Facing challenges in a professional setting
- ❖ Troubling with time management capability
- ❖ Facing trouble with technology-based language learning.

## **Chapter -8**

### **Recommendation**

There are some areas where my selected institute can make some changes for the sake of language development.

#### **8.1: For the Institution**

- The institution must create CLT and other modern methods-based language teaching systems.
- Providing extra time for extracurricular activities
- The ice-breaking segment must be mandatory in the classroom
- Ensuring whiteboards and Markers for all classes,
- Removing the punishment system rather than adding demerits points
- Need to establish a close classroom and one bench for one student
- Establishing a sound system for the large classroom
- Classrooms need to digitalize through technologies and organized computer clubs.

## 8.2: For the Language Teachings

- Teachers need to be trained in modern methods to teach the language properly
- Teachers need to emphasise productive language skills development rather than just receptive skills.
- The Institute should employ a decree and motivate that in English Classes both the teacher and students need to use English as medium of instruction in the English class.
- The Institution can arrange a weekly debate programme in English to improve their oral speech and communication development in a practical context.
- Authority needs to establish a technology-based language learning system
- Teachers have to provide sufficient language-learning materials and tools for the students

## 8.3: For myself -

- I need to be more precise in the classroom
- I need to learn more new techniques for language development
- I have to be aware of time management in the classroom
- I should maintain a formal dress-up.
- I shouldn't have missed any meeting of professional Settings.
- I need to be more cooperative in the classroom.

## **Chapter-9**

### **Conclusion**

In conclusion, Since this journey was just a start-up for my professional life, I have achieved a lot of great experiences as well as a few bad experiences. Sharing the same platform with numerous smart people and practical professional settings helped me a lot to discover myself in a new way. As a student and new apprentice, it was observed that professional settings were quite different compared to educational settings, where I had to achieve practical knowledge and adapt to different fields. It would have been great if I had gone for a six-month internship instead of three months So that I had enough opportunities to spend more time in a professional setting, complete the courses and gain a strong relationship with colleagues. Although there were some bitter experiences as well, I have enjoyed a lot in this internship journey. I hope this experience will benefit my future career.

## Chapter -10

### References

#### Reference List with APA format:

- Ahmed, M. K. (2016). Communicative Language Teaching: A Practical Scenario in the Context of Bangladesh. *Advances in Language and Literary Studies*, 7(5), 97-104.
- Alam, M. M. (2016). Challenges in implementing CLT at secondary schools in rural Bangladesh.
- Hamid, M. O., & Baldauf, R. B. (2008). Will CLT bail out the bogged-down ELT in Bangladesh? *English Today*, 24(3), 16-24.
- Chowdhury, R., & Le Ha, P. (2008). Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305-316.
- Chowdhury, K. B. (2012). Communicative Language Teaching Approach at Higher Secondary Level in Bangladesh-Teachers' Perceptions and Classroom Practice. *Language in India*, 12(2).
- Rana, M. M., & Chowdhury, M. M. H. (2020). A pragmatic data-based evaluation of CLT in the EFL curricula at higher secondary level in Bangladesh. *International Journal of Applied Linguistics and English Literature*, 9(3), 11-17.

## Appendices

### Appendix-1.1: Certificate of Internship



### Certification




**Certified by the Institution.**

বিস্মিল্লাহির রাহমানির রাহিম

**আক্রান উচ্চ বিদ্যালয় ও কলেজ**  
**AKRAN HIGH SCHOOL AND COLLEGE**  
 স্থাপিতঃ ১৯৬০ খ্রিঃ  
 আক্রান, বিরুলিয়া, সাভার, ঢাকা-১২১৬।  
 E-mail : schc108417@gmail.com, Web. : www.ahsc.edu.bd

বেনবেইজ কোড : ২৬১৫০৫১৩০১  
 EIIN : 108417  
 কলেজ কোড : ১৯৬১  
 বিদ্যালয় কোড : ১৫২১  
 এক,এস,এস,এ,পি কোড : ১০০৪৫১০  
 থানা : ১৩২  
 জেলা কোড : ১২  
 মোবাইল : ০১৭৩০-৬১৬১৬  
 : ০১৩০৯-১০৮৪১



---

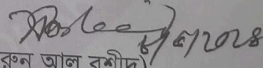
সূত্র : স্মারক নং- আ. উ. বি ও ক. / প্রত্যয়ন পত্র / ২০২৪ (১২৫)

তারিখ : ০৮/০৫/২০২৪ইং

### প্রত্যয়ন পত্র

এই মর্মে প্রত্যয়ন করা যাচ্ছে যে, মোঃ রায়হান হোসেন Daffodil International University (DIU) এর অধীনে ইংরেজী বিষয়ে বি.এ অনার্স ফাইনাল সেমিস্টার (Spring-2024) এ অধ্যয়নরত শিক্ষার্থী (ID No-203-10-682)। তিনি ইন্টার্নশীপ সম্পন্ন করার লক্ষে আক্রান উচ্চ বিদ্যালয় ও কলেজ, বিরুলিয়া, সাভার, ঢাকার অধীনে ৬ষ্ঠ থেকে ১০ম শ্রেণির ইংরেজী ১ম ও ২য় পত্রের ক্লাস পর্যবেক্ষন এবং ক্লাস নেওয়া সফলতার সহিত সম্পন্ন করেছেন।

আমি তাহার সর্বাঙ্গীন সাফল্য কামনা করি।

  
 (মোঃ হারুন আল রশীদ)  
 অধ্যক্ষ / সম্পাদক  
 আক্রান উচ্চ বিদ্যালয় ও কলেজ  
 বিরুলিয়া, সাভার, ঢাকা-১২১৬  
 e-mail:schc108417@gmail.com

### Testimonial



**Appendix-1.2: Photographs**



**Picture of the school's first building**



**Pictures of the School's second building**



**Third building under construction**





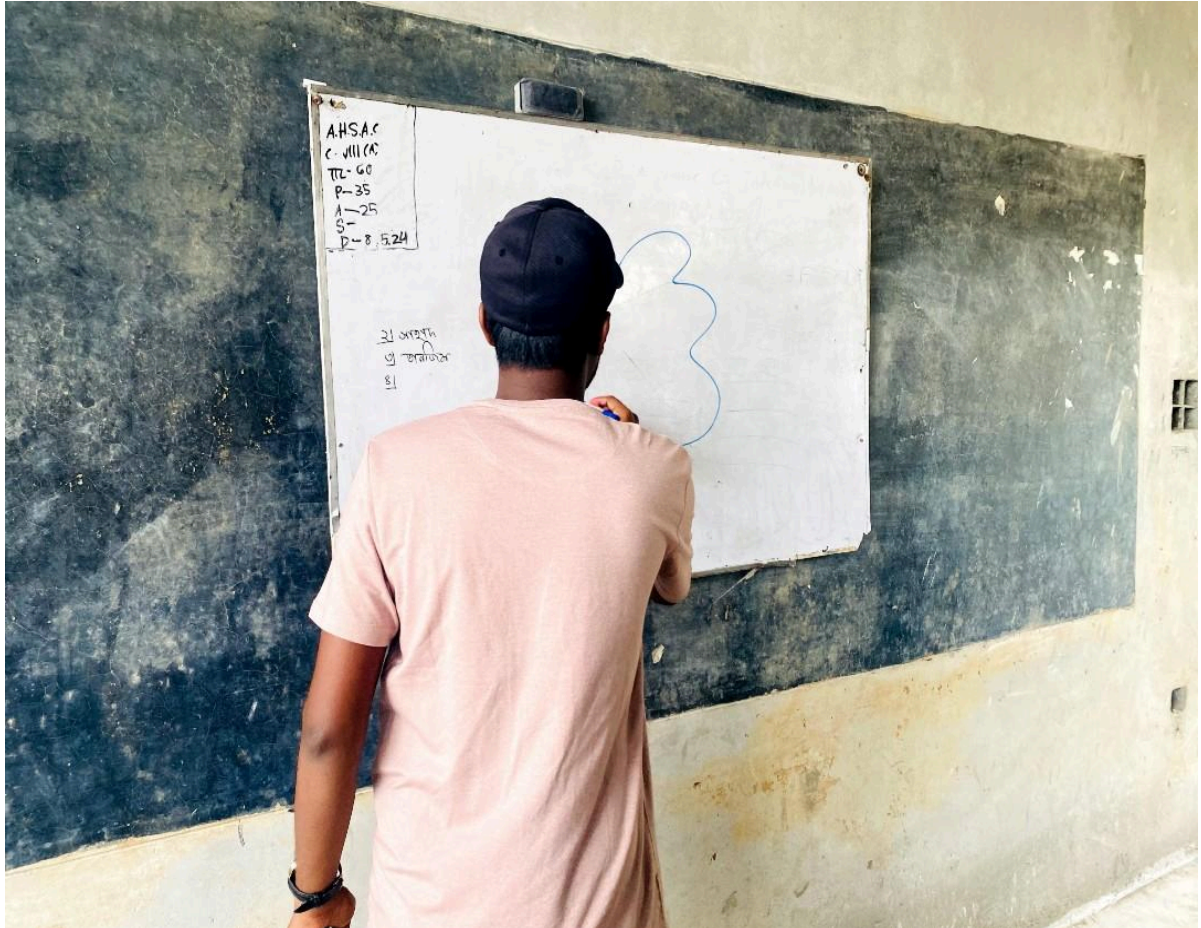






**Class Conduction observed by the teacher**









### **Pictures of Class Conductions**

## Appendix 1.3: Class Conduction Lesson Plans

### 5.1 class conduction lesson plan-1

English-( I )

class-8

**Topic:** “ I Wandered Lonely as a Cloud “by William Wordsworth

**Duration:** 60 minutes

**Objectives :** ( i ) Appreciation of poetry

( ii ) Recalling memories

( iii) Exploring nature through poetry

**Table -2: Lesson Plan for Class Conduction-(I)**

Steps	Time	Teacher’s Activities	Students Response	Comments
<b>Preparation</b>	0-10 minutes	<ul style="list-style-type: none"> <li>Greet students warmly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Response the greeting</li> </ul>	Creating a positive and relaxed atmosphere which sets a tone for lesson learning
<b>Presentation</b>	10-25	<ul style="list-style-type: none"> <li>Display daffodils flowers and other natural beauty from the books</li> </ul>	<ul style="list-style-type: none"> <li>❖ Interact with the displayed items</li> </ul>	Ensure that students are actively engaged with the displayed materials.
<b>Assimilation</b>	25-35	<ul style="list-style-type: none"> <li>Memories-related poem</li> <li>Connect with another similar poem</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recall own memories</li> </ul>	Observing students’ impressions of memories and nature

Generalization	35-50	<ul style="list-style-type: none"> <li>• Make the poem easy to summarize it</li> </ul>	<ul style="list-style-type: none"> <li>❖ Figure out the difficult part of the poem and make a solution through the teacher</li> </ul>	Making a comfortable atmosphere
Application	50-60	<ul style="list-style-type: none"> <li>• Recap key points</li> <li>• Take questions and give feedback</li> <li>• Give a homework</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask questions about the confusing part</li> <li>❖ Express gratitude</li> </ul>	Encourage a positive mindset for ongoing study

## 5.2 class conduction lesson plan-2

### English-( II )

**Topic:** 'Dreams'

**Lesson 3:** Pritilata Waddedar's Dream

**Duration:** 60 minutes

**Objectives :** ( i ) pursuing a dream

( ii ) improving reading skill

**Table 3: Lesson Plan for class conduction-( II )**

Steps	Time	Teacher's activities	Students Responses	Comments
Preparation	0-10 min	<ul style="list-style-type: none"> <li>• Greet students warmly</li> <li>• Icebreaking-Each Student makes a pair with others and shares their names and a particular Dream</li> </ul>	<ul style="list-style-type: none"> <li>❖ Respond the greeting</li> <li>❖ Make a pair and sit face-to-face</li> </ul>	Making a friendly , entertaining Atmosphere

Presentation	10-20 min	<ul style="list-style-type: none"> <li>● Displaying Pritilata Waddedar's photos</li> <li>● Photos of English Club</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pay attention to the display of pictures and e-books</li> </ul>	Students can visualize the scenarios
Assimilation	20-40 min	<ul style="list-style-type: none"> <li>● Readout the main text and incorporate it with other text about 'Dream'</li> <li>● "I have a dream"</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students can relate to their dreams</li> <li>❖ Their work to find out another famous person's Dream</li> </ul>	Make sure that Dreams are significant for everyone.
Generalization	40-55 min	<ul style="list-style-type: none"> <li>● Make a cloud chart of everyone's dream</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students create a cloud chart on Dream</li> </ul>	Observe the student's interest in Dream
Application	55-60 min	<ul style="list-style-type: none"> <li>● Provide a homework</li> <li>● Take feedback</li> <li>● Recap the whole points briefly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Take the notes</li> <li>❖ Ask questions if they have any confusion,</li> </ul>	Motivating students to have a good dream

### 5.3 class conduction lesson plan-3

#### English-(III)

**Topic:** 'Media and modes of e-communication'

**Duration:** 60 minutes

**Objectives :** ( i ) Acquainted with social networks and Electronic

Communication Media

( ii ) knowing about the use and abuse of the internet

**Table 4: Lesson Plan for Class Conduction -III,**

Steps	Time	Teacher's activities	Students Responses	Comments
Preparation	0-10 min	<ul style="list-style-type: none"> <li>• Greets the Students Warmly</li> <li>• Icebreaking: Students stand in a circle and individuals someone says his/her name and an interesting about himself, The next person repeats the same thing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Respond the greetings</li> <li>❖ Arrange themselves in a circle and participate in the game.</li> </ul>	Creating a positive atmosphere
Presentation	10-20 min	<ul style="list-style-type: none"> <li>• Exhibits popular social site</li> <li>• Display Electric-communicative system</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students observe social sites carefully</li> </ul>	Ensure that students are engaged with the displayed materials
Assimilation	20-40 min	<ul style="list-style-type: none"> <li>• Create a few groups and group leader</li> <li>• Help each other to know about E-mail and how email exchange messages.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students create their groups and help each other</li> <li>❖ Listening carefully teacher's directions</li> </ul>	Make them acquainted with social networks
Generalization	40-55 min	<ul style="list-style-type: none"> <li>• Advantages and disadvantages of social networks and arranging a debate</li> <li>• How to benefit from the internet</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students participate in the debate</li> </ul>	Encourage them to group works
Application	55-60 min	<ul style="list-style-type: none"> <li>• Recap the whole classes</li> <li>• Take feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Take all the notes</li> <li>• Greet to teacher</li> </ul>	Inspire them to be a good internet user and become a global citizen.

## Appendix -1.4: Class Observations Checklist

### 6.1 Class Observations Checklist English- (I)

School/College : Akran High Shool & College

Class: Eight Section: A(Boys) Room no.: 103

Students Present : 29

Subject : “ English For Today “

Topic: The Merchant of Venice

Observer: Md. Raihan Hossain

#### Objectives observed :

- ( i ) Reading comprehension ability
- ( ii ) knowing about tragedy-comedy
- ( iii ) making accurate sentences through vocabulary

#### Did we meet the objectives ?

Partially achieved, especially of the reading comprehension objective. Instructor was careful to clarify of the mistakes of students who were reading the play Shakespeare. However, making accurate sentences through vocabularies were not achieved because the teacher was unable to access all the paper and only a few of the students had done the task within the stipulated time.



S/N	Review	In What approach ?
1	<b>Subject Matter</b>	The teacher made a very good command and a knowledge matter about the background of play analysis. He asked a few basic questions.
2	<b>Organization of Subject</b>	<p>Although, starting was not well enough but finished in an organised way with outstanding emphasis and summary discussed by the teacher.</p> <p>The instructors observed the students' reading ability and gave them instructions on how to read properly and then he asserted the tragedy-comedy genre of Shakespeare ended in an organized style.</p>
3	<b>Affinity</b>	<p>Through, some exiting asked by the teacher made interest to students like " Do you know Jews ? The teacher was fair and impartial to everyone and provided feedback with clarity. When Students were in a dilemma about something</p> <p>The teacher made a quick response and both the students and teachers were not only depending on the subject matter rather they were attentive and conscious about their manner and etiquette.</p>
4	<b>Teaching Approach</b>	The instructor was following the oldest method of language learning called the Grammar Translation Method. Where grammatical rules and vocabulary memorization are most significant in language learning. There was no use of technology rather it depended on the textbook and the teacher's analysis and imagination. The teacher was not interested in getting immediate Questions but rather made a wait for sometimes to answer those questions.

S/N	Review	In What approach ?
		Although the teacher was giving real-life examples but not precised on the topic.
5	<b>Presentation</b>	Classroom was quite small considering the number of student and there was no availability of technology like a projector, internet connection, e-book, sound system etcetera. this is why teachers can make a conducive learning environment. The instructor engaged everyone with eye contact and his enunciation was evident and tried to maintain Standard English.

**Efficient use of Time:****Was the time used properly–**

No, he entered the class 10 minutes **late**.

**What was the poignant moment in class?**

The teacher was saying the moral of the story of this play is “ extreme greed and prejudices can lead to ultimate destruction. The teacher was doing a task that was giving a real-life example in each stage

**Was there any ‘Critiqu Moment’ in class?**

I couldn’t find any ‘critic moment ’ during the classes.

**Strengths observed:** Critical thinking ability and expertise in GTM were the biggest strengths of the teacher himself

**Suggestion for Improvement:** Teacher- Students can use only English language in classroom to create an English environment for practical English language learning and the Teacher should know more about how to manage appropriately without any noise.

**Teaching impression**

Although, Teaching was excellent but not good for effective communicative language learning.

**6.2 Class Observations Checklist English (II)**

**School\College :** Aran High School & College.

**Teacher :** Sheikh Md Monwar Hosenn, Assistant Principal.

**Observed Class:** Ten

**Section of the Class:** : A (Boys)

**Students :** 25 Room.: 106

**Subject :** English Grammar & Composition

**Topic:** Transformation of Sentences

+

**Observer/peer :** Md. Raihan Hossain

**Objectives observed**

- ( i ). Knowing grammar rules.
- ( ii ). Making accurate sentences
- (iii). Transforming sentences into different patterns

---

**Was the objectives attained ?**

Partially, objectives attained, because, initially the teacher was emphasizing grammar rules but he taught only the basics of transformation and moved on to examples and transformed sentences whether students are realizing the sentences or not. But, then he came to students and asked them to give an example of a transformed sentence. They were unable to give an example. Then teacher elaborately discussed the rules and examples, Eventually Students were also given examples of the sentences

S/Number	Review	In which context?
1	<b>Subject Matters</b>	<p>Although, he made best command of the subject matter he was a very strict teacher. He is a knowledgeable person to whom a student can ask any kind of question.</p> <p>The teacher was trying to figure out the weaknesses of the students and searching for depth knowledge.</p>
2	<b>Organizations of Subject</b>	<p>Initially, he started with simple sentences with simple examples, but gradually he led onto complex examples ensured students' active participation and ended the class season with effective homework.</p>
3	<b>Affinity</b>	<p>In the beginning, not interesting but interest subsequently improved as the class progressed. The teacher was very strict and made a punishment for those who were not able to answer the questions. According to me the teacher was solely focused on the subject matter not anything else.</p>
4	<b>Teaching Approaches</b>	<p>Clearly, instructor was emphasizing GTM approach..</p> <p>His teaching techniques were good because he was giving one rule but so many examples and He also incorporated the students' responses Sometimes, making a real-life example like an interesting example: "do or die"</p> <p>It was a compound sentence example. The teacher was precise in understanding the students and</p>

		staying focused and met all the goal
5	<b>Presentation</b>	Luckily Room No. 106 was quite large and a closed-door classroom with a projector-based class. but it was not useful. So, it is conducive to the learning environment. The teacher was not maintaining eye contact with everyone, but rather maintaining eye contact with specific students who participated in giving examples.

**Effective use of Time :****Was the time used properly ?**

Yes, Time was spent properly.

**What was the poignant moment ?**

When the instructor was asking for examples nobody could not give a single example at first. In each stage, the teacher made a real-life example

**What was the 'Critique Event'?**

There was a 'critic event' in the classroom, where communication broke down and the teacher went back into the rules learning and elaborately discussed grammar rules before moving on to examples.

**Strengths observed:** Providing real-life context examples elucidated the lesson.

**Suggestion for Improvement:** Teachers should be fair to everyone who is comparatively weak. Students should be allowed to work on language as it is used in authentic communication.

**Overall impression of teaching effectiveness:** Making correct and accurate sentences.

### **6.3: Class observation Checklist English-(III)**

**School/college Name :** Akran High School & College.

**Teacher-:** Ms Sharmin Sultana, Assistant Teacher in English

**Class:** Ten Section: B (Girls)

**Students :** 26

**Room :** 107

**Subject :** 'English For Today'

**Topic:** Renewable energy

**Observer:** Md. Raihan Hossain

#### **Objectives of the lesson (as perceived)**

- ( i ). Productive language Enhancement.
- ( ii ). Reducing dependency on fossil fuels
- ( iii ). Promoting energy security through new sources of energy

#### **Was the goal achieved ?**

Goals were achieved greatly because instructor was strict enough to follow communication and writing, by arranging a debate she fulfilled it and before she mentioned fossil fuels and renewable energy and clarified how we can secure our energy through new energy sources.

S/N	Review	In which way?
1	<b>Subject Matters</b>	<p>She had a good commanding knowledge Her explanation portrayed a depth of mastery and capability on the subject. She was always motivating students to communicate through English as it's an English class. Did instigated me to use another language or native language. She explained all the lessons easily so that students could grasp her standard language.</p>
2	<b>Organization</b>	<p>Initially, she discussed about the definition of renewable energy and fossil fuels, then made a summary and finally analyzed in an organized way which source of energy is safe and better for humankind. She brought other information to understand the lesson clearly. She was fruitfully utilizing her scheduled time.</p> <p>She started rudely with a great impact on her students. In the beginning, my first impression was wrong about her. But her way of teaching and depth of knowledge was impressive.</p>
3	<b>Affinity</b>	<p>The teacher held great interest in students. They were very excited to do all her tasks because she was fair and impartial to every student and interacted with them. She encouraged them to participate in a debate about the importance of renewable energy. Students eagerly participated in the debate with great enthusiasm.</p>
4	<b>Teaching Approach</b>	<p>The instructor was trying to maintain a communicative language method but the students showed less capability of continuing in a communicative approach, the teacher always motivated them to continue to at least try and maintain a balance among the students and willingly took feedback from the students and gave real-life examples.</p>

		I think the teacher fulfilled her objectives
5	<b>Presentation</b>	Although , classroom was small considering the student numbers. There was no internet-based technology from which a teacher could bring information from the internet to extend their learnings. However, without a lack of facilities, teachers established a conducive for learning. The instructor ensured eye contact with all students .

### Time Effectiveness

**Was the time utilizes properly -**

Yes, Time spent properly in the class.

**What was the poignant Moment :** Quickly, arranged the debate was the poignant stage. The teacher reminded the students to continue speaking in English at **every stage.**

### What was the Critique Event?

There wasn't a 'critic event' in class.

**Strengths observed:** The instructor held a great interest throughout the end of the class.

Effective time management skills and teaching techniques for creating an English environment for language learning were great strengths, I observed.



**Suggestion for Improvement:** she should not switch to another lesson in her study.

**Teaching impression :** The teaching was impressive for communicative language learning.