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Internship Report

Title: “Performance as an Intern English Teacher at Hazrat Shah Ali High Girls School.”

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Declaration

According to knowledge and experience, this is to present the Internship report for the Bachelor of Arts in English Department at Daffodil International University, following “Project Paper with Internship (ENG 431)” syllabus with genuine and proper information under the supervision of Fatema Begum Laboni, Assistant Professor, English Department, and DIU. This paper is a record of original work and contribution of my Internship Journey.

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Abstract

This report is an engagement of work and experience of my performance as an English Teacher. This report shows my observation, practical work, methodology, skill, Feedback, limitations. This report describes my internship journey about how I started for this responsibility, which way I followed, my teaching method, performance feedback from assistance, difficulties I faced in this journey, how it helps to develop my skills and personal growth. This report is a view of my three months internship journey experience and what I learned from there. It serves as a formal record of my professional responsibilities and personal development. This document moves beyond a simple history to present a structured analysis of my graduate journey.

Acknowledgements

I would love to express my profound respect and sincere appreciation to all the individuals who have supported and guided me throughout my internship journey. This journey has been an important period of professional and personal growth, and it would not have been possible without the encouragement and wisdom of many. First and foremost, all praise and gratitude are due to Almighty Allah, the Lord of the Worlds, for His endless blessings, divine guidance, and the strength He granted me to successfully complete this teaching internship. I am profoundly obliged to my university supervisor, Ms. Fatema Begum Laboni, for her invaluable guidance, support, and insightful feedback, which were essential to the success of this journey. My sincere thanks to the administration of Hazrat Shah Ali High Girls School for providing me with this opportunity. I also extend my appreciation to the students for their active participation and enthusiasm. Finally, I thank my family for their unwavering support and encouragement.

Certificate of Approval

This document certifies that the internship report titled "Performance as an Intern English teacher at Hazrat Shah Ali High Girls School " is the original and authentic work of Sumaia Bente Islam, ID: 221-10-947, a student of the Department of English at Daffodil International University.

The report represents a genuine account of the student's personal observations, teaching experiences, and professional reflections gathered during her internship at Hazrat Shah Ali High Girls School at Mirpur 1, Dhaka. All insights, analyses, and conclusions presented are her own, developed under my academic guidance.

I confirm that this work has been thoroughly reviewed for academic integrity. It has been prepared in accordance with the ethical standards of Daffodil International University and fulfills all the academic requirements for the course ENG 431, Project Paper with Internship.

I am pleased to approve this unique and personalized report for final submission and evaluation.



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Chapter 1

1.1 Introduction

Teaching English in a real classroom is very different from learning teaching methods in theory. My internship gave me the chance to experience this difference directly. During this period, I worked in an actual school environment where I had to plan lessons, handle students' questions, and manage classroom activities on my own. This practical involvement helped me understand how teaching works on a daily basis.

Before starting my duties, I discussed the responsibilities and goals of the internship with the school administration. This discussion helped me understand what the institution expected from me and how I should prepare. Once I began teaching, I worked with students from different classes and academic levels. Each group had its own speciality, strengths, and learning difficulties, which required me to adjust my teaching style and create simple, clear explanations for them.

Throughout the internship, I prepared lesson plans, checked assignments, guided group work, and used different teaching tools to keep students engaged. I also faced real challenges such as managing time, maintaining discipline, and ensuring that every student understood the lesson. These experiences helped me develop better communication, classroom management, and problem-solving skills.

I also had the opportunity to interact with other teachers and learn from their methods. Their guidance supported me in improving my lessons and understanding how teamwork functions inside a school. Participating in meetings and school activities further strengthened my understanding of the professional teaching environment.

My supervisor Fatema Begum Laboni, Assistant Professor, English Department, DIU. As an expert mentor, she always by my side and gives me knowledge, ideas, suggestions for work and guided me to complete my project paper in a proper way.

This report presents the major tasks I performed, the techniques I used, the challenges I encountered, and the progress I made as an English Teacher. The internship played an important role in building my confidence and preparing me for future teaching responsibilities.

1.2 Objective:

The main motives of this internship report is to present the practical experience I gained while working as an English teacher in a school setting. The internship allowed me to connect academic knowledge with real classroom situations and understand how teaching functions in practice. The specific objectives of this internship are as follows:

- To explore the difficulties of English teaching in different standards in the academy.
- To examine my teaching activities on the learning process.
- To motivate and learn English in an easy way.
- To understand the responsibility as an English Teacher.
- To get knowledge for skill development.
- To observe the teaching method in the classroom and how it supports student learning.
- To connect theories with practical work for example course learning outcomes.

Chapter 2

2.1 Methodology:

Selection of Career

I started by choosing my career. I have always wanted to be a teacher in a school. This goal helped me decide what to do next.

Selection of Working Place

Next, I looked for a place to work. I chose Hazrat Shah Ali High Girls School. I applied there and they accepted me as an intern.

Placement Confirmation

The school gave me official permission to join. This meant I could finally start my internship and begin my work there.

Observation

My first task was to watch the teachers. For a few days, I sat in their classes. I learned how they teach and manage their students.

Practical Work

After watching, I began teaching my own classes. This was my first time teaching for real, and it was a very important learning experience.

Documentation of Project Paper

Lastly, I complete my project paper with authentic information from my work experience.

2.2 Teaching method:

The teaching method refers to the idea that shows types of teaching processes. ELT (English Language Teaching) programme has some procedures such as GTM (Grammar Translation Method) focuses on grammar rules and translation system, CLT (Communication learning Method) focuses on interaction and communication system, DM (Direct Method) focuses on first language or mother tongue learning system.

What do the other teachers do?

The teaching methods at the school were primarily traditional as it is a Bangla Version School. Most teachers relied heavily on the Grammar Translation Method (GTM), focusing on grammar rules, vocabulary lists, and direct translation between Bengali and English. Their lessons often involved reading passages, explaining grammatical structures, and having students complete written translation exercises, with less emphasis on spoken communication.

What did I do?

There are some methods that are used for teaching English. I did not hardly maintain any specific method. For my classes with high school students, I used a combined approach. To build a strong foundation in grammar and sentence structure, I applied elements of the Grammar Translation Method (GTM). Following this, I integrated the Communicative Language Teaching (CLT) method by organizing pair work, question answer sessions and role-play activities. This blend helped students understand the rules of the language while also giving them the confidence to use English actively for interaction and communication.

Chapter 3

Institution Details

3.1 About Hazrat Shah Ali Girls' High School:

Established in 1974, Hazrat Shah Ali Girls' High School is a recognized secondary institution for girls, operating under the Dhaka Education Board. Located in Shah Ali, Mirpur-1, Dhaka, we are committed to providing a comprehensive education in Science, Humanities, and Business Studies.

Our campus, spanning 267 decimals, includes an expansive 87-decimal playground and a modern academic building with 26 classrooms. We maintain an optimal student-teacher ratio of 23:1, ensuring personalized attention in a supportive learning environment. The school is managed by a dedicated committee and is part of the government's Monthly Pay Order (MPO) system.

3.2 Facilities:

1. The institution has a large playground that students can enjoy their free time with sports, extracurricular activities.
2. Science Labs: Advance laboratories for Physics, Chemistry, and Biology to support the Science curriculum.
3. Computer Lab: A modern computer lab with internet access to build digital literacy.
4. Library: A small library with a small range of textbooks, reference books, and fiction to encourage reading.
5. Common Rooms: Separate common rooms for students and teachers.
6. A prayer room, A car parking area.

Chapter 4

Observation Experience:

This is an important part for an educator as a newcomer. Observation is an experience of review of teaching. It shows how to deliver speech, how to engage with students, how to manage classroom gatherings, and how to counsel students. The administration of the academy helped me very carefully to observe different standards and assist me very politely. I sincerely learned the process of teaching from the senior teachers that they have much expertise to teach lessons. All the teachers in the academy are very polite and friendly. That makes me more comfortable to get ideas and knowledge for my personal growth. This is a great experience for me to work with a group of people such as attending meetings, Institutional discussion, checking exam papers, lesson planning, and arranging programmes.

- **Class review 1:-** The class that I observed was English Grammar and Composition, standard 9, at (9.00- 9.45 am) on Monday, September 08, conducted by senior teacher Enamul Islam. The lesson topic was unit 5 "Tenses". The class teacher first took the attendance of the students and showed a warm welcome so that students can refresh their mind. This part amused me because it is important for active learning. Then the teacher starts to describe what is tense, types of tense, sentence structure , and how to use it one by one. The class teacher gave some grammar rules and structure to the students followed by a text book. The teacher provides some sheets of sentence structure so that students can practice the lesson. In this class, I found that the teacher uses the GTM method to teach his lesson. He provided students with clear rules, such as the formulas for forming past, present, and future tenses. Learning was based on the textbook and teacher-centered as the teacher explaining the concepts and students taking notes. The teacher lastly arranged a Q/A session about grammar rules rather than spoken communication.

- **Class review 2 :-** The class that I observed was English Grammar and Composition learning, standard 7, at (12.00- 12.45)pm, on Tuesday, September 09, conducted by Tahmina Parvin . The lesson topic was unit 18, writing paragraphs. The name of the paragraph was A book Fair. Before reading the paragraph, the teacher first asked the students some simple questions about book fairs. She then read the paragraph line by line and translated it clearly from English into Bangla. This helped students understand the meaning of every sentence. The teacher used the Grammar Translation Method. This way of teaching helps build students' reading and comprehension skills by connecting English texts to their first language. Students also improved their vocabulary as they learned new English words through Bangla translations.
- **Class review 3:-** The class that I observed was English For Today, standard 6, at (10.30 - 11.15) on Monday, September 8 conducted by Senior teacher Hasan Mahmud. The lesson topic was lesson 9 “ Health is Wealth “. The lesson is about some pictures of health problems. First the teacher questioned the students about their health and told them to connect with their lesson in English. The teacher then told the students to see every picture and asked the students about similar health problems to match with the pictures. Then the teacher talks about the health problems and gives advice. Then the teacher described the medicine for health problems. The teacher told the students to match the remedies with health problems. After that the teacher describes some questions by translating given in the text asked for answer. The teacher used Bangla speech in the class, not the English language. The teacher conducted the class with the help of a translation method.

- **Class review 4:-** The class that I observed was English grammar and composition, standard 8, at (11.15 - 12.00) on Monday, September 8 conducted by Senior teacher Rabeya Sultana. The lesson topic was unit 1 “ parts of speech “. The lesson is about every part of a sentence that has a different identity such as Noun, Pronoun, Adjectives, Verb etc. The teacher begins the class by writing a sentence on the white board. Then the teacher broke it into words and asked the students about the word category. Some students answered and some remained silent. Students were trying to identify the word category. Then the teacher starts to describe every category with examples such as any kind of name called noun, pronoun is the replacement of noun like he/she, adjectives define the qualities of noun such as good / bad. The teacher mostly uses examples to understand every category of Parts of Speech. Giving examples is a good way for active learning.
- **Class review 5:-** The class that I observed was English For Today, Standard 10, at (12.00-12.45) on Tuesday, September 09, Conducted by Senior teacher Ujjal Ahmed. The lesson topic was unit 5 “ Nature and Environment “, lesson 2-Environmental pollution. The lesson is about 4 types of pollution and its details . The teacher asked all the students about causes and suggestions for the problem. The teacher then dived into the main text and started reading line by line and translated it to the students. The teacher read the full text by translating the topic. Then the teacher describes some question relevant to the text asked for answer to the students. The teacher also told all the students to write about environment pollution. All the students give their answers. The teacher primarily used the Grammar Translation Method (GTM). He read the text line by line, translating it from English to Bengali for the students. Writing about their own thoughts also improved their writing and thinking skills.

Chapter 5

Teaching Performance

Teaching performance is the practical experience of teaching. In my 3 months of teaching journey I performed many classroom activities. Here are some of my classroom activities.

- **Teaching Performance no 1 :-** My first performance class was "English Grammar and composition", with standard 9, at (10.00-10.45), Wednesday, October 08. The lesson topic was "Types of Tense." I began the class by introducing the three main tenses—Present, Past, and Future—and explained that each one follows strict grammar rules. I also taught the four subtypes of each tense: Simple, Continuous, Perfect, and Perfect Continuous, along with their sentence structures. I described each subtype step by step, writing grammar rules and example sentences on the board. To make sure students understood, I used the Grammar Translation Method (GTM). I gave clear rules and formulas from the textbook and explained everything in Bangla, as the students found it easier to learn that way. I also tried using the Communicative Language Teaching (CLT) method by speaking in English and encouraging students to form their own sentences. However, most students had difficulty understanding my English speech and felt more comfortable when I explained in Bangla. So, I adjusted my approach by mixing Bangla explanations with English examples, focusing on written exercises and translation practice to help them learn the rules step by step. In the class, teacher needs to provide necessary documents as worksheet or practice sheet, reference books etc that I couldn't.
- **Teaching Performance no 2 :-** The Second class performance was Paragraph Writing with standard 7, at (12.00-12.45)pm, Sunday, October 12. The lesson topic was Traffic Jam. I began the class by introducing key words from the paragraph. Before reading the text, I discussed several related questions with the students, such as why traffic jams happen, what causes them, how people are affected, and what can be done to reduce them in our country. After this discussion, I read the full paragraph aloud and translated it into Bangla to ensure clear understanding. I applied the Grammar Translation Method (GTM) in this lesson, which focuses on translating the text and explaining its structure. This method helped build students' reading comprehension and vocabulary skills by connecting English text to their first

language. The initial discussion also aimed to develop their analytical thinking about a real-world issue. In this class, I tried to follow CLT method but as a Bangladeshi school most of the students are used to GTM method. They haven't much knowledge about English vocabulary for conversations.

- **Teaching Performance no 3 :-** The 3rd class performance was Grammar and Composition writing with standard 8, at (12.45-1.30) pm on Sunday, October 12.

The lesson topic was "Parts Of Speech", especially verbs. I started the class with an introduction of myself. Then I focused on the main topic of verbs. First, I tried to give some ideas about verbs. Verbs are a part of sentences that identify the work of nouns/pronoun. Then I give some examples to the students to understand the topic such as eat/ run/ sleep/ read/ write/ etc. These examples are very common in our life. Verbs are very important to make a proper sentence. Then I wrote some sentences with blanks on the white board with no verb and asked them to fill in the blanks with appropriate verbs. They helped me to fill the blank places of sentences. Mostly I teach them the identification of verbs. All the students were very cooperative and sincere. This class will help to develop students' vocabulary skills. As a new teacher, I faced difficulties to provide extra information about the topic because of less knowledge.

- **Teaching Performance no 4 :-** The 4th class performance was English For Today with standard 7, at (10.30- 11.15) on Monday, October 13.

The lesson topic was unit 5 "Great Woman to Remember" lesson 1, Begum Rokeya. The passage is about a famous woman. After entering the classroom all the students greet me. Then I finished a little conversation with them and went back to the lesson topic. I started to read the passage by translating and giving them information about famous women. In the passage we found detailed information about Begum Rokeya, how she became famous, her great work, and who helped her. Begum Rokeya was born in a village and had an interest in education. She fought for women rights. Her husband Khan Bahadur Sakhawat Hussain helped and encouraged her to go on. There are some questions in the main text relevant to the passage, we tried to solve them by reading the passage. In this class I use a Translation method for learning English. This class will help to develop students' reading skills. In this class, I covered the topic very easily with the help of GTM method.

Chapter 6

Experience as a Teaching Assistant

Before taking full responsibility for classes, I served as a teaching assistant for Ajija Haque madam. I assist her in some institutional work. First, I assisted her during the semi final exam as an examiner. In the exam hall , I provided exam papers and questions to the students. I also carefully managed the classroom environment. I provided extra paper to the students if they needed to use it. After the exam, I assisted her to check the exam papers and marked them. I also helped her to make the result papers of the students. The teacher was very supportive of me. I also make lesson plans with the teacher. The teacher guided me on how to teach, time management, and how to make a lesson plan. This co-teaching experience makes me more knowledgeable and hardworking at teaching positions.

Learning as an intern teacher:

My journey as an Intern teacher was not only a workplace for me but also a learning platform . The transition from a normal person to a professional worker was a discovery of myself. Although I work for teaching, I always get knowledge from the workplace. My key learnings are as follows :

- I learned how to manage the classroom environment.
- Time management is very important for making a good impression that I learned from my workplace.
- A mixed-method approach or multitasking—combining lectures, group work, individual tasks, and technology.
- I developed my communication skill, leadership skills from my workplace.
- I learned how to adjust and collaborate with seniors (teachers) and juniors (different standard students).

Chapter 7

7.1 Limitations of the Project work :

- Fear of adjustments with my new workplace, new people, new journey.
- Class maintenance was difficult for me for the first few days.
- Lack of creative ideas makes me feel more pressure at work.
- Lack of motivation always keeps me stressed.
- Lack of resources because authentic resources are very important for deep analysis.

7.2 Overall Findings:

Introduction:

This section highlights the key findings from the research. It explores the challenges that I face, the important role of teachers, and the current approach to learning. These findings will help us to understand the overall educational environment.

Findings :

1. Students find English tough, many students are scared to speak English. This is often because they don't feel supported or well-guided. This fear could cause problems for them later, but with the right help, they can overcome it.
2. Good relationships with teachers, students have a very strong and positive connection with their teachers. The teachers are very helpful and supportive.
3. Teachers are kind, the teachers make a big effort to be kind and understanding to all students. This kindness helps build great connections and makes learning more interesting and enjoyable.
4. Teachers are qualified and caring, The teachers are well-educated with university degrees. They also care about their students personally and always try to help those who are struggling.
5. Teachers encourage students because teachers have a good relationship with students, they can encourage them to join school events and activities, which is good for their overall growth.
6. All the teachers have their own teaching methods and techniques.

Recommendations:

For the School:

- Use Technology: Add projectors and digital tools to make learning more interesting.
- Parent Meetings: Regularly invite parents to school to discuss their children's progress.
- Teacher Training: Provide workshops to help teachers improve their teaching methods.

For Teachers:

- Better Preparation: Teachers should prepare lesson plans before class to make lessons more organized.
- More Interaction: Encourage students to ask questions and share opinions during lessons.
- Improve Language Skills: Teachers should work on their pronunciation, especially in English classes.

For Students :

- Students should increase their attendance for active learning.
- Students need more involvement with extracurricular activities for skill development.

For Me:

- More practice with slides, group work, making work sheets for better performance.
- More knowledge to improve teaching activities such as arranging weekly tests, extra curricular activities.

Conclusion

In conclusion, my student teaching internship at Hazrat Shah Ali High Girls School provided an essential foundation for my development as an English teacher. I transitioned from an observer to an active presenter, gaining hands-on experience in lesson planning, classroom management, and student assessment.

I leave this internship with a strengthened skill set and a confirmed passion for teaching. I faced challenges and taught valuable lessons in resilience and adaptability. I would like to extend my sincere thanks to my mentor, Fatema Begum Laboni,, Assistant Professor, English Department, DIU, who helped me with her expertise and gives me best ideas to prepare my project paper. I also giving thanks to the students for a rewarding experience. I am confident and enthusiastic about embarking on my teaching career, equipped with the practical knowledge and inspiration gained from this placement.

Appendices

Appendix 1

Checklist for Class Observation 01

School / College: Hazrat Shah Ali High Girls School

Teacher's Name: Enamul Islam

Class: Nine, Section: B, No. of Students Present: 27

Course Title & Code: English Grammar and Composition

Room No: 802

Peer/Observer: Sumaia Bente Islam

Date and Time: September 08 at (9.00- 9.45)

Learning materials of the lesson :

- i. To learn about Tense, types of Tense.
- ii. To learn different sentence structures with different types of Tense.

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

No, All the objectives are not possible to achieve at one class that I observed. The sentence structure parts are very big, it needs time to complete. The class time was very short to brief discussion.

S/N	Revised Segment	About Action
1	About subject matter and content	The teacher gives good command but knowledge of subject matter is less. The teacher did not give much expertise to understand the topic.

2	Arrangement	The teacher only gave some practice sheets to the students. The teacher could not finish all the topics at the scheduled time. The teacher summarizes main ideas about the topic
3	Mutual Understanding	In the class all the students paid attention to the teacher's lecture. Teacher and students both, played a gentle role according to manner, etiquettes, very politely. Both the teacher and students possess a positive attitude.
4	Lecture Procedure	The teacher followed the Grammar Translation Method in the class. The teacher provided the grammar rules and structure to the students to understand the topic. The teacher also uses real life examples for easy learning.
5	Appearance	Class Presentation of the teacher was very general, the teacher did not show any creative activities that students can get more interested in learning. The teacher has pronunciation and fluency problems.

Regulation

Was the time wisely spent? Yes, the class time was very politely spent.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? Answer Introduction section 5 min Topic discussion 30 min Q/A session 5 min Analysis 5 min

Notable Situation (If took place)

Some students face difficulties understanding accurate pronunciation when the class teacher needs to repeat it.

Strengths observed:

Management skill

Suggestions for improvement:

Time management, fluent speech, lesson plan

Overall impression of teaching effectiveness:

From the observation I learned how to find a lack of skill and how to develop skill gradually.

Appendix 1

Checklist for Class Observation 02

School / College: Hazrat Shah Ali High Girls School

Teacher's Name: Tahmina Parvin

Class: Seven Section: A, No. of Students Present: 32

Course Title & Code: English Grammar and Composition Learning Room No: 604

Peer/Observer: Sumaia Bente Islam Date and Time: September 09 at (12.00-12.45)

Motives of the lesson :

i. To learn paragraph structure.

ii. To learn about book fair .

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

Yes, all the objectives were achieved in one class and the lesson was very short on analysis.

S/N	Revised Segment	About Action
1	About subject matter and content	The teacher presents very actively and knowledge of subject matter is good. The teacher demonstrates all the similarities and differences through the topic. The teacher has deep knowledge about the topic and developed genuine knowledge seeking behaviour.
2	Arrangment	The teacher makes a very good lesson plan. The teacher gives clear and concise descriptions to the students for easy learning. He has excellent time management skill.

3	Mutual Understanding	The teacher shows equal attention for all students. The behavior of the teacher is very gentle. The teacher encourages students to participate actively and keep feedback to them.
4	Lecture Procedure	The teacher used a mixed method of teaching English. Sometimes he uses the GTM, sometimes the CLT Method. The teacher uses interesting techniques to teach lessons. The teacher is very focused.
5	Appearance	The Class Presentation of the teacher was very interesting, the teacher was involved with creative activities that students can get more interested in learning. The teacher has pronunciation and fluency expertise. .

Regulation

Was the time wisely spent? Yes, the class time was very politely spent.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? Answer Introduction section 5 min Topic discussion 30 min Q/A session 5 min Analysis 5 min

Notable Situation (If took place)

Some students face difficulties to understand accurate pronunciation when the class teacher needs to repeat it.

Strengths observed:

Presentation skill, lesson plan

Suggestions for improvement:

I need more analysis.

Overall impression of teaching effectiveness:

From the observation I learned how to find a lack of skill and how to develop skill gradually.

Appendix 1

Checklist for Class Observation 03

School / College: Hazrat Shah Ali High Girls School

Teacher's Name: Hasan Mahmud

Class: six Section: B No. of Students Present: 29

Course Title & Code: English For Today Room No: 505

Peer/Observer: Sumaia Bente Islam Date and Time: September 08 at (10.30-11.15)

Learning materials of the lesson :

- i. To learn about health problems.
- ii. To learn the remedies of health problems.

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

Yes, all the objectives were achieved in one class and the lesson was very descriptive depends on analysis.

S/N	Revised Segment	About Action
1	About subject matter and content	The teacher presents very actively and knowledge of subject matter is good. The teacher demonstrates all the similarities and differences through the topic. The teacher has deep knowledge about the topic and developed genuine knowledge seeking behaviour.
2	Arrangement	The teacher started the class on time and finished the class on time. The teacher finishes the lesson properly by giving real life ideas. The teacher completed the full topic nicely.

3	Mutual Understanding	The teacher's behaviour is very nice and attractive. The teacher contributes for active participation in the class. Both teacher and students are ready for subject matter with a positive attitude.
4	Lecture Procedure	The teacher uses a method of teaching English. The teacher uses the GTM method to teach English in an easy way.
5	Appearance	The Class Presentation of the teacher was very pleasant, the teacher maintain eye contact, clear voice, standard English.

Regulation

Was the time wisely spent? Yes, the class time was very politely spent.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? Answer Introduction section 5 min Topic discussion 30 min Q/A session 5 min Analysis 5 min

Notable Situation (If took place)

Some students face difficulties understanding the topic or the questions. Teacher solves every problems carefully
--

Strengths observed:

Presentation skill, lesson plan

Suggestions for improvement:

Classroom activities

Overall impression of teaching effectiveness:

From the observation I learned how to find a lack of skill and how to develop skill gradually.

Appendix 1**Checklist for Class Observation 04**

School / College: Hazrat Shah Ali High Girls School

Teacher's Name: Rabeya Sultana

Class: 08 Section: A No. of Students Present: 30

Course Title & Code: English Grammar and Composition Room No: 705

Peer/Observer: Sumaia Bente Islam Date and Time: September 08 at (11.15-12.00)

Motives of the lesson :

- i. To learn about Parts of speech.
- ii. To learn identification of parts of speech.

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

Not all the objectives were achieved in one class and the lesson was very descriptive depending on analysis. It is hard to finish all types in one class.

S/N	Revised Segment	About Action
1	About subject matter and content	The teacher greeted all the students . The teacher was very sincere in maintaining good command. The teacher was very skilled.

2	Arrangement	The teacher has less organisation skill. The teacher tried to describe all the points but could not finish.
3	Mutual Understanding	The teacher's behaviour is very nice and polite. Students involvement , Feedback sessions, are less concerned.
4	Lecture Procedure	The teacher uses the GTM method to teach English. The teacher translated the main text to the students and use real life example.
5	Appearance	The Class Presentation of the teacher was very general. The teacher didn't focus about students interest, pronunciation problem.

Regulation

Was the time wisely spent? Yes, the class time was very politely spent.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? Answer Introduction section 5 min Topic discussion 30 min Q/A session 5 min Analysis 5 min

Notable Situation (If took place)

Some students face difficulties to understand accurate pronunciation when the class teacher needs to repeat it.
--

Strengths observed

Presentation skill, lesson plan, fluency.

Suggestions for improvement:

I need more analysis

Overall impression of teaching effectiveness:

From the observation I learned how to find a lack of skill and how to develop skill gradually.

Appendix 1**Checklist for Class Observation 05**

School / College: Hazrat Shah Ali High Girls School

Teacher's Name: Ujjal Ahmed

Class: Ten Section: A, No. of Students Present: 35

Course Title & Code: English For Today Room No: 904

Peer/Observer: Sumaia Bente Islam Date and Time: September 09 at (12.00-12.45)

Learning materials of the lesson :

- i. To learn about Nature and Environment
- ii. To learn about environment pollution, its causes and suggestions for development.

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

Yes, all the objectives were achieved in one class and the lesson was very short on analysis.

S/N	Revised Segment	About Action
1	About subject matter and content	The teacher presents very actively and knowledge of subject matter is good. The teacher demonstrates all the similarities and differences through the topic. The teacher has deep knowledge about the topic and developed genuine knowledge seeking behaviour.

2	Arrangement	The teacher makes a very good lesson plan. The teacher gives clear and concise descriptions to the students for easy learning. He has excellent time management skills.
3	Mutual Understanding	The teacher shows equal attention for all students. The behavior of the teacher is very gentle. The teacher encourages students to participate actively and keep feedback to them.
4	Lecture Procedure	The teacher used a mixed method of teaching English. Sometimes he uses the GTM method, sometimes the CLT Method. The teacher uses interesting techniques to teach lessons. The teacher is very focused.
5	Appearance	The Class Presentation of the teacher was very interesting, the teacher was involved with creative activities that students can get more interested in learning. The teacher has pronunciation and fluency expertise. .

Regulation

Was the time wisely spent? Yes, the class time was very politely spent.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? Answer Introduction section 5 min Topic discussion 30 min Q/A session 5 min Analysis 5 min

Notable Situation (If took place)

Some students face difficulties to understand accurate pronunciation when the class teacher needs to repeat it.

Strengths observed:

Presentation skill, lesson plan

Suggestions for improvement:

I need more analysis.

Overall impression of teaching effectiveness:

From the observation I learned how to find a lack of skill and how to develop skill gradually.

Appendix 2

Lesson plan 1

Teacher's Name: Sumaia Bente Islam

Course Title & Code: English For Today, ENG 1. . Lesson topic : Unit 5, Great Woman to Remember, lesson 1, Begum Rokeya. Class : 7 Class duration : 45 min

Learning Objectives :

- Identify key events in Begum Rokeya's life.
- Explain her contributions to women's rights and education.
- Answer comprehension questions based on the passage.
- Relate her struggles and achievements to present-day society.

Materials:

Whiteboard, markers, textbook, notebook, pen.

Teaching Method : Grammar Translation Method .

Lesson Procedure :

Stage	Teacher activities	Student activities	Time
Opening	Greeting and introduce the topic .	Respond to the teacher and listen carefully.	5min
Reading and Explanation	Reading the passage slowly with clear pronunciation.	Listen to objectives and Note key learning points.	20min
Understanding check	Guide the students to read the passage and find out problems.	Read the passage carefully and listen to the teacher.	10min
Question analysis	Guide the students to answer the questions given in the text book.	Finding answers from the text and answer with proper information.	5min
Closure	Review of the lesson.	Correction and participation of learning lesson.	5min

Appendix 2

Lesson plan 2

Teacher's Name: Sumaia Bente Islam

Course Title & Code: English Grammar and Composition , ENG 2. Lesson topic : Unit 5 (Tenses). Class : 9 Class duration : 45 min

Learning Objectives:

- Knowledge: Students will be able to name the three primary tenses and their four subtypes.
- Understanding: Students will understand the basic function (time and aspect) of each tense.
- Application: Students will be able to identify and construct correct sentence structures for each tense subtype, using provided formulas and translation.

Materials:

Whiteboard, markers, textbook, prepared example sentences, bilingual (English-Bangla) handouts with formulas.

Teaching Method : Grammar Translation Method .

Lesson Procedure :

Stage	Teacher activities	Student activities	Time
Engagement	Ask personalized questions about past, present, future activities.	Respond to questions in L1 or simple English.	5min
Discussion	Show the tense chart with bangla explanation.	Listen to objectives and Note key learning points.	15 min
Instructions	Explain each tense's function and provide formulas and examples.	Taking note of formulas and example and ask question.	10min
Practice	Guided translation exercises and sentence creation with formulas.	Translation and checking of sentences using formulas.	10min
Closure	Review of the lesson.	Correction and participation of learning lesson.	5min

Appendix 3

Team work

Exam papers checking with Senior teachers.



Discussion about lesson plan



Appendix 3

Pictures

Academic Building



Class conduction with senior teacher



Appendix 3

Pictures

Class conduction and weekly test



Class conduction



Appendix 3

Pictures

School programme



221-10-947

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