



Daffodil
International
University

Internship Report on English Language Teaching
at
Farid Uddin Siddiky High School

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DEPARTMENT OF ENGLISH
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Declaration of the Intern

I am Tanjin Sultana, ID: 191-10-2018, hereby declare that I have prepared this internship report titled "English Language Teaching at Farid Uddin Siddiky High School" and submitted it to the Department of English, Daffodil International University for the partial fulfillment of the degree of Bachelor of Arts in English. I also declare that I have done this internship under the guideline and supervision of Ms. Nahid Kaiser, Assistant Professor, Department of English, Daffodil International University.

I also announce that I have prepared this internship report with full integrity and it has not been previously submitted to any other institution.

Tanjin Sultana

Tanjin Sultana

Id: 191-10-2018

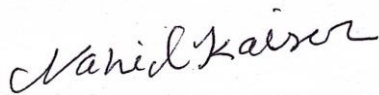
Department of English

Daffodil International University

Date: 21-11-2022

Certification of the Academic Supervisor

I am pleased to certify that Tanjin Sultana bearing ID: 191-10-2018 has registered a course Project Paper with Internship (ENG-431) with me. For completing the course, she selected Farid Uddin Siddiky High School and worked for three months as an English teacher. During the whole process, she asked for my guideline and shared updates on her work on a regular basis. As she completed all the procedures of the course, this intern is now qualified to submit her report for viva-voce and academic commendation.



Ms. Nahid Kaiser

Assistant Professor

Department of English

Daffodil International University

Date: 21-11-2022

Acknowledgement

To begin with, I would like to pay my core sense of gratitude to the Almighty for giving me the ability to complete Project Paper with Internship entitled English Language Teaching at Farid Uddin Siddiky High School.

Secondly, I would like to thank Ms. Nahid Kaiser for her excellent supervision. Her scholastic guidance and instruction helped me a lot in carrying out my internship report very successfully.

Then, I want to thank the headmaster of Farid Uddin Siddiky High School and the other facilitators for giving me the opportunity to complete internship in their institution successfully.

Abstract

This internship report illustrates my experience of English language teaching in a Bengali medium school. The main purpose of this report is to demonstrate the observation and techniques of English language teaching in Bangladeshi schools. The report also expresses the methods of English teaching as a second language in the Bangladeshi context. Farid Uddin Siddiky High School was selected for completing the internship. This report carries out an overview of teaching techniques such as making lesson plans, way of learning, interaction with the students, assessment, feedback, observation, and so on. It presents the details of three months of teaching experience by the intern. It also holds modifications and recommendations which are given by the intern to mark up English language teaching at the school level. In fine, this study provides a clear image of strengths and weaknesses in English language teaching at an MPO school and holds some findings along with recommendations to sort out the problems which can be useful for enthusiastic teachers and the institution as well.

Table of Contents

Contents	Page no.
Declaration of the Intern	i
Certification of the Academic Supervisor	ii
Acknowledgements	iii
Abstract	iv
Chapters	
Chapter 1: Introduction	
1.1: Introduction	01
Chapter 2: Background & Objective of the Project	
2.1: Background	02
2.2: Objective of the Project	02
Chapter 3: Methodology	
3.1: Selecting Institution	03
3.2: Consultation of Academic Supervisor	03
3.3: Facilitator selection	03
3.4: Class Selection for Teaching	04
3.5: Observation of Teaching	04
3.6: Class Conduction	04
3.7: Observation of the students	05
3.8: Self-assessment	05
Chapter 4: Institution Details	
4.1: Basic Information	06
4.2: History	06
4.3: School Management System	07
4.4: Session of the School	07
4.5: Curriculum for Education	07
Chapter 5: Internship Activity	
5.1: Working Status	08
5.2: Class Observation	09-10
5.3: Teaching Experience	10-12
5.3: My Activities on Weekly Basis	13-15
5.3: Learnings as an Intern in the Institution	15-16
Chapter 6: Limitations of the Internship	
6.1: Limitations of the Internship	17
Chapter 7: Overall Findings	
7.1: Overall Findings	18-19
7.2: SWOT Analysis of the Institution	20
7.3: My SWOT Analysis	21
Chapter 8: Recommendations	

8.1: Recommendation for the School	22
Chapter 9: Conclusion	
9.1: Conclusion	23
References	24
Appendices	
Lesson Plan	25-26
Class Observation Checklist	27-32
Internship Offer Letter	33
Internship Certificate	34
Photographs	35-37
Plagiarism Report	38

CHAPTER-1

Introduction

1.1: Introduction

Nowadays, the appropriate level of proficiency in English language is considered one of the prerequisites for a student to get a successful academic and professional life. In Bangladesh, the English language is taught as a compulsory subject in every school under National Education Board considering its significance in international communication and job markets. Although this language is essential for every sector, actual attention is not paid by our curriculum system for primary or secondary level of education. Moreover, there are so many questions on our ELT (English Language Teaching) system. Hence, working in English language teaching is considered a significant job in this new era.

Since I am a student in the English Department, I would like to work with the English language especially teaching English as Second Language (ESL). That is why I grabbed the opportunity of doing an internship at an educational institution. By considering the medium of schools of majority students, I chose a Bangla medium school in my area. The duration of this internship was three months. It helped me to know the systems and methods of English language teaching in a Bangla medium school. I chose a school named Farid Uddin Siddiky High School for completing the internship with project work bearing the course code ENG 431.

The current project report demonstrates my orientation to observe and conduct classes in the English language. Besides, the report holds the skills and experience which I gained while doing the internship. Finally, the report ends with recommendations that are beneficial for not only the institution but also the person who wants to build his or her career in the teaching profession.

Chapter 2

Background and Objective of the Project

2.1: Background

In my last semester, my university offered me a course entitled "Project Paper with Internship" (ENG 431) for completing my degree B.A. (Hons) in English. So, I intended to select an educational institute internship. For this, I selected "Farid Uddin Siddiky High School". I worked there as an internee teacher. The duration of the internship was three months. I accumulated pieces of information about the present situation of ELT (English Language Teaching) in Bangla medium schools. In addition, I gained experience in teaching English at the school of secondary level. The school follows the format given by the NCTB (National Curriculum and Textbook Board). It uses the Bengali language for teaching all the subjects including the subject English. Since the number of Bangla medium schools is huge in our country, I chose this school for understanding and evaluation of the current situation of ELT in our schools.

2.2: Objective of the Internship

The primary objectives of this internship are as follows:

- To know the system of ELT in a Bengali medium school.
- To learn the techniques of ELT and the application of those in the classroom.
- To find out the problems of English teaching in the classroom and to implement the methods and techniques of ELT in the classroom.
- To mark out students' abilities and disabilities in learning English.
- To observe the classes in the English language taken by professionals.
- To identify the potentiality of both teachers and students.
- To get an idea of the teaching profession in high schools.
- To find out the gaps in the teaching methodology in Bangladesh and propose possible solutions to the problems.

CHAPTER-3

Methodology

3.1: Selecting Institution:

For completing the internship, I was supposed to select an institution. In this case, I could choose any institution of my own endeavor or university that might help me with this. However, I thought to select an institution by myself. I picked up an educational institution located in my area. It was a hard task to select a school because there were so many schools in the Azimpur area. I communicated with a few schools and finally, I went to a school affiliated with an orphanage in Azimpur. It was Farid Uddin Siddiky High School. My brother's friend helped me to get the internship at this school. After having an informal talking about the internship with the headmaster, he gave me his visiting card as a reference to bring a concern letter from my university. Afterward, I brought a concern letter from my university and the headmaster of the school gave me an offer letter where the permission for the internship was written formally. In the offer letter, the joining date and other details were also written. Thus, I selected the institution and went forward with other procedures.

3.2: Consultation of Academic Supervisor:

My academic supervisor was Ms. Nahid Kaiser. She is the Assistant Professor of the English Department, Daffodil International University. There was not a single time when she was not available for me. Before ensuring the school for an internship I met madam and talked about it. She supported my decision on the selection of the institution and she said to me that I should do my best to serve the school because the students were orphans and underprivileged children. Through meetings, phone calls, and emails, she was in touch with me to give me advice regarding the internship at the educational institution. I had to forward her all the papers for the settlement of the internship. Thus, I took her consultation related to the internship on a weekly basis.

3.3: Facilitator selection:

I found three facilitators during the completion of my internship. All the three facilitators provided me with a lot of information and guidelines which were very important for the successful completion of the internship. Their details are given below:

Mahmuda Sultana Prianka	B.A. from Daffodil International University
Md. Mesbahun Nabi	B.A. from National University (20 years' teaching experience)
Mahjanbin Sultana	B.A. from Dhaka International University

3.4: Class Selection for Teaching:

Specifically, I was supposed to take English language classes during the internship period. So, the assistant headmaster assigned me to take English language classes in class 6 and class 7.

3.5: Observation of Teaching:

Although I observed many classes in the school, I wrote down three observation reports of English classes with three different teachers. From the classroom observation, I came to learn a lot of things such as how teachers create classroom environments, how they implement ELT techniques in the classroom, how they evaluate students by the prepared materials, and so on. Thus I attained a lot of things from classroom observation.

3.6: Class Conduction:

Since it was the first time for me to teach in a different environment, it was a little bit difficult for me to cope up with the situation. However, I did class conduction successfully to my previous experience of class observation. I needed to make lesson plans and prepare the materials before conducting each class. In that case, the subject teachers helped me. I also followed some rules from the books of teaching, so that I could be able to deliver the prepared lesson within 40 minutes.

3.7: Observation of the Students:

I observed the students along with the observation of teaching. I observed how the students took the lessons inside the classroom, how much they were able to gather information in forty minutes of class, their reactions towards the lesson delivery, and their attitude toward learning.

3.8: Self-Assessment:

During the period of internship, I used to do Self-assessment. I took feedback from the students of my teaching after every class conduction. Then I worked more on increasing my efficiency in teaching. For this, I tried to evaluate my teaching in different ways in the classroom through the students. Thus I was finally able to execute myself as a teacher through the internship.

CHAPTER- 4

Institution Details

4.1 Basic Information

Name: Farid Uddin Siddiky High School.

Location: 48, Azimpur Road, Lalbagh, Dhaka.

Year of Establishment: 1 January 1960

School Category: MPO school. No. 2609071301.

Number of Teachers: 17

EIIN: Educational Institute Identification Number -108147

Number of students: 425

Division: The institution is a combined sort of coeducational program. Up to class eight, it has no division but classes 9 and 10 are categorized into Science, Humanities, and Business Studies.

Shift: Morning and Day

Teachers' qualification: Minimum B.A. or B.S.C or B.S.S. (All the teachers are recruited by NTRCA-Non Government Teachers Registration and Certification Authority)

Tuition Fees: 450 taka per month.

E-mail: fushs48@gmail.com

4.2: History

Initially the school was established to give education to the children of Sir Salimullah Muslim Orphanage (commonly known as SSMO). The school authority was associated with SSMO. So, the school authority used to teach only the children of SSMO. However, it started taking civil

students after the year 2001 for the betterment of the school. Now, it has almost 425 students along with the student of SSMO.

4.3: School Management System:

Since it is an MPO school that is operated on a Monthly Payment Order system. Here, MPO is the government's share of non-governmental education salary. Under this program, the government pays non-government teachers 100% of their base salary. However, the school is directed by the committee of SSMO.

Md. Sultan Mahmood

Headmaster (Acting)

Md. Mesbahun Nabi

Assistant Headmaster (Acting)

4.4: Session of the School

It is a Bangla medium school and so, the admission session for different classes starts from January- February.

4.5: Curriculum for Education

As it is a Bangla medium school under Dhaka Board, it follows the curriculum imposed by NCTB (National Curriculum and Textbook Board). Under this curriculum, the school teaches 10 subjects for any level of the student.

CHAPTER-5

Internship Activities

As an internee teacher at Farid Uddin Siddiky High School, I had to perform certain responsibilities. Some main activities of my internship are as follows.

- Class conduction
- Class observation
- Comparison of the observations
- Working as an invigilator
- Checking scripts
- Assisting other teachers
- Application of the teaching techniques
- Performing the role as a students' Counselor
- Developing skills during the internship

5.1: Working Status:

I joined Farid Uddin Siddiky High School as a teacher of English language on 16th August 2022. My reporting time is 7:50 am and office time was over by 2:30 pm. Classes started at 8:00 am. Before conducting classes, I had to go through training. It was all about the rules of schools and students' psychology. In the school, my facilitator was Mr. Mesbahun Nabi who was the assistant headmaster (acting) of the school. Throughout my internship, he guided me a lot. I was assigned to take English 1st Paper of class 8 and English Second Paper of class 6. For this, I had to make a twenty-two-week lesson plan. Although the school was not fully equipped with digital technology, all the classrooms were covered by CCTV cameras for students' security. Sometimes, my facilitator observed my classes through CCTV footage and advised me on how I can do better for the students. Apart from this, I had to conduct proxy classes whenever any teacher was absent for the day. There were 17 teachers and all of my colleagues were very helpful and cooperative throughout my journey. Therefore, I enjoyed my internship at the school all the way.

5.2: Class Observation

Although class observation was not the first activity of my internship, I taught a few classes before class observation. However, I considered it the most important task because my class conduction became more efficient after the class observation. I observed a number of classes but the details of three classroom observations are given below.

Class observation 1

I observed the first class on 16th August, 2022. It was the second period of the day which started at 9:10 am and ended at 9:50 am. The duration of the class was 40 minutes. Md. Abdullah conducted the class and the subject was "English Second Paper" of Class-6. Twenty six students were presented in the class (out of 38).

Before teaching the topic of the day which was "Voice Change" the teacher took a mock test of some students to assess students previous learning. Both teacher and the students were following a grammar book which was "Simple Communication of Grammar" written by Kamal Uddin. This book was unfamiliar to me. When I read the book along with the class, I noticed that the writer mostly used the Bengali language except for the examples. In the first part of the lecture, the teacher read the definition of Voice and started reading rules from the grammar book. Then he wrote a few important rules with some examples on the board. In between his lecture, he asked questions to the students and they answered one by one. Throughout the class, he used the "Grammar Translation Method" for his teaching. After a while, he set some class works for the students on board. After giving the students about ten minutes, he started checking the scripts. However, he did not get proper time to check all the hands because the bell rang. Then he gave a home task by selecting a page from the exercise part of the grammar book.

Class Observation 2

After the first observation on 16th August, I went to room of class nine in fifth period which started at 11.55 am and ended at 12:40 pm. The class was conducted by Ms. Hasina Ferdous. It was a class of "English First Paper". About 40 students were presented (out of 57). The time duration of the class was 45 minutes.

At first, she took the submission of homework from the students through the class captain. Then, she took the English for Today book and asked the students to open unit 5, lesson 1. There was a passage entitled "The greed of the mighty rivers". The teacher gave the students 10 minutes to read the passage and underline the difficult words. After that, the teacher read the passage and translated it into the Bengali language, so that students might perceive the meaning. Then she wrote fifteen words on the board as the vocabulary task and asked the students to write the vocabulary and do the multiple choice question from the book as well. Afterward, she asked students if anyone wanted to give the solution to the questions. While finishing the task, the bell rang. The teacher gave homework on story writing related to the passage. Thus, the class ended.

Class Observation 3

My third class observation was on 17th August 2022. It was a class of the fourth period in class seven which started at 10:40 am and ended at 11:20 am. The class was conducted by Md. Mesbahun Nabi and the subject was "English Second Paper". About 26 students were presented in the class (out of 32).

At first, the teacher opened the book which was "Advanced Learner's Communicative English Grammar" written by Chowdhury & Hossain. According to his lesson plan, he was going to teach "Past tense". Before going to do that he wrote some form of verbs on the board. He wrote the present, past, and past participle forms of the verbs. Then he gave the definition of past tense and discussed four kinds of past tense. In his lecture, I found a different thing and that was drilling. Whenever he uttered an English sentence as an example of the tense, he tried to repeat it to the student. This implied that he adopted a feature of the "Audio lingual Method". After giving a lecture of 25 minutes, he gave some classwork on the topic. When the bell rang, he asked the students to mark some pages from the grammar book and said to read those at home. Thus, he ended class for the day.

5.3: Teaching Experience

I was assigned to take English 1st Paper of Class eight and English Second Paper of class six. So, I made my lesson plan by following the syllabus of the final examination. I made the lesson plans and implemented those on weekly basis.

Class conduction 1

I conducted my first class on 16th August in the fourth period which started at 10:40 am and ended at 11:20 am. I entered the room of class 6 with assistant headmaster Md. Mesbahun Nabi. He introduced me to the class and sat on the last bench to observe my class. About 35 students were present in the class. The name of the section was "Shapla". As it was my first class, I was very nervous. It was a class of English Second Paper. The course teacher gave me a grammar book beforehand, I prepared a lesson plan based on the syllabus.

According to my lesson plan, the first part was warm-up session. For this, I asked the students to ask me any type of question they want to know about me. It was because it was their first class with me and they did not know me. However, a few students asked some questions about me like what was my school, college, and so on. Similarly, I asked the students about their hobbies. By doing this session, the students started to feel comfortable in my class. Afterward, I started my lecture on the topic "Degree". At first, I wrote a simple definition of degree on the board. I asked them if they know about degree. Some students gave me positive answers. So I found out that they knew about degree quite well. Then, I made a table of three columns on the board and wrote some examples. After that, I inferred the rules of positive degree, comparative degree, and superlative degree on the whiteboard. I noticed that students enjoyed this inductive approach of teaching so much. Besides, I used the Grammar Translation Method for teaching the class. I asked the students to make a group of five members and they created the groups very quickly and spontaneously. I wrote some sentences for their classwork. I asked them to transfer those into positive, comparative, and superlative degree.

After ten minutes, almost all of the groups completed their task. I started checking the scripts and they did really well. Then, I asked a student to come in front of the class and tell what she learnt from this class. She said it in a very organized way. I thanked her. Suddenly, the bell rang. I marked a page number from their grammar book and asked them to do the exercise from the chapter on "Degree" as their homework. Although I was nervous, I tried to conduct it effectively. Thus, I completed my first class conduction within a forty-minute time span.

Class Conduction 2:

My second class was on the same day which was on 16th August. It was in the sixth period which started at 12:40 pm and ended at 1:20 pm. The subject was English First Paper class of class 8. The name of the section was "Beli". About 27 students were present (out of 35). Ms. Hasina Ferdous, the course teacher, entered the class with me and sat on the last bench to observe my class.

I started my class according to the lesson plan and the first part of my lesson plan was a warm-up session. For this, I brought 5 sets of jigsaw puzzles. I told the students to create a group of 6 members. They did it quickly. Then I asked the students to solve the puzzle within 10 minutes. One of the groups completed it within 8 minutes. The students enjoyed the game so much and I noticed that they became quite comfortable in my class. Then I asked the students to open lesson 4 of unit 5 from the book English For Today. There was a passage titled " A man who loves trees". First, I read the first stanza of the passage in English and translated it into the Bengali language. Here, I used the Grammar Translation Method for my teaching. While translating the passage, I marked some difficult words on the book and wrote them on the board. Then I asked the students if they knew the meaning of the words but most of them did not know the meaning. I noticed, they were feeling uncomfortable by these uneasy words. After a while, I told the meanings of all the written words. I asked the students to write the answer to the true-false task which was given below the passage.

After 7 minutes, I started checking all the scripts one by one. I was able to check the scripts of all the students. Suddenly, the bell rang. I wanted to continue the class but I had nothing to do. Thus, I ended the class and I think that the class was interesting for the students.

5.4: My Activities on a Weekly Basis

Week 1	<ul style="list-style-type: none">• Joining the post on 16th August 2022.• Taking responsibility of teaching and class observation.• First-class conduction & observation.• Making twenty two-weeks-lesson plan for English First Paper of class 8 and English Second Paper of class 6.• Getting introduced with students and course teachers.
Week 2	<ul style="list-style-type: none">• Implementation of lesson plans. (The lesson plan included warm-up sessions, student-teachers activity, group tasks, feedback etc.)• Application of different teaching methods and techniques in the class such as Grammar Translation Method, Direct Method, etc.• Class Observation Of Class 6 & Class 8.• Teaching other subjects like Physical Education, Islam & Moral Studies, Bangladesh & Global Science, etc.• Performing the duty of a proxy teacher.
Week 3, 4 (Exam week)	<ul style="list-style-type: none">• Performing the role of a guard in the examination hall. (Pretest exam of class 10 and second midterm exam from class 1 to class 9.)• Carrying out the role of a reliever in exam halls. (Giving proxy guard in an exam hall so that the imposed teacher could take a short break.)• Helping other teachers in doing question corrections and sorting out other problems.

Week 5	<ul style="list-style-type: none"> • Starting teaching after examination according to the lesson plan. • Helping the teacher in checking answer scripts. • Evaluating the grammatical part of the answer script of class 7.
Week 6	<ul style="list-style-type: none"> • Teaching the assigned classes. • Showing answer scripts of midterm examinations in the respective classrooms and giving feedback on the individual script. • Taking English First Paper class of class 8 in a multi-media classroom and applying the Audio-Lingual Method.
Week 7, 8	<ul style="list-style-type: none"> • From 31st September to 9th October, all the academic activities remained closed for the celebration of Durga Puja, Eid-Milad-un-Nabi.
Week 9	<ul style="list-style-type: none"> • Introducing new icebreaker sessions for the students such as snowball fights, sketching portraits, jigsaw puzzles, etc. • Changing lesson plans a little bit for the final examination. • Arranging storytelling sessions for the students during taking extra classes. • Performing the role of a student's mental counsellor.
Week 10	<ul style="list-style-type: none"> • Take a surprise test on the grammatical items of class 6 and giving prize for the best performer. • Taking surprise test on comprehensive passage of class 8 and giving prize for the best performer.

	<ul style="list-style-type: none"> • Attending meeting on the instructions of final examination-question setting for the teachers.
Week 11	<ul style="list-style-type: none"> • Teaching the assigned classes according to the lesson plan. • Receiving remarks of other teachers regarding my performance.
Week 12	<ul style="list-style-type: none"> • Teaching the assigned classes. • Attending my farewell arranged by the students of class 8. • Handing over the responsibilities to my facilitator of the institution. • Receiving my testimonial from the headmaster for the completion of three months of internship.

5.5: Learnings as an Intern in the Institution:

- **Professional communication:**

From the internship, the most important thing that I learned is professional communication. I started learning how to do professional communication from the date of my joining. I had to approach professionally to my colleagues, headmaster, parents of the students, and other school staff for doing communication.

- **Duties of a teacher:**

One of the most significant learnings from my internship is how to perform the duty of a teacher. Making lesson plans, understanding students' ability to understand, cooperating with other

colleagues, presenting lessons in an interesting way, checking scripts, etc were the key tasks which I learned as a teacher in the institution.

- **Working under pressure:**

Sometimes there were various types of tasks that I had to do during my internship. For example: conducting classes, attending meetings, administrative work etc. So, I learned how to work under pressure in an institution.

- **Learning NCTB curriculum:**

Since it was a Bengali medium school, I learned to make lesson plans according to the curriculum imposed by the National Curriculum and Textbook Board (NCTB). I was a fresher in this profession, I learned many new things regarding the latest educational curriculum while making plans for my lecture.

- **Being versatile:**

During the internship at the school, I learned how to change my attitude according to the situation. For this, I needed to change my gesture and posture. I needed to adopt positive gesture for motivating students and sometimes I had to be strict to make a good classroom environment. So, I learned how to be versatile in a workplace by considering its position.

CHAPTER 6

Limitations of the Internship

6.1: Limitations of the Internship

- I did not get enough time to implement my twenty-two-weeks lesson plan because of the Durga Puja and exam related holidays. After joining the institution, it required about two weeks for me to understand the rules and systems of the institution. Therefore, it would be better for me if I got more than three months to complete the internship.
- Since I was a fresher in this profession, I suffered from low self-esteem on occasion. Sometimes I suffered in many situations for lack of confidence. So, it was one of the most highlighted limitations during the internship.
- It was not a paid internship. I was not offered any payment for the three months of internship. So, I always felt inferior while working with the other teachers.
- Initially I faced problems when I was not able to take help from my colleagues because it took time to create bondage with them. So, sometimes I felt very lonely and confused in the institution.
- I faced a gap in communication during my internship. Since most of the students were from Sir Salimullah Muslim Orphanage (SSMO), it was not easy for me to discuss the issues of the students with their guardians. Moreover, I did not have any access to talk with the orphanage superintendent. Hence, it was a problem with my work.
- As I belonged to an IT-based university, I am accustomed to using technology for studying and working. This school was not fully equipped with digital technology. It had only one digital classroom. So, I was not able to teach the children by using audiovisual materials in the classroom. Therefore, it became a limitation of my internship.

CHAPTER- 7

Overall Findings

7.1: Overall Findings

- **Status of Teaching:**

Although the teachers of the school completed their education in English language and literature, they were not accustomed to using the English language fluently. They felt uncomfortable speaking English for general conversation with the students. Eventually, students were not habituated to English speaking in the classroom. The textbooks of English provided by the NCTB contained the part of the listening section to improve students' listening skills but there were no facilities to work on students' listening skills. Hence, there were no facilities to work on students' speaking and listening skills for learning the English language properly.

- **Lack of Important Units of a School:**

During my internship, I found out that the school was suffering from a lack of library and canteen facilities. Students could not be able to read books outside the syllabus of textbooks because of not having a library on the school campus. It seemed to me a serious lacking for the school. Secondly, the school did not have a canteen. During the tiffin time, the students bought street food beside the school's main gate. These food were so unhealthy for the students. Thus, I found out that the school lacked some important units of an educational institution.

- **Lack of Technology Use:**

Every work of the school was operated on handwritten documents which was a time-consuming fact in the modern era. The school had only one digital classroom. So, every class got only one period in a week to use digitalized classroom. It was a serious inadequacy of technology-based teaching for the school.

- **Inadequacy of Pure Drinking Water:**

There was only one water filter in the school and only teachers could drink water from it. So, students could not able to get pure drinking water on the school campus.

- **Process of Study:**

I noticed that teachers of the school encouraged students to memorize the writing part of English such as paragraphs, easy, letter writing, etc. So, students did not feel interested to free-handwriting practice. Besides, teachers gave suggestions before the exam day and taught limited texts in the classroom based on the syllabus. Therefore, the habit of getting suggestions killed students' thirst for knowledge and lessened the potentiality of creative writing.

- **Mismanagement of Exam Committee:**

When I performed my duty as a reliever for the assigned guard of the midterm examination hall, I found out that the correct number of questions was not set. Besides, students did not follow the protocol of an exam hall properly. Thus, I identified that there was mismanagement of the exam committee regarding the set of questions and discipline.

7.2: SWOT Analysis of the Institution

Strengths

- Spacious classroom & big playground
- Affordable tuition fees
- Position of the school
- Trained teachers recruited by NTRCA
- Everyday prayer session
- Motivated and synergized teachers
- Carefulness towards students
- Providing facilities for co-curricular activities

Weaknesses

- A gap in communication with guardians
- Unsteady management
- Lack of funds for school development
- Inappropriate treatment for the office staff
- Lack of Technology use

Opportunities

- Increasing the number of students and staff because of having a large campus.
- The school can be transformed into a digitalized campus.
- The school can recruit more talented and trained teachers.

Threats

- Lowest tuition fees and lack of funds.
- Untrained teachers.
- Lack of labs and extra-curricular activities

7.3: My SWOT Analysis

Strengths

- Power of creating classroom environment
- Ability to deliver lectures by using English language
- Proficiency of preparing lesson plans
- Good at making study materials
- Good caliber of approaching all types of students
- Ability to be a counselor of students' mental health
- Having the experience of teaching in private tuitions.

Weaknesses

- Lack of confidence
- Nervousness for any unplanned activities
- Being under mental pressure easily

Opportunities

- Getting experience as a teacher.
- Can establish my career as a teacher.
- Opportunity to do research on ELT.
- Gathering knowledge from experience-based working.
- Surpassing my weaknesses by teaching more students.

Threats

- Low self-esteem may impede my career goal.
- Fear of public speaking can hamper my teaching career.

CHAPTER- 8

Recommendations

8.1: Recommendations for the School

After doing three months of internship as an English language teacher in the school, I discussed some issues which are needed to be sorted out. These are:

- All classrooms should be digitalized as soon as possible. So that students can get the latest style of education.
- Library and canteen should be established for the betterment of students' physical and mental health.
- Actions should be taken to work on students' listening and speaking skills for improving English language proficiency.
- Exam committee should be more responsible regarding question set up and invigilation in the exam hall.
- Facility of getting pure drinking water for the students should be provided by the authority.
- The number of the civil students should be increased so that authority can enlarge the school fund.
- Teachers should give extra time to each of the students for their extra-academic counselling.
- Proper training should be given to the teachers so that they can adopt the latest style of teaching. They should discourage memorization and arrange attractive warm-up sessions in the classroom.
- Extracurricular activities should be increased for the betterment of students' mental health.

CHAPTER 9

Conclusion

9.1: Conclusion

Teaching English in Bangladesh is a very challenging task. It is not easy to teach English as a second language because of many lackings in the educational curriculum. However, I gathered much knowledge of English language teaching through the internship. My objectives for the internship at Farid Uddin Siddiky High School were to observe the current situation of English language teaching in Bangladesh and perform the duty of an English language teacher for three months. Therefore, I achieved my objectives for the internship after three months. I had been able to identify my status of professional skills through the internship activities such as making lesson plans, teaching, observing classes, counselling students, administrative work, etc. So, doing an education institute internship was a great opportunity to find out my potentials and limitations. I believe that I am a lucky person who had the opportunity to join teaching, a noble profession, at the very beginning of my career. The internship was educative and effective for me. It inspired me a lot. Hence, the experiential knowledge which I gathered through the journey of the internship will assist me immensely in my upcoming career path.

References

Institution details - <https://www.sohopathi.com/farid-uddin-sidiqe-high-school/?mode=list>

Appendices

Lesson Plan

Lesson Plan-1

Subject: English Second Paper (Class 6)

Date: 16th August, 2022

Topic: “Change of Degree”/ “Comparison of Adjectives”

Duration: 40 minutes

Objective: Students should be able to change the form of degrees into three categories such as positive, comparative and superlative degree.

Steps	Session	Activities	Time Duration
1	Warm-up	Asking students about their hobbies and today’s weather condition.	3 minutes
2	Reviewing previous lesson	Review the previous lesson on adjective and forms of adjective	5 minutes
3	Presentation	Introducing the topic by writing examples on the board. Teaching the selected five rules on changing the forms of degrees.	20 minutes
4	Practice/ Classwork	Giving a few sentences to transfer as positive, comparative and superlative forms of adjectives	10 minutes
5	Homework announcement	Students must practice the first part of the exercise on the change of degrees from their grammar book.	2-3 minutes

Lesson Plan-2

Subject: English First Paper (Class 8)

Topic: English for Today (Unit 5, Lesson 4, Title: “A man who loves trees”)

Duration: 40 minutes

Objective: Students should be able to read a passage within a limited time. Students will be able to work on their vocabulary by the passage. Students will be able to write a story by using certain words.

Steps	Session	Activities	Time Duration
1	Warm-up	Students will create 5 groups of 6 members to solve jigsaw puzzle.	8 minutes
2	Reading	Introducing the passage from E.F.T book .Teacher will ask the students to read the passage.	7 minutes
3	Presentation	Teacher will read the passage in English and translate it into Bengali language. Teacher will write down some words for the vocabulary part.	12-15 minutes
4	Practice & Checking scripts	Teacher will give a few sentences from the passage for identification of “True-False”	8-10 minutes
5	Homework announcement	Students must make a short story at home by using the marked words from the book.	2-3 minutes

Class Observation Checklist

Classroom Observation Form / Checklist 1

Instructor/Teacher: Md. Abdullah
 Institution: Farid Uddin Siddiky High School.
 Peer/Observer: Tanjim Sultana
 Time 2nd period (9:10 am - 9:50 am)

Course English 2nd Paper
 Topic: Voice change
 Date and 16th August, 2022

Use criteria that apply to format of course observed.

Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	Since the teacher took proper preparation on the topic, he had enough ability to teach.
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	Classroom organization was not so high. There was no warming-up session.
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	He maintained the attention of the students. He was not very friendly with his students.
4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	He followed the "Grammar Translation Method" and used a definite grammar book for teaching.
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	His presentation was good and his voice was adequate for the class.
6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	He spent the time for his lecture properly.
7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	The teacher had a very positive outlook for his students.

Review Section	Description/Comments
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	He tried to give answers to the students whenever they faced any problem to understand.
9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	The teacher was very confident in his teaching.
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	The classroom was spacious but it was a little bit uncleaned.

Strengths observed: The teacher was able to make his class interesting.

Suggestions for improvement: Overall, his presentation was good but he should arrange a warm-up session for the students.

Overall impression of teaching effectiveness: He was very smiling, co-operative and friendly with his students.

Classroom Observation Form - 2 / Checklist 2

Instructor/Teacher: Ms. Hasina Ferdous
 Institution: Fauid Uddin Siddiky High School

Course English 1st Paper
Class 9

Peer/Observer: Tanjim Sultana

Date and 16th August, 2022

Time 5th period (11:55 am - 12:40 pm)

Number of students: 40

Use criteria that apply to format of course observed.

Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	The teacher had no ability to make the class enjoyable. Students felt bore in her classroom.
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	Class organization was not good.
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	There were no warm-up session and feedback session. The participation of the students was not found.
4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She followed "Grammar Translation Method" and sometimes "Direct Method".
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her class presentation was not good enough and her pronunciation was poor.
6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	She spent the full class time by teaching.
7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	She tried to respond student's question but it was not so effective.

Review Section	Description/Comments
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	The teacher tried to assist the students for learning but it was not satisfactory.
9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	Her self-esteem for operating a class was not up to the mark.
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	The classroom was very noisy.

Strengths observed: There was no strength that I found.

Suggestions for improvement: Teacher should use warm-up session and she should be more communicating with her students. She should provide group work.

Overall impression of teaching effectiveness:

she tried a lot to deliver the lesson properly but her pronunciation was very poor. Students felt boring for her teaching style.

Classroom Observation Form / Checklist 3

Instructor/Teacher: Md. Mesbahun Nabi
 Institute: Farid Uddin Siddiky High School
 Peer/Observer: Tanjin Gultana
 Time 4th period (10.40 am - 11.20 am)

Course English 2nd Paper
 Topic: "Past Tense"
 Date and 17th August, 2022.
 Class 7
 No. of students: 26

Use criteria that apply to format of course observed.

Review Section	Description/Comments
<p>1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	<p>He had a good command and knowledge of grammar.</p>
<p>2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)</p>	<p>Class organization was not good enough. He did not finish his lesson properly.</p>
<p>3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	<p>He did ^{could} not able to hold on students' interest in the classroom.</p>
<p>4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>He followed "Grammar Translation Method".</p>
<p>5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The teacher had a loud voice for the class but his pronunciation of English was influenced by local language.</p>
<p>6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	<p>He did not manage his class time in a proper way.</p>
<p>7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</p>	<p>There was no critical event caused by the teacher.</p>

Review Section	Description/Comments
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	He tried to assist the students but it was not appropriate.
9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	He was confident but students did not pay attention in the classroom.
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	The classroom had high temperature because of not having electricity in that time.

Strengths observed: ~~He~~ The teacher's voice and confidence were ~~was~~ good to operate a class.

Suggestions for improvement: The teacher ~~need~~ should take more preparation before taking the class. He should improve his pronunciation and communication skill.

Overall impression of teaching effectiveness:

The ~~teacher~~ class was not conducted properly. The course teacher should work more on his teaching style.

Internship Offer letter



Farid Uddin Siddiky High School

48, Azimpur Road, Dhaka-1205

Mobile : 01309-108147, 01616100068

E-mail : fushs48@gmail.com, www. fushs.edu.bd

School Code : 1218

Thana Code : 108

District Code : 10

EIIN : 108147

Estd : 1936

Ref :

Date : 16-08-2022

To
Tanjin Sultana
Student (Final year)
Department of English,
Daffodil International University.

Subject: Letter of Internship Acceptance.

Dear Tanjin,
We are pleased to offer you an internship program with Farid Uddin Siddiky High School for a period of three months.
As it is an educational program, it is unpaid. However, as far as the other benefits are concerned, you will definitely get them. You should note that any information and data collected from you during the course of your internship should be kept confidential at all times. Your joining date will be 16 August, 2022.

We appreciate your interest in our institution.

Sincerely,

Md. Sultan Mahmood
Headmaster
Farid Uddin Siddiky High School.
Md. Sultan Mahmud
Head Master (Acting)
Index-470485
Farid Uddin Siddiky High School
48 Azimpur Road, Dhaka-1205

Internship Certificate



Farid Uddin Siddiky High School

48, Azimpur Road, Dhaka-1205
Phone: 02-58612666, 9662811, Cell: 01616100068
E-mail: fushs48@gmail.com

School Code : 1218
Thana Code : 108
District Code : 10
EJIN : 108147

Ref:

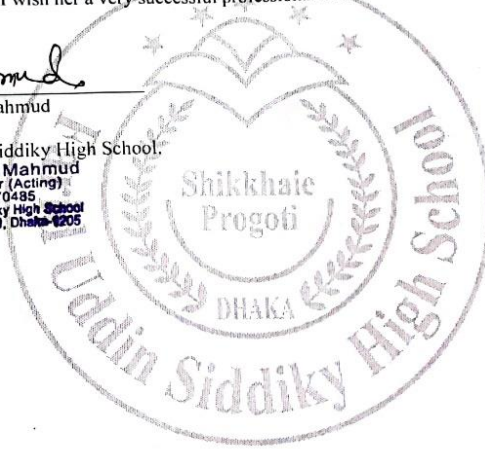
Date: 02/11/22

Testimonial

This is to certify that Tanjin Sultana, a student of Daffodil International University, ID:191-10-2018, has successfully completed three months of internship as her project work at Farid Uddin Siddiky High School. The teachers were gratified of her endeavor. She managed to gather positive feedback from the students as well.

Tanjin Sultana is a motivated, well-mannered and hardworking person with a great sense of responsibility. I wish her a very successful professional life.

Md. Sultan Mahmud
Headmaster
Farid Uddin Siddiky High School.
Md. Sultan Mahmud
Head Master (Acting)
Index-470495
Farid Uddin Siddiky High School
48, Azimpur Road, Dhaka-1205



Photographs



Academic Building of the School



I was observing the class



I was writing on the board for giving class work.



After doing a warm up activity, I took a photo with the students.



Students were assigned to do group activity.



I was performing the duty of an invigilator.



I was delivering lecture on comparison of adjectives.

Plagiarism Report

12/3/22, 9:00 AM

Turnitin - Originality Report - 191-10-2018

1

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