



An Internship Report

On

Exploring the Aura of Teaching: A Reflective Internship Report on English
Teaching Practice at Tetuljhora College, Savar, Dhaka

Course Title: Project Paper with Internship

Course Code: ENG-431

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This internship report is presented to the Department of English as a partial requirement for the completion of the Bachelor of Arts (Honours) in English program

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Declaration

This report, **Exploring the Aura of Teaching: A Reflective Internship Report on English Teaching Practice at Tetuljhora College, Savar, Dhaka** is submitted with sincere dedication to the Department of English, Daffodil International University in partial fulfillment of the requirements for the B.A (Honour's) in English under the course ENG431: Project Paper with Internship. It reflects my personal observations, experiences, and growth during my internship as an English teacher, conducted under the guidance of Mahmudul Hasan, Lecturer, Department of English, Daffodil International University .

All the work presented in this report is entirely my own and has not been submitted elsewhere for any academic ,professional or other purpose. The reflections, insights, and lessons shared here capture my authentic journey of learning, exploring, and evolving as an English teaching intern. I am attempting to highlight both the difficult and rewarding aspects of this experience.

Rawnak

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Certificate of the Supervisor

This is to certify that Rawnak Jahan Urmi, ID: 221-10-1047, has successfully completed her internship under my supervision and guidance.

During the internship period, she showed sincerity, dedication, and a professional attitude in carrying out her responsibilities.

I wish her every success in her future endeavors.



Mahmudul Hasan

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Acknowledgements

First and foremost, I express my heartfelt gratitude to Almighty Allah for blessings and guidance that enabled me to complete my internship and this report.

I sincerely thank the Department of English, Daffodil International University, for giving me this valuable teaching opportunity. My deepest appreciation goes to my supervisor, Mr. Mahmudul Hasan, for his guidance, feedback, and support throughout my internship.

I am also grateful to Md. Younus Al Mamun, Principal of Tetuljhora College, Savar, Dhaka, and Mr. Mostofa Zaman, Lecturer in English, for their cooperation and encouragement during my teaching practice.

Finally, I thank my parents and friends for their constant love, prayers, and motivation.

Abstract

This internship report reflects my three-month practical experience in teaching English at Tetuljhora College. .This report's goal is to investigate how Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and Situational Language Teaching (SLT) are applied in actual classroom environments. The report concludes with useful insights and suggestions for successful English teaching after highlighting classroom procedures, student reactions, and instructional difficulties.

Keywords: classroom practice, GTM, CLT, SLT, English teaching, internship.

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Chapter 1

Introduction

1.1 Introduction

English is one of the world languages just like it relates people and opportunities globally. In Bangladesh, it is already considered a compulsory academic topic; however, one of the main problems which students face is related to teaching a great number of students in a classroom, a lack of resources, and a traditional approach to teaching (Haque, & Romzan, 2025). These limitations highlight the ongoing pedagogical challenges in the secondary school classrooms.

Being a student of the English Department, Daffodil International University, I chose to do my internship in Tetuljhora College because I needed to have the real classroom experience. The placement provided me with a chance to experience being in the teaching world, which is not only representative but also different than my academic environment.

Through the internship, I learned systematically in lecture preparation, classroom management and instructional methods used by the experienced teachers. I also got an opportunity to teach in a number of classes, which was a huge boost to my teaching self-esteem and enhancing my understanding of the English curriculum. The mentioned activities helped me realize that a good teacher is not only someone who delivers the lessons, but someone who is able to understand learners, plan carefully and create a favorable learning environment.

My overall goal in my internship was to have a practical experience in teaching English in colleges. I learned a variety of pedagogical strategies, observed the use of theoretical frameworks in practice, and was exposed to the problem of teaching in the real world. The report is a compilation of my observations and experiences of teaching as well as the lesson that I have learnt out of it, thus, making it a crucial milestone towards my growth as a professional teacher of English.

The internship had the following key goals

- Meet the academic requirements of the undergraduate program in the Daffodil international university.
- Gain some work experience by teaching English at Tetuljhora College.

Investigate and apply various methods of instruction, e.g. ContentBased Learning, the Communicative Language Teaching, in the real classroom situations.

- Assess the performance and obstacles related to this pedagogical measures in relation to college students.

Specifically, recognize problems in the classroom and formulate simple and practical solutions

Chapter 2

Objectives

The internship in Tetuljhora College that began in September was an obligatory part of ENG-431 curriculum in the Department of English at Daffodil International University. Using the education of the first- and second-year cohorts, intensive observation of the instructional activity of the faculty, and systematic recording of the student reactions, the goal was to establish a connection between the theoretical bases and the manifestations in the classroom.

Specific Goals

- Practical teaching experience which takes place through regular teaching of English and preparation of the lesson plans systematically.
- Monitor learning activities in order to identify the learning patterns, needs, and challenges of students.
- Use ELT techniques- such as GTM, SLT and CLT- to assess their effectiveness in the real classroom settings.
- Work on classroom management approaches, effective communicative patterns, and tools that will be used to create a positive learning atmosphere.

Practical: Practice and development The teacher needs to have confidence in their own practice as a beginner teacher, which can be achieved by teaching daily and interacting with students.

- Find academic and behavioral barriers and offer evidence-based interventions.
- Strengthen the subject matter knowledge via careful lesson planning.

Chapter 3

Methodology

3.1 Methodology

Selection of the Internship Institution

My formative years were covered by a pedagogical environment because my father was an English teacher and my mother was a mathematics teacher in their professions. This family background made education to be a normal aspect of my upbringing. Also, the involvement of some of the relatives in academia only encouraged the initial interest in the teaching profession. I always wanted to be in the classroom since my childhood, but not as a student, as an instructor and a coach.

The choice of the institute to do my internship was hence intuitive and informed by this life-long inspiration. After a critical evaluation of my academic goals, and as a result of researching the requirements as stipulated by the ENG-431 course, I chose Tetuljhora College to be the best place to initiate my career path. The opportunity of communicating with first-year and second-year groups as well as the friendly learning atmosphere offered by the college was equally a strong driving force that triggered my internship. My formal admission was in September, thus starting the life of a meaningful and progressing teaching process.

• Class Observation

I had to spend some time in watching the classes of an English teacher before I could get into the classroom as a teacher so that I might feel the sound and feel the reality of the collegiate teaching. I observed three different sessions that highlighted: how the instructor and the students naturally engaged with each other; how the students were able to react, ask questions and explain their difficulties; classroom setting and disciplinary control processes and how lessons and teaching patterns went.

I carefully documented the learning styles of students, their rate of understanding and the subtle challenges they faced during the English learning processes during these periods of observation. These observations then created a conceptual framework that informed the creation of my own personal pedagogical approach and informed my preparation and empathetic interactions in the classroom.

• Class Conduction

After the observation, I was able to work with both the students of both years as a regular English teacher over a period of more than two months using a combination of Goalbased Methodology (GTM), Communicative Language Teaching (CLT), and Taskbased Language Teaching (SLT) based on the subject matter and the needs of the students. Pre-

plagacy lessons were to be delivered to be confident and respond to the questions. The study atmosphere was encouraging and conducive; the instructors were generous and students welcomed me with enthusiasm and some gifted me a token of appreciation. I also identified the active and high achieving learners and thus, created a healthy and interacting classroom environment.

•Process of Data Collection

During the internship, I kept a personal reflective diary as my primary tool for data collection. In this diary, I noted:

- Classes that I taught and classes that I observed.
- Plans for the lessons and instructional decisions.
- Difficulties you faced and the way you solved them.
- Students' reactions, comments, and progress.
- Reflections on the efficiency of different teaching methods.

This journal gave me the opportunity to look over each day with a personal and reflect way. It enabled me to get realinsight into the classroom experience and was the base for writing a comprehensive and reflective project report.

Evidence:

QR Code



Chapter 4

Institutional Details

4.1 Institutional Details

It was at the Tetuljhora College (EIIN 108448) that I accomplished my internship. The college is a higher secondary institution that has been around for a long time, it was established in 1900 and got its full government recognition in 1970. The college provides Science, Arts, and Commerce streams for the first and the second-year students. The student-teacher ratio, which is 27:1, is quite favorable for the year 2025

Institution details

4.2 The list is given below:

Institution Name	Tetuljhora College
EMIS Code	108448
Date of Establishment	February 17, 1999
Number of Students	490 (1 st year =190, 2 nd year= 300)
Number of Teachers	18
Number of staff	8
Class Time	9:00 AM to 2 PM
Library	Available
Digital Classroom	Not Available
Canteen	Not Available
Location	Tetuljhora, savar , Dhaka
Coeducation	Combined
Shift	Day
CCTV Security	Not Available

Chapter 5

Internship Activities

5.1 Introduction

My three-month internship at Tetuljhora College was very enriching as I had the opportunity to work hand in hand with the English department and learn a lot from the real classes. Mostofa Zaman Sir, the only English lecturer of the college, who was also my external guide, gave me his full support and showed me the way higher-secondary English classes are conducted.

I used to be at the college according to the schedule from 9:00 a.m. to 2:00 p.m. At the very beginning, I was mostly involved in the observation of his classes, and I was taking notes about his teaching methods, the way he interacted with students, and his strategies by which he made the lessons more understandable. These observations allowed me to understand students' difficulties, what they liked, and how the teacher changed the level of the lessons to suit them.

After that, I started teaching my own classes, making up lessons and planning activities from what I had learned. I was also writing down in a notebook student behavior, learning difficulties, and my teacher's reflections as a novice teacher.

The internship, in general, was a great experience that helped me to elevate my teaching capacity and gave me a deep insight into the rhythm of a college classroom in Bangladesh.

5.2 Class Observation 1

Teacher's Name: Mostofa Zaman

Class:11 (1st Year), Section B

Subject: English 1st Paper

Lesson:The Parrot's Tale (Unit 1, Page 1)

Number of students:50

Duration:40 minutes

During my first observation, Mostofa Zaman Sir was teaching "The Parrot's Tale". He started by enquiring if the students were familiar with the story or if they had studied it in their SSC. This certainly helped in making the start more interactive. Later, he expounded the lessons line by line and also provided the Bangla meaning so that the students could catch up without any difficulty. After around 25 minutes, he called the roll.

As there were very few students present, he decided to keep the class simple and after a brief introduction, he came to a close with the session.

Teaching Method Used : The teacher mainly followed the Grammar-Translation Method (GTM) with focus on explanation and translation.

Strengths

- Friendly start to the lesson
- Clear explanation for better understanding
- Smooth and organized teaching style

Limitations

- Limited student participation
- No interactive tasks
- Heavy use of Bangla translation

5.3 Class Observation 2

Teacher's Name: Mostofa Zaman

Class – 12 section - B

Observation topic - (Prepositions)

Number of student present = 55

Duration: 40 minutes

In my second observation, Sir took a grammar class on prepositions. He wrote exam-style questions on the whiteboard and gave students time to solve them. After that, he explained each answer and gave a short idea about the rules. The class was clear and practice-based.

Teaching Method: Sir mainly used the Grammar–Translation Method (GTM) and Structural Approach because he focused on rules, written exercises, and some Bangla explanations

Strengths

- Students got time to practice.
- Rules were explained clearly.

- Board questions helped exam preparation .

Limitations

- Students spoke very little .
- No pair or group work.

5.4 Class Observation 3

Teacher's Name: Mostofa Zaman

Class :11 Section B

Observation topic- (Story Writing Exam)

Number of student present = 75

Duration:40 minutes

On the third day, Sir took a short exam. Earlier he had given the students five story-writing topics to prepare at home. In class, he selected three topics and asked them to write any one within 30 minutes. The students worked quietly, and Sir walked around the room to check whether they were writing properly. After the exam, he collected the papers but did not give much feedback. He only said that he would check the scripts later.

The class was simple, exam-focused, and mainly designed to see how well the students could express ideas in English.

Teaching Method: This class reflected an Exam-Oriented Approach, where the goal was to test writing skills rather than give detailed guidance or discussion.

Strengths

- Instructions were clear and easy to follow.
- Classroom was well-managed.

Limitations

- Little support was provided during the exam.

5.5 Class Observation 4

Teacher's Name: Mostofa Zaman

Class:12 (2nd Year), Section A

Subject: English 2nd Paper , phrase and clause

Duration:40 minutes

Number of student :31

On the fourth day,Teacher used HSC board questions to teach phrases. In addition to providing a clear explanation of which grammar rules apply in each blank space, the teacher answered the questions on the board. After that, students were required to answer similar questions in English. The instructor encouraged active engagement while correcting their errors.

Teaching Method: The class was interactive and productive because the lesson primarily Communicative Language Teaching (CLT)

Strengths

- Clear grammar explanations.
- Engaging and interactive.
- Errors corrected immediately.

Limitations:

- Mostly board exercises, less activity variety

Introduction

(During my internship, I taught English in two sections at Tetuljhora College)

Class 11 (1st Year),A Section

Class 12 (2nd Year), A Section)

5.7 Class Conduction 1

Class : 11 Section- A

Topic: Unit One: Education and Life — Lesson 1: The Parrot's Tale

Duration: 40 minutes

Time: 10: 00 AM – 10:40 AM

Number of Students: 42

Conducted by: Rawnak Jahan Urmi

This was my first teaching experience. so ,I was nervous at first, but since it was also the students' first English class, I quickly felt comfortable. The Chemistry teacher took me to the class, and after introducing myself, I took attendance and wrote the topic on the board.

I read the passage and explained each line in Bangla. I also wrote difficult words with their Bangla meanings. To keep students engaged, I asked a few of them to read aloud. At the end, I gave a small group task on word meanings and ended the session.

Teaching Method : I followed the Grammar-Translation Method (**GTM**) through reading, translating, and combined with Situational Language Teaching (**SLT**), as students practiced vocabulary and sentence structures in meaningful contexts.

5.8 Class Conduction 2

Class:12 Section -B

Topic:Modifier (Grammar)

Duration: 40 minutes

Time: 10: 40AM – 11:20AM

Number of Students: 42

In my second class, I taught the 2nd-year students. After taking attendance, I introduced the grammar topic Modifier.I explained the main types such as demonstrative, intensifier, infinitive, noun modifier, and pronoun modifier using simple examples so they could understand easily.

Then I gave a few sentences and asked the students to identify the modifiers in groups. This made the class more active and helped them practice the topic confidently.

Teaching Method : A mixed method combining GTM (explanation) and communicative practice (group work)

5.9 Class Conduction 3

Class -11 section -A

Topic : Model Question

Duration: 40 minutes

Time: 9:00AM -9:40 PM

Number of Students: 68

For my third class, I went to the Class 11 , A section. I began by sharing a few things about myself, my internship project, and a little about my university life. This helped me build a friendly connection with the students.

After the introduction, I started the English 1st Paper lesson. That day we focused on Model Questions. I organized the class into several groups and assigned each group an interesting topic to work on. I didn't set any strict time limit, so they could prepare comfortably.

One by one, each group came forward and presented their work. They were enthusiastic, confident, and deeply engaged. Watching their active participation truly made the class lively and successful.

Teaching Method: I used Communicative Language Teaching (CLT) for the group task, encouraging students to interact, discuss, and present their work confidently.

Chapter 6

Overall Findings

Through completing this project, I have found several important points about Tetuljhora College:

- There is only one English teacher in the college, so the workload is very high.
- Students depend a lot on Bangla explanation, which shows their English foundation is weak.
- Teacher–student bonding is friendly, and students respond well when the teacher speaks kindly.
- Class participation increases during group work like model question tasks and word-meaning activities.
- Attendance is not stable especially in higher secondary classes.
- Most students come from middle and lower-middle families and try their best with limited resources.
- Classrooms do not have digital tools or multimedia so teaching happens mostly through board work.
- Students are well-behaved and respectful especially during presentations and reading tasks.
- Many students struggle with vocabulary and pronunciation, needing more practice.
- Teaching method in most classes is Grammar-Translation and interactive ELT methods are rarely used.
- Students enjoy reading aloud and group activities, which makes the environment positive.
- My own confidence improved after teaching regularly and interacting with students

Chapter 7

Recommendation

For the Institution

- College authorities should provide multimedia tools and audio-visual devices to enhance English learning.
- Classrooms and walls should be decorated with charts and posters to make the environment more engaging.
- English-speaking activities, like weekly sessions should be arranged to practice listening and speaking skills.
- Recruit more English teachers as currently one teacher handles too many students, making it hard to give individual attention.
- Divide sections- too much student in one section, so its need to divide section.so that , students can participate actively and teachers can focus on each learner.

For Myself

- Practice and apply different teaching methods effectively.
- Engage students through interactive activities.
- Improve lesson planning and classroom management.
- Reflect on teaching practices to enhance skills.

Chapter 8

Conclusion

8.1 Conclusion

My three-month internship has been a valuable and enriching experience. I gained an understanding of practical classroom dynamics and successful English teaching by observing classes and working with first-year and second-year students. The teachers who were supportive and the students full of energy made my classes fun and were a great boost to my self-confidence. I have learned how to implement GTM, CLT, and SLT methods, handle big classes, and engage students in a meaningful way. This internship has been instrumental in my teaching development and has increased my resolve to be a teacher of English whom students can rely on.

Chapter 9

Reference

9.1 References

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Appendices

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Tetuljhora College, Savar, Dhaka

Teacher's Name: Mostofa Zaman

Class: 11 Section: B No. of Students Present: 50

Course Title & Code: English 1st paper Room No: 402

Peer/Observer: Raunak Jahan Urmu

Date and Time: 18-09-2025, 11:00 to 11:40 AM

Objectives of the lesson (as perceived):

- i. To introduce the story - The Parrot's Tale
- ii. To help students understand the text with Bangla meaning
- iii. To improve student's basic comprehension of the story

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

Yes, The objective were mostly achieved. The teacher explained the lesson line by line with Bangla meaning, which helped students understand the story. However student participation was limited.

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)	Teacher had good knowledge of the story and explained meaning clearly.
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)	Class started with a warm-up question, then line by line explanation, ended after short introduction

	today)	
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)	Teacher was friendly and respectful, students were attentive but passive
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)	GTM (Grammar- Translation Method) was used, focusing on explanation and Bangla translation
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)	Clear voice, calm environment Smooth teaching style

MANAGEMENT

Was the time spent properly? Yes, time was used efficiently for explanation, practice, and error correction

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)

Main stages of the lesson

1. Warm-up & introduction (5 min)
2. Line by line explanation with Bangla (25 min)
3. Attendance and class ending (10 min)

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No critical event occurred

Strengths observed:

- Friendly start
- Clear explanation

Suggestions for improvement:

- Encourage student participation
- Include interactive tasks.

Overall impression of teaching effectiveness: The teacher was student-friendly and supportive.

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Tetutghorca College, Savar, Dhaka

Teacher's Name: Mostofa zaman

Class: 12 Section: B No. of Students Present: 55

Course Title & Code: English 2nd Paper Room No: 101

Peer/Observer: Rawnaq Jahan Urtmi

Date and Time: 01-10-2025

Objectives of the lesson (as perceived):

- i. To teach the correct use of prepositions
- ii. To provide practice through written exercises.
- iii. To prepare students for grammar-based exams.

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

Yes, most objective were achieved. students practiced question and the teacher explained rules clearly.

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)	Teacher had good command of prepositions. explained rules clearly and correctly
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)	Lesson was well-structured: board question → student participation. → explanation

	today)	
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)	Teacher was respectful and encouraging.
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)	GTM used: focused on rules written exercises and some Bangla translation
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)	Clear voice, good board use, class mostly teacher centered

MANAGEMENT

Was the time spent properly? Time was managed well with Practice and explanation

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)

stage →

- 1). Board questions written (5 min)
- 2) students practiced in notebook (15 min)
- 3) Teacher explained (15 min)
- 4) conclusion (5 min)

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No critical event occurred.

Strengths observed:

- Encourage students to speak more
- Rules explained clearly

Suggestions for improvement:

- Make the class more interactive
- Include pair or group work

Overall impression of teaching effectiveness:

The class was clear, well-organized, and helpful for exam preparation.

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Tetulghora college, Savar, Dhaka

Teacher's Name: Mostofa Zaman

Class: 12 Section: A No. of Students Present: 31

Course Title & Code: English 2nd Paper Room No: 102

Peer/Observer: Rawnaq Jahan Ummi

Date and Time: 26-11-2025 : (9:10 to 9:50 AM)

Objectives of the lesson (as perceived):

- i. To teach phrase and clauses using HSC board question.
- ii. To help students apply grammar rules.
- iii. To encourage active student participation.

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

The objectives were achieved. students actively engaged in exercises and teacher provided clear explanations.

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)	Teacher had clear knowledge of phrase and clauses.
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)	The lesson followed a clear sequence. Board questions → explanation → student practice.

	today)	
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)	Teacher encouraged students and corrected their errors immediately
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)	Communicative Language Teaching (CLT) was used, interactive.
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)	Clear voice, students were engaged and follow the lesson early.

MANAGEMENT

Was the time spent properly?

Time was used efficiently.

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)

stage →

1. Board question explained (10-15min)
2. students practiced similar question (15min)
3. error corrected (5-10 min)

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No critical event occurred.
The class ran smoothly

Strengths observed:

- clear grammar explanations.
- Immediate error correction.

Suggestions for improvement:

Include more variety in activities beyond board exercises.

Overall impression of teaching effectiveness:

The class was interactive, clear and productive. Students understood grammar rules, well, but adding more diverse activities could make the lesson more engaging.

Certificate

বিস্মিল্লাহির রাহমানির রাহিম



তেঁতুলঝোড়া কলেজ

Tetuljhora College

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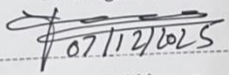
TO WHOM IT MAY CONCERN

This is to certify that **Rawnak Jahan Urmi**
ID: 221-10-1047 from Daffodil International University has successfully completed her
three-month (from 07 September 2025 to 07, December 2025) internship in **English**
Teaching practice and Learning at Tetuljhora College, Rajfulbaria, Savar, Dhaka.

During her internship, she demonstrated excellent teaching skills and maintained
commendable interactions with both students and staff. She effectively applied her
academic knowledge in the classroom and showed strong dedication, enthusiasm, and
efficiency in her assigned responsibilities. She is hardworking, amiable, and capable of
performing her duties diligently.

We wish her every success in her future endeavors.

Best regards,



Md. Younus Al Mamun
Principal
Tetuljhora College
Rajfulbaria, Savar, Dhaka
MD. YOUNUS AL MAMUN
Principal
Tetuljhora College
Savar, Dhaka.

Working Time



211-10-1047

221-10-1047

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