



Internship Report on
"Teaching English at Asian School and College"

Submitted By

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This report is submitted to the Department of English, Daffodil International University, as a partial accomplishment of the degree of B.A.(Hons.) in English.

Submitted To

Nahid Kaiser

Assistant Professor

Daffodil International University

Declaration

I hereby declare that the report titled “Teaching English at Asian School and College” is my original work, completed under the guidance of Ms. Nahid Kaiser, Assistant Professor, Department of English, Daffodil International University. This report has been prepared solely for academic purposes and has not been published or submitted elsewhere.



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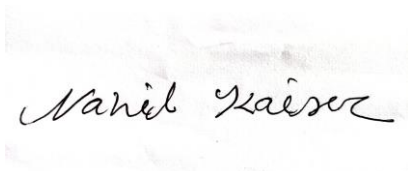
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B.A. (Hons.) in English

Daffodil International University

Letter of Approval

This is to certify that Md. Sadik Rahman Santo, ID: 201-10-551, Department of English, Daffodil International University, has successfully completed his internship report under my supervision. Throughout the entire project, he has demonstrated strong dedication and independently completed the required tasks with diligence. I wish him all the best in his future.

A handwritten signature in black ink, reading "Nahid Kaiser", is displayed on a light-colored, slightly textured background.

Nahid Kaiser

Assistant Professor

Department of English

Daffodil International University

Acknowledgement

Completing this paper would have been incredibly challenging without the support of several remarkable individuals. First and foremost, I would like to express my deepest gratitude to Asian School and College for giving me the opportunity to conduct my internship at their institution. I am particularly grateful to my supervisor, Ms. Nahid Kaiser, for her exceptional guidance and making the entire process smoother and more manageable for us. Lastly, I would like to express my heartfelt thanks to my family, especially my parents and siblings, whose unwavering support has been my strength throughout this journey. Without their encouragement, this accomplishment would not have been possible.

Abstract

This report looks at how to help high school students learn English better, especially in areas where they struggle with grammar. Throughout my time working with them, I noticed that many students find grammar tough, which makes learning the language harder for them. I tried different teaching methods to make these grammar rules easier to understand.

I also made sure to create a friendly environment where students felt comfortable asking questions. I found that when they weren't afraid to speak up, they learned more easily. In this report, I explain why students have difficulties with grammar and suggest ways to help them overcome these challenges and improve their English skills.

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Chapter 1: Introduction

English is an international language, crucial for communication worldwide. When we're abroad, it often becomes the only language we can use to connect with others. That's why learning English is so important. Unfortunately, many students lack interest in learning English. One reason is that they aren't taught grammar properly from a young age, and they don't get enough practice. As a result, many students struggle with the subject and perform poorly. In Bangladesh, English is a compulsory subject in both schools and colleges. But, as mentioned earlier, many students fear the subject because they don't understand the grammar and aren't comfortable speaking it. This makes them hesitant about learning English for their future studies and careers.

I was once just like those students afraid of learning English. But I managed to overcome this fear by focusing on grammar and practicing regularly. Watching movies and TV series played a big role in my learning process. At first, I couldn't understand much, but by paying attention to the characters' interactions and communication, I slowly started grasping the language better and speaking more fluently.

My real love for English began in Class 8, thanks to a teacher named Shariful Islam. He helped me understand the difficult parts of grammar with his unique teaching style. His method of teaching made English enjoyable and easier for me. Inspired by his approach, I decided to pursue English as my major in university. I enrolled in the English program at Daffodil International University, aiming to become an English teacher myself.

I've always wanted to be a teacher, and teaching English feels like the perfect fit for me. I had the opportunity to start my teaching journey at Asian School and College, where I followed the teaching methods of my mentor, Shariful Islam. His style continues to inspire me and I hope to become an excellent English teacher just like him in the future.

Chapter 2: Background & Objective of the project

2.1: Background

Internship Overview:

This internship report details my experience as an English language intern at Asian School and College. The internship fulfilled the graduation requirement for my English degree program at Daffodil International University. I opted to complete an internship over taking the IELTS exam to gain practical teaching experience and develop my teaching skills. My goal is to become a successful English language teacher, and this internship provided a valuable opportunity to learn from experienced instructors and refine my teaching methods. With the guidance of my advisor, Ms. Nahid Kaiser, I secured an internship placement at Asian School and College. This placement provided the opportunity to work with high school students, which was in line with my career aspirations of becoming a high school English teacher. My internship at Asian School and College was an invaluable experience that solidified my passion for teaching English. I developed a strong foundation in teaching methodology and gained practical skills that will equip me to become a successful English educator. I am grateful for the guidance and support I received from my advisor, Ms. Nahid Kaiser and the faculty members at Asian School and College.

2.2: Objectives:

1. To become a master teacher.
2. To create a classroom where everyone feels welcome.
3. To communicate clearly and connect with students friendly.
4. To detect problems where the students are facing and a easy solution for it.
5. To learn from other teachers and share my ideas.
6. To build trusting relationships with my students.
7. To be a team player and support the school.

Chapter 3: Methodology

To carry out my project successfully, I followed these key steps:

3.1: Choosing the School:

At the start of my project, I consulted with family and friends to identify a suitable field for my work. After weighing several options, I decided that a school setting would align best with my goal of becoming a teacher. I conducted research on various schools before selecting "Asian School and College" in Narsingdi. I presented my project outline to the headmaster, who was impressed with my objectives and granted me permission to undertake my teaching internship there.

3.2: Obtaining the Offer Letter from the University:

Once I had finalized the school, my next step was to acquire an internship offer letter from my university department, providing the official endorsement needed to join the school. After submitting the required information to my department, I received the offer letter within a few days and promptly submitted it to the school administration.

3.3: Meeting with Academic Supervisor:

Following the school selection, the university assigned each student a supervisor to guide us throughout the internship. Since many interns were based in different hometowns, our supervisor set up a WhatsApp group for regular communication and guidance on internship protocols. With their support, we created a structured work plan. Additionally, before starting our project documentation, our group arranged a meeting with the supervisor to receive further guidance and insights.

3.4: Selecting Classes to Teach:

Upon discussing my work plan with the headmaster, I was assigned a mentor to assist with coordinating my class schedule. I was given the chance to teach students from grades 7, 8, and 10 with classes scheduled three days a week. This setup enabled me to gain practical teaching experience across different levels.

3.5: Class Observations of Teaching:

After setting up a schedule, I reached out to three teachers to observe their classes. Each of them was kind enough to give me permission, letting me take notes on their teaching styles and classroom dynamics. My first observation was with class 6 under Rafiqul Islam sir on September 23, 2024. In this session, I paid attention to how he structured the lesson and kept students engaged. It was interesting to see how he balanced discipline with encouragement, creating a positive atmosphere for learning. The second observation was with class 8, taught by Ms. Mariyam Begum ma'am on September 24, 2024. This class was a bit different, with older students and a more complex subject. I noticed how she adjusted her pace and used various methods to make sure students stayed interested and understood the material. Finally, on September 25, 2024, I observed class 10 with again Ms. Mariyam Begum ma'am. Watching her teach an even older group was insightful. Her approach was more focused on preparing students for exams, and her explanations were very thorough, which really highlighted how she adapted her teaching style for each age group.

Through each observation, I picked up useful tips on classroom management, lesson structure, and engaging students effectively. It was a great learning experience, and I look forward to applying what I've learned in my own classes.

3.6: Class Conduction:

I began my teaching journey on September 26, 2024, conducting classes over six weeks in the morning shift. Due to the Puja vacation and model test exams, I was limited to a total of 17 classes. I taught students from Classes 6, 8, and 10, covering various topics such as tense, sentence transformation, tag questions, sentence completion, connectors, narration, and writing exercises, including paragraphs and letters. I structured my classes to ensure students felt comfortable and engaged with the material. I incorporated warm-up activities, such as sharing memorable moments, to help students relax and ease any stress.

Throughout the sessions, I maintained a supportive and interactive environment, encouraging students to participate actively. Class 10 students were the primary focus, as I conducted 11 sessions for them, with 4 classes dedicated to Class 8 and 2 for Class 6.

Chapter 4

4.1 Basic Information

Name of institution: Asian School and College

Year of Establishment :2008

Name of the head teacher: Md. Shakhawat Hossain

Number of students: 650

Board: Dhaka

Division: Dhaka

Number of buildings: 1

Shifts: 2 (Morning and Noon)

E-Mail: asianschool@gmail.com

Phone No: 01645241125

Address: Ajij Boarding, Valanagar, Narsingdi, Dhaka.

4.2: History

The Asian School and College was founded in 2008 by Chairman and Principal Md. Shakhawat Hossain. The school's first location was near Valnagar Dhaka bus stand road. Six years later, the school moved to its current location at Ajij Boarding near Bank Colony Road. Initially, the school offered classes for students in grades 1-5. Over time, the school expanded to offer classes for grades 1-8, and then 2 years later again to include grades 1-10.

4.3: School Management System:

It is a school for both male and female students with a total of 650 students from class 1 to 10. It operates in two shifts: morning and day. Morning shift begins at 8:00 a.m. and ends at 12:00 p.m. Day Shift begins at 12:30 p.m. and ends at 4:30 p.m. The school has a total of 16 teachers, including male and female faculty. There are 1 assistant head teacher and 1 head teacher. There are 1 multimedia classroom. The school follows the Dhaka Education Board curriculum and is a private institution with strict rules.

In every year the school arranged annual playing events for the students. The authority of the school always treats the students like a family member.

4.4: SWOT Analysis:

SWOT is an acronym that stands for Strengths, Weaknesses, Opportunities and Threats. It's a framework used to evaluate a person's, company's or any institution's competitive position and develop strategic planning.

Here is the SWOT analysis of the school's name Asian School and College where I did my internship:

Strengths: One of the key strengths of the school is its well-organized management system. With a smaller student population, classes run smoothly, free from any chaos and discipline is consistently maintained. This structured environment allows for focused teaching and better student engagement, as there are fewer distractions.

Weaknesses: Despite its strengths, the school faces a few notable weaknesses. The low number of students and the lack of a dedicated playground present challenges. Additionally, the classrooms are relatively small which can make it difficult to accommodate larger groups should enrollment increase in the future.

Opportunities: A nearby field provides a valuable opportunity for students to engage in outdoor activities, fostering physical and social development. To utilize this space however, the headmaster would need to negotiate with the landowner, ensuring students have consistent access to this play area without interruption.

Threats: The school faces the threat of low student enrollment, especially in comparison to nearby schools that offer more amenities, such as a playground. This disparity may make other schools more appealing to prospective students and their families. To stay competitive, the school could consider developing a playfield to provide students with a more well-rounded experience potentially attracting new admissions in the future.

Chapter 5: Internship Activity

5.1: Working Status:

I joined the school on September 22, 2024, for my 3-month internship. Before starting, I discussed everything with the Headmaster, Md. Shakhawat Hossain. From September 23, my internship work began. I observed 3 English classes from two teachers and took a total of 17 classes over 6 weeks. Initially, my main priority was to build a friendly relationship with the students so they would feel comfortable asking questions without hesitation. They responded politely, which created a positive learning environment. As a result, my experience at the school was greatly enriching.

5.2: Class Observation:

Class Observation 1:

My first observation took place in Class 6 on September 23, 2024 at 11:30 a.m. where the teacher was Md. Rafiqul Islam. The attendance for this session was 25 students out of a total of 32. At the beginning of the class, the teacher warmly welcomed everyone and took a moment to introduce myself. He then explained the lesson objectives, which focused on basic grammar rules. After describing the rules clearly, he provided examples to help the students understand. The teacher encouraged them to ask questions during the session, paying special attention to those who needed additional help. He also took time to assist some students with note-taking. The lesson lasted approximately 30 minutes, and he concluded with a brief review of what was covered before assigning homework for the next class. Overall, the students engaged well and participated actively throughout the lesson.

Class Observation 2:

The second-class observation took place on September 24, 2024, in Class 8. The teacher for this session was Ms. Mariyam Begum. The class began at 12:30 p.m. and recorded an attendance of 22 students out of a total of 30. The topic of the lesson was "Voice," specifically focusing on converting active sentences to passive ones. Ms. Begum started the

class by introducing the topic and explaining its importance in understanding sentences structure. She provided examples to illustrate the differences between active and passive voice. Throughout the lesson, she encouraged student participation, asking questions to engage them and clarify any confusion. Ms. Begum also made sure to assist those who struggled with the concepts, offering additional examples and exercises. After about 40 minutes of instruction, she wrapped up the lesson with a brief summary, reminding students to practice the conversions as part of their homework. Overall, the atmosphere in the classroom was interactive, and students appeared to grasp the material well.

Class observation 3:

My final observation took place on September 25, 2024, in Class 10. The number of attendances in class was 12 out of 20 students. The lesson focused on "Changing Sentences". The class began at 1:30 p.m. During this session, Ms. Mariyam Begum outlined the various ways to modify sentences through paraphrasing and restructuring. She provided clear examples, illustrating how meaning can shift with different sentence forms. As the class progressed, she engaged the students in group activities where they worked together to transform sentences, reinforcing their understanding through practice. She circulated around the room, offering guidance and support to those who needed extra help. After approximately 40 minutes, the teacher summarized the key points of the lesson and assigned a practice exercise for homework. She concluded by inviting students to share any challenges they might face with the assignment, ensuring they felt supported. The atmosphere was positive, and students were attentive and involved throughout the session

5.3: Teaching Experience:

Best Experience: I had the opportunity to teach my first class, which was a memorable and best experience. It was on September 26, 2024, with a class of 10th graders. The class began at 11:00 AM and lasted for 45 minutes. At first, I took five minutes to get to know them. Then the topic I chose was "Changing Sentences," specifically focusing on converting affirmative sentences to negative ones. I began by explaining the basic rules and provided clear examples

to illustrate the concepts. As the class progressed, I introduced more complex rules and encouraged students to participate by asking questions and providing their own examples. I allocated 40 minutes for the core learning and used the remaining 5-7 minutes to engage in a Q&A session. This allowed students to ask questions about the topic and clarify any doubts. It also helped boost their confidence in speaking up and participating in class discussions.

Average Experience:

On October 5, 2024, I had one of my average teaching experiences with 8th-grade students. The class started at 1:30 PM and lasted for 45 minutes. I conducted a lesson on the topic of Voice Change. I began by explaining the rules and provided clear examples to help the students understand the concept. However, I noticed that some students were not fully attentive due to a lack of electricity and the hot weather which made the classroom environment uncomfortable. As a result, I couldn't complete the lesson as thoroughly as I had planned. Only a few students seemed to grasp the material by the end of the class. I assigned homework related to the lesson to reinforce their understanding.

Poor Experience:

On October 12, 2024, I encountered a challenging teaching experience with my 10th grade class. The session started at 11:00 AM but it couldn't last the full 45 minutes as planned. The attendance was low with only 14 students present and three of them were suffering from high fevers. Due to their condition and at their request, I had to end the class 10 minutes early. Consequently, I couldn't cover the entire lesson plan leaving the session incomplete.

Overall, those experiences were incredibly rewarding. It was a great opportunity to apply my knowledge and share it with others. I am grateful for the chance to have taught this class and look forward to future teaching experiences.

5.4: My Activities on a Weekly Basis

Week 1: Class Observation

During my first week as an intern, I observed three classes taught by two teachers. I paid close attention and took notes on their teaching methods. I learned a lot from these observations including how to manage class time conduct effective lessons, create a welcoming classroom environment, and the importance of question-and-answer sessions. I was also impressed by the teachers' dedication to their students and their subjects.

Week 2: Class on Changing Sentences in Class 10

In my second week, I started teaching a class on Changing Sentences grammatical topic of Class 10. Due to school programs, I was only able to take two classes in the second week. During the break, I prepared additional lesson materials to make the topic easier for my students. I also taught another class of Class 8, on the same days, but the topic was Narration.

Week 3: Class with class 6 students on Tenses

In my third week as an intern, the assistant head teacher assigned me to teach a class of 6 class students. I taught a lesson on tenses. I presented twelve sentences with their structures and Bengali examples to help the students understand the topic easily. After the class, I gave them homework related sentences. From my next class that week, I reinforced the lesson with additional examples and asked the students to practice them. While some students struggled with the answers, the majority performed well.

Week 4: Classes on Sentence Transformation and Tag Questions in Class 10

This week, I conducted two classes with Class 10 students. In the first class, we practiced converting Assertive sentences into Exclamatory and Imperative sentences. I explained the

rules and provided examples to illustrate the concepts. In the second class, I gave the students exercises to apply these rules. I was pleased to see that all students performed well. Next, I introduced the topic of Tag Questions. As the students claimed to have some prior knowledge, I focused on teaching unique rules and exceptions. I assessed their understanding by giving them a 10-question exercise. Since they were able to answer 8 out of 10 questions correctly, I decided not to spend more time on this topic. Instead, I assigned homework to read about the rules of simple, complex, and compound sentences.

Week 5: Puja Vacation

Due to the Puja vacation in the fifth week, I did not have the opportunity to teach any classes.

Week 6: Classes on different topics with class 8 and 10 students

In Week 6, I taught three classes to Class 10 and one class to Class 8. With the Class 10 students, I covered rules and examples for sentence transformation, including changing sentences between simple, complex, compound, positive, superlative, and comparative forms. For the Class 8 students, I introduced the rules and examples of voice change and assigned homework to be completed for the next class.

Week 7: Classes on narration with class 10 students

During the 7th week, I conducted two classes for 10th-grade students. The first session focused on the topic of Narration. In the second class of the week, I completed the remaining parts of the Narration topic ensuring the students understood the concept fully.

Week 8: Question making and serving as an Invigilator with class 10

In the 8th week, I was tasked by the headmaster with creating an exam paper for English 2nd Paper. I also served as an invigilator during the English 2nd Paper exam where 12 students from the 10th grade participated. After the exam, I collected the answer sheets and brought them home to review and grade.

Week 9: Answer sheet distribution and Intern certificate from headmaster

In the 9th week, I returned the graded papers to the 10th grade students. I also rewarded the top scorer with a chocolate prize as a token of appreciation. Finally, I received my internship completion certificate from the headmaster marking the end of my teaching internship at the school.

5.5: Learning as an Intern in the Institution

During my internship, I gained valuable insights and skills. I learned the importance of self-discipline, which was evident in the dedication of the teachers I observed. Working alongside them inspired me to be more proactive in my work. I also developed my classroom management abilities, which will be useful in various professional settings. This internship project helped me understand how to adapt to a new work environment and navigate office formalities. Perhaps the most crucial lesson I learned was the importance of time management. This experience made me realize the value of using time efficiently.

5.6: Limitations of the Internship:

Though the experience of my internship at the school was good, I encountered some limitations during this project:

- **Limited Duration:** The internship was scheduled for three months, but due to unavoidable circumstances, such as the political movement against Sheikh Hasina, the actual duration was significantly shorter. This reduced the overall learning experience and the depth of the impact I could make.
- **Disrupted Class Schedule:** The Puja week vacation interrupted the regular class schedule, limiting opportunities for additional learning and interactions with students.
- **Lower Student Attendance:** Due to the school's private sector nature, student attendance was often lower than expected, affecting the effectiveness of classroom activities and overall engagement.
- **Limited Resources:** The school's resources, including teaching materials, technology and library facilities were limited, hindering my ability to fully engage with students and enhance the learning experience.

5.7: SWOT Analysis of my internship:

Strength: I have a natural ability to build rapport with students, creating a welcoming and interactive learning environment. My approachable nature encourages students to engage more openly, and they often provide positive feedback on my teaching style. This ability to connect personally with students enhances their comfort level and boosts their confidence in the classroom.

Weakness: One of my main challenges is managing time effectively during lessons. Due to limited experience with classroom pacing, I sometimes find it hard to cover all planned topics within the allocated period. This has occasionally disrupted the flow of lessons and left me feeling unprepared to complete my objectives on time.

Opportunity: This internship presents a unique opportunity to gain hands-on experience in a structured educational setting. It enables me to develop professional skills, especially in classroom management and lesson delivery. Learning from this experience brings me closer to my career aspirations and enhances my competence as an educator.

Threat: Time management remains a potential obstacle in my journey to becoming an effective teacher. In a professional setting, the ability to adhere strictly to time constraints is crucial, as it impacts the quality of student learning and classroom productivity. If not improved, this skill gap could hinder my effectiveness and professional reputation in a teaching role.

Chapter 6: Overall Findings

6.1: Overall Findings:

1. The school where I taught had certain limitations, primarily the lack of a playground. It was established within a building adjacent to a busy road. It lacked the open space necessary for assemblies, the singing of the national anthem, and other collective activities such as taking oaths.
2. Compared to nearby government schools, student enrollment was lower. Although the number of students was limited, this had a positive side: the smaller classes created a calm learning environment. With fewer students, classroom management was more straightforward and maintaining discipline was much easier as each student followed the rules diligently.
3. There was no canteen facility for students, leaving them without convenient food options during breaks.
4. The classrooms were somewhat limited in size which made certain activities challenging.
5. One valuable skill I developed there was learning how to maintain discipline effectively among students.
6. At first, I noticed that students were hesitant to ask questions and seemed somewhat nervous. However, after a couple of classes, they became more comfortable and started engaging openly, asking questions and participating more actively.

Chapter 7: Recommendations for the School to improve

The management system of the school is generally good but there are several areas that could be improved to create a better learning environment for students.

1. Classroom and Infrastructure:

Classroom Size and Benches: The current classroom sizes are small and the benches are outdated. To provide a comfortable and conducive learning environment the school should consider moving to a new building with larger classrooms and modern furniture.

Playground: The absence of a playground limits opportunities for physical activity and recreation. The school should prioritize creating a dedicated playground area to promote students' physical and mental well-being.

2. Student Engagement and Academic Performance:

Student Attendance and Preparedness: Some students are careless and do not bring necessary materials to class which negatively impacts their learning. The school should implement stricter attendance policies and work closely with parents to ensure students are prepared for class.

Language Skills: A significant number of students struggle with English grammar and vocabulary. The school should organize additional English language classes focusing on grammar, vocabulary and spoken English. Consider hiring qualified language tutors to provide personalized support.

Chapter 8: Conclusion

This internship at Asian School and College has been a valuable experience, helping me build essential skills like punctuality, sincerity, honesty and professional manners. Teaching students in grades 6,8 and 10 taught me the importance of handling responsibilities, answering students' questions effectively and understanding their way of thinking. One of the biggest lessons I've learned here is the importance of responsibility in professional life. I'm grateful for the chance to work with Asian School and College and to learn from their guidance. Moving forward, I plan to use these skills and insights to pursue my goal of becoming a good teacher. I'm excited to see how this experience will shape my future.

Appendices

- 1.lesson plan 1**
- 2.Lesson plan 2**
- 3.class observation checklist 1**
- 4. class observation checklist 2**
- 5. class observation checklist 3**
- 6.Internship offer letter.**
- 7.internship Certificate.**
- 8.photographs.**
- 9.Sample question and answer sheet.**
- 10.Library Clearance.**

Lesson Plan

Lesson Plan 1

Lesson Plan

Teacher Introduction		Lesson Introduction	
Name: Md. Sadik Rahman Santo ID: 201-10-551		Class :10 Subject: English 2 nd paper Lesson: Grammar (changing sentences) Time: 45 minutes	
Stage	Teacher's	Student's	Time
Greetings	I will start the lesson by greeting the students.	Students will respond with greetings.	1 minute
Attendance	I will take attendance for the first period.	Students will response according to their	5 minutes
Warm-up Activity	For relaxation, I will engage students in a short activity, like a	Students will join the activity.	4 minutes
Introduction of Lesson	I will introduce the topic of affirmative to negative changing form to set the	Students will share any prior knowledge they have on the topic.	5 minutes
Topic Discussion	I will explain the rules and provide rules of affirmative to negative changing sentences and	Students will listen and ask questions.	20 minutes
Questions and answer session	I will question on the topic.	Students will express any	7 minutes
Closing Activity	I will end the class with a light activity.	Students will participate in the activity.	3 minutes

Lesson Plan

Lesson Plan 2

Lesson Plan

Teacher Introduction	Lesson Introduction
Name: Md. Sadik Rahman Santo ID: 201-10-551	Class: 6 Subject: English 2nd paper Lesson: Grammar (Tenses) Time: 45 minutes

Stage	Teacher's Activity	Student's Activity	Time
Greetings	I will start the lesson by greeting the students with a	Students will respond to the greeting.	1 minute
Attendance	I will take attendance for the first period.	Students will response according to their roll numbers.	5 minutes
Warm-up Activity	For relaxation, I will engage students in a short activity,	Students will join the activity.	4 minutes
Introduction of Lesson	I will introduce the topic of Tense.	Students will share any prior knowledge they have on the topic.	7 minutes
Topic Discussion	I will explain the tenses with structure and	Students will listen and ask questions about tenses.	18 minutes
Questions and answer session	I will question on the topic.	Students will express any difficulties.	8 minutes
Closing Activity	I will end the class with a light	Students will participate in the activity.	2 minutes

Class observation checklist

Checklist 1

Daffodil International University
Department of English
Internship on "Teaching English at Asian School & College"
Checklist for Class Observation

School / College: Asian School & College
 Teacher's Name: Md. Rafiqul Islam
 Class: 6 Section: A No. of Students Present: 25
 Course Title & Code: English Grammar Room No: 212
 Peer/Observer: Md. Sadik Rahman Santo
 Date and Time: 23 September 2024 (11:30am)

Objectives of the lesson (as perceived):

- i. To understand and apply the rules of tenses.
- ii. To ensure students ^{can} recognize and identify form in sentences.
- iii. To encourage student participation for activities related to lesson.

Were the objectives achieved and to what extent (in your view)?

In my assessment, the objectives were met successfully. By the end of the lesson, students engaged in a question and answer session and demonstrated an ability to correctly identify the different form of tenses.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher used relevant examples and materials to clarify concept of tenses. Each part of the tenses was explained in simple terms, making it easier for students to learn easily.

2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The teacher's teaching style was clear and engaging. He arrived on time and effectively managed the class time to cover the lesson of the class.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The classroom environment was positive with all students greeting the teacher warmly.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher utilized a communicative approach, incorporating relevant examples of facilitate understanding.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	His clear and loud voice helped maintain discipline and kept students focused.

MANAGEMENT

Was the time spent properly?

I was with him in class exact time of the routine and he ended the class exact time. So obviously, he maintained time properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

To enhance engagements, the teacher started the class with a brief mindfulness exercise. In the middle of the class he shared a joke to entertain and make active students in class. In the last part, he summarized the class.

Strengths observed:

The teacher's clear and loud voice was effective in engaging all students.

Suggestions for improvement:

Some of the students in back rows seemed to struggle to understand the lesson. To address this, it would be beneficial to take some extra time for summarize key points for them.

Overall impression of teaching effectiveness:

Overall, the teacher's delivery was commendable. However, allocating additional time for students who may need further clarification would improve the learning experience more good.

Checklist 2

Daffodil International University

Department of English

Internship on "Teaching English at Asian School & College"

Checklist for Class Observation

School / College: Asian School & College

Teacher's Name: Ms. Mariyam Begum

Class: 8 Section: A No. of Students Present: 22

Course Title & Code: English Grammar Room No: 215

Peer/Observer: Md. Sadik Rahman Santo

Date and Time: 24.09.24 (12:30 pm)

Objectives of the lesson (as perceived):

- To understand the structure of active to passive sentences.
- To understand the changing form of active to passive.
- To gain the idea of create passive sentences.

Were the objectives achieved and to what extent (in your view)?

In my opinion, the objectives were achieved well. The topic was voice change and by the end of the lesson, the students learned to create sentences active to passive form.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	At first, the teacher encouraged the students by explaining the topic was easy. As a result the students overcome their initial fears and stayed attentive in the class.

2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The teacher explained the topic clearly, starting with rules. At the end of the lesson, she provided a summary of the class with proper time maintaining. Students were shared the key points in the end.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher created a positive environment that encouraged students to engage with lesson actively. Students helped teacher to finish the lesson in good manner.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	A task-based learning approach was used. The teacher wrote examples on the board and invited students to participate by answering with her.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The teacher maintained a warm smile and paid close attention to everyone. She responded politely to students questions using an approachable tone.

MANAGEMENT

Was the time spent properly?

Yes, the time was spent properly. The teacher used each minutes properly as a result the lesson ended within the scheduled period.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The teacher maintained four stages in the class. She began by introducing me and the topic. Then explained rules, engaged students with various activities and concluded with a question and answer session in the class.

Strengths observed:

The teacher has a natural ability to connect with students, making her teaching style engaging and attentive for students to grabbing. This encourages students to stay focused actively.

Suggestions for improvement:

There are no suggestion for improvement because the teacher was well-executed.

Overall impression of teaching effectiveness:

The lesson was highly effective. Students were introduced to make sentences new form by active to passive way during the lesson very well.

Checklist 3

Daffodil International University

Department of English

Internship on "Teaching English at Asian School & College"

Checklist for Class Observation

School / College: Asian School & College
 Teacher's Name: Ms. Mariyam Begum
 Class: 10 Section: A No. of Students Present: 12
 Course Title & Code: English Grammar Room No: 202
 Peer/Observer: Md. Sadik Rahman Santo
 Date and Time: 25.09.24 ; (1:30 pm)

Objectives of the lesson (as perceived):

- To understand the form of the sentences.
- To develop the idea of changing the sentences indirectly.
- To learn the idea of creating new sentences.

Were the objectives achieved and to what extent (in your view)?

In my opinion the objectives were achieved successfully because students learned to change sentences according to the question forms. They answered in the board of the questions well.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher explained each rule and structure of the topic clearly using examples to make it easy for students.

2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The class was well organized in a positive environment. She summarized topic quickly. She ended the class on time with a song to engaged students.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	She encouraged students participation by inviting them. The students responded respectfully and she provided positive feedback.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Using a task-based approach, she had students create sentences using the rules and taught promoting active learning.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The teacher spoke clearly using both Bangla and English to ensure understanding with good eye contact.

MANAGEMENT

Was the time spent properly?

Yes, she spent time properly while providing clear explanations.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The teacher began by introducing the lesson in Bangla. She taught rules for changing sentences from affirmative to negative. She ended lesson by giving homework.

Strengths observed:

There was strong mutual understanding and rapport between the teacher and students.

Suggestions for improvement:

She took a little bit long time with one example on the board. Reducing time per example could cover more topics in the class.

Overall impression of teaching effectiveness:

The teacher kept class engaged and students gained a good understanding of the topic.

Internship Offer Letter



Faculty of Humanities
and Social Science

Ref : Internship Placement//242

Date:17-09-2024

Head Master
Asian school and college
Bank colony, Narsingdi

Subject: Request for Internship Placement

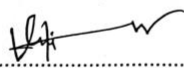
Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering BA in English and for the partial fulfillment of the requirement for the BA in English Degree, students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention that **Md. Sadik Rahman Santo, ID Number: 201-10-551** has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow him as an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With the best regards,


.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd




Md. Shakhawati Hossain
Principal
Asian School & College
Valansgar, Narsingdi

Daffodil International University: Daffodil Smart City, Birulia, Savar, Dhaka-1216, Bangladesh
Tel: +8809617901212, +8802224441833-4, 01713493051, 01713493141, 01841493050
E-mail: info@daffodilvarsity.edu.bd. Fax: +88 02 9131947

Internship Certificate



Asian School & College

Established: 2008

Velanagar, Narsingdi Sadar - 1602

Phone No: 0851-5762

To Whom It May Concern

This is to certify that Md. Sadik Rahman Santo, a student of the Department of English, Daffodil International University, ID Number: 201-10-551, has successfully completed his internship as a teacher at Asian School and College from 23 September 2024 to 2 December 2024.

During the internship, he was sincere in his work and received positive feedback from students. He was also respectful of the institutional rules.

We are pleased with his performance and wish him every success in future endeavors.

Md. Shakhawath Hossain
Principal
Asian School & College
Velanagar, Narsingdi.

Headmaster

Asian School & College

Narsingdi



Photographs



Photos with class 6th, 8th, 10th grade students and their Headmaster.

Sample question and answer sheet:

কক্ষ পরিদর্শকের স্বাক্ষর <i>2.8.10.24</i>		ক্রমিক নং	প্রাপ্ত নম্বর
		১নং	
		২নং	
		৩নং	

এশিয়ান স্কুল এন্ড কলেজ

Model Test Question-2024
Class-10, Sub-English 2nd Paper
Part A (60 marks)

1. Fill in the blanks with the words from the box. 05

hinder	mainly	cause	think	arise
normal	positive	avoid	hamper	prosperity

Student politics (a) hampers the normal progress of a student. It brings (b) cause harm to many but (c) avoids prosperity to a few. As a result, there (d) arises this problem of the administration of a college or university. (e) Normally the campus is mainly jam for student politics. So, we should (f) think about the necessity of student politics. Either we should (g) avoid student politics or we should bring about a (h) positive change in this sector.

2. Fill in the blanks with suitable words. 05

Illiteracy is not (a) a boon to us. It is undoubtedly a (b) curse. It hinders all kinds (c) of development of a country. Illiteracy causes great (d) harm to us. Since we are not (e) aware of the gravity of the problem, we cannot take steps to increase our (f) literacy rate. As a result, we are (g) left behind. We have to depend (h) on the foreign aids. So, all should come forward (i) to remove illiteracy. Then, the (j) prosperity of our country will be possible.

3. Make five sentences using the parts of sentences from each column of tables below: 05

Corruption	be	in both public and private sectors
It	may be	to remove it, we will not be able to build 'Sonar Bangla'.
Our government	fail	a course not only to our nation but also all over the world.
If we	is trying	defined as the abuse of entrusted power for the private gain.
	occurs	to control it with iron hand.

ছাত্র/ছাত্রীর নাম: _____

শ্রেণি: দশম

বিষয়: ইংরেজি

তারিখ: ২৪/১০/২৪

অভিভাবকের স্বাক্ষর: _____

Corruption is a course not only to our nation but also, all over the

কক্ষ পরিদর্শকের স্বাক্ষর <i>2.8.10.24</i>		ক্রমিক নং	প্রাপ্ত নম্বর
		১নং	
		২নং	
		৩নং	
		৪নং	
		৫নং	
		৬নং	
		৭নং	
		৮নং	
		৯নং	
		১০নং	
		১১নং	
		১২নং	
		১৩নং	
		১৪নং	
		১৫নং	
		মোট	<u>৫৩</u>

এশিয়ান স্কুল এন্ড কলেজ

সেমিস্টার পরীক্ষা ২০২৪ ইং

ছাত্র/ছাত্রীর নাম: ভারতীয়া আমেরিকা বিশ্ববিদ্যালয়

শ্রেণি: দশম শাখা: বিজ্ঞান ক্রমিক নং: ০২

বিষয়: ইংরেজি পত্র: ২য়

তারিখ: ২৪/১০/২৪

অভিভাবকের স্বাক্ষর: _____

পরীক্ষকের স্বাক্ষর: *2.8.10.24*

(এই স্থান থেকে উত্তর লেখা আরম্ভ করতে হবে)

Ans. to the Q.No.02

Corruption is a course not only to our nation but also, all over the