



Internship Report
On
The Present Scenario of English Language Teaching in Bangladeshi Schools

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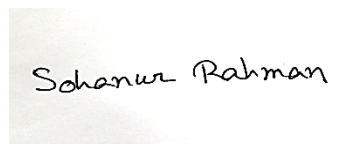
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Date of submission: 21/08/2025

Declaration

I declare that I have submitted my Internship Report on The Present Scenario of English Language Teaching in Bangladeshi Schools to the Department of English, Daffodil International University is an original work which is for the completion of my course Project Paper (Course code: ENG-334) in the program of B.A. (Honors) in English. The internship report is completed under the supervision of Mahmudul Hasan (Lecturer), Department of English, Daffodil International University.



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Certificate of Approval

It is my pleasure to certify that the internship report on 'The Present Scenario of English Language Teaching in Bangladeshi Schools' is submitted by Sohanur Rahman holding ID: 181-101785 to the Department of English, Daffodil International University for the completion of the course Project Paper (Course Code: Eng-334) in the program of B.A.(Honors) in English. It is an original piece of work accomplished under my supervision during the summer semester, 2025. This report is recommended for submission to the Department of English, Daffodil International University. I am glad for the authenticity of his work and strongly recommend. I wish him every attainment in life.

A handwritten signature in black ink, which appears to read 'Mahmudul Hasan', is written over a horizontal line.

Mahmudul Hasan

Lecturer

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Acknowledgments

I am very grateful to my supervisor, Mahmudul Hasan, Lecturer, Department of English, Daffodil International University, for guiding me properly throughout my internship and providing me with various information at different times.

My project topic was “The Present Scenario of English Language Teaching in Bangladeshi Schools” to understand the actual situation, I took three classes and observed three classes in Singair Govt High School.

I am also very much grateful to the head teacher of that school Mr. A.K.M Arifur Rahman who allowed me to take these classes. I am also grateful to three teachers of English of that school, Mr. Azizur Rahman and Raju Ahmed and Akram Hossain, for giving me the chance to observe their classes and also to all the lovely students of the school who attended my 3 lectures and providing me selfless support from start to finish.

Abstract

The Present Scenario of English Language Teaching in Bangladeshi Schools." In Bangladesh, many students tend to underestimate the importance of English, which contributes to their poor proficiency in the language. To examine this issue closely, I visited a school as recommended by my project supervisor to evaluate the current state of English education. I began by observing English classes taught by three instructors: Azizur Rahman, Raju Ahmed and Md Akram Hussain. This observation allowed me to analyze their teaching approaches and assess student participation. I also assessed learners' performance to better understand the practical challenges they face. To supplement my project work, I conducted a series of classes, each based on a different topic, for which I developed lesson plans outlining the content and timing of delivery. Offering valuable insights that will significantly contribute to my professional growth as an educator.

Keywords:

English education, classroom observation, teaching methods, student engagement, lesson planning, and learning experience

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Chapter 1

Introduction

English is an internationally recognized and widely used language worldwide. The importance of this language is immense in terms of its use and acceptance. It acts as a bridge between people of different nationalities living around the world and enables international communication worldwide. The importance of this language is so great that in many workplaces, being proficient in English is a basic requirement for getting a job, especially in a multinational environment and international market. English education and related research open the door to acquiring vast knowledge in addition to academic education. Beyond academic boundaries, it creates a positive connection with each other's culture through English language stories, songs, films and other philosophies. In a way, the English language also plays a supporting role in the productive and developing fields. For travelers, the English language acts as an oxygen without which their world travel is unimaginable. Because communication requires understanding sign language from conversation to understanding and using English. Whether in diplomacy, business, education or everyday life, the importance of the English language is undeniable, making it an essential skill for personal and professional development in the 21st century. Considering the use, acceptability, and limitations of the English language, there is no room for neglecting the English language. It serves as a bridge for people around the world to communicate with each other. A person who knows and is proficient in English is acceptable in the international market. To keep up with the modern era, it is necessary to be technologically advanced, and to express that technological knowledge internationally, it is mandatory to acquire knowledge of the English language and know how to use it. From that point of view, in the modern world, along with technological knowledge, being able to write, speak, and understand English perfectly is equally important.

Currently, English is used as the official and main language in about 18 countries in the world (such as the United States, the United Kingdom, Canada, Australia, New Zealand, Ireland, etc.). In

addition, English is used as a second language in government or administrative work in more than 60 countries.

(such as India, Bangladesh, Pakistan, Nigeria, the Philippines, South Africa, Singapore, etc.).

This shows how important the English language is worldwide.

Chapter 2

Objectives

The objectives of this paper are given below:

1. To see what kind of methods are adopted in imparting English education in the present educational institutions.
2. To find out what kind of changes can be made in the current system of English teaching
3. To gain experience of what kind of preparation a teacher takes in classroom teaching, how to conduct a class and how to complete his lesson within the allotted time.
4. To Gain systematic experience of how to hold students' attention during class
5. Through class management, to make students interested and motivated in learning English.

Chapter 3

Methodology

Selecting a school:

I have chosen Singair Government High School. This school is a renowned school in Singair Upazila.

As per the university project rules, I first contacted the school principal on the phone. Then I went to the school as per the scheduled time given by him. The school principal allowed me to take 3 classes and in view of this, I first took the eighth-grade class and its topic was Article

Introduction:

Following the guidelines of my project supervisor, I meticulously adhered to a series of steps during this project. Initially, I carefully selected a school and specific classes. Subsequently, upon obtaining permission from the school's head teacher, I conducted three English classes and observed the teaching methods of three different educators.

Selection of Classes:

Conducting English sessions for sixth, seventh, and eighth-grade students, I focused on three distinct chapters of English Grammar: Right Form Verb, Article and Sentence Structure. This required meticulous planning of three separate lesson plans to ensure effective time management and the successful completion of the scheduled lectures. Managing the classes was an enlightening experience that contributed significantly to my learning process.

Selecting the Facilitator:

I invited the headmaster, assistant headmaster, and three English teachers to my class conduction time, I was honored by their presence. The headmaster graciously introduced me at the onset of each class, setting a positive tone for my interactions with everyone present.

Class Observation Technique:

I started by observing three courses that included eighth, ninth, and tenth graders.

This experience provided important insights into both classroom observation and administration.

These observations served to evaluate the quality of English instruction in our nation's educational institutions and get an understanding of their pedagogical approaches, which allowed me to emphasize structural elements in my project report.

Interviewing the Teachers of Specific Courses:

Engaging with each course teacher, I posed general questions aimed at gaining deeper insights into their teaching methodologies. Queries included their pre-class preparation routines, strategies to alleviate student disinterest, effective class time management techniques, and contingency planning for unfinished syllabi. I approached teachers during my internship whenever they were available, and their enthusiastic responses significantly enhanced my learning experience.

Chapter 4

Institution Details

Singair Govt High School is the name of the institution, which was founded on January 1, 1940. Singair, Manikganj, Dhaka, Bangladesh is the location. There are three large buildings there. There are 1500 pupils enrolled. Six teachers have twelve years of experience, five have ten to twenty years, eight have twenty to thirty years, and three have more than thirty years. Four of the instructors have three to six years of experience. Students at this school must have a complete awareness of the dress code. The gym isn't there. It has a laboratory, a library, and neither a container nor any means of conveyance. CCTV is installed throughout the school area.

Teachers Qualification	Number of Teachers
M.com	8
B.sc/ M.sc	8
B.A	10
Other Factors:	Gymnasium: No Transport: No Laboratory: Yes, Garden: Yes Field: Yes, big two fields are there. Parking Lot: Yes

Chapter 5

Class Observation Report

Three classes were taken on 17th June, 18th June and 22th June and it was class 7,8 and 9.

Class Observation 1:

Date	June 17, 2025
Time	11:00 am
Class	7
Subject	English
Topics	Transformation of Sentence
Number of Students	35

On June 17, the first class I saw was the seventh grade. The class ran from eleven in the morning to noon. There were 35 pupils in the course, which was an English class. The subject of the course was sentence transformation. The majority of the students were not fluent in English, and Bengali was the only language used in the classroom. The instructor spent some time going over everyone's work and providing comments before the lesson was over, as well as giving the kids some assignments to complete. Despite the fact that the course was now in English, the instructor continued to use English and ultimately employed a certain approach.

Class Observation 2:

Date	June 18, 2025
Time	10:00 am
Class	8
Subject	English
Topic	Translation
Number of Students	33

The second class I saw was eighth grade. The class ran from 10:00 AM to 11:00 AM on June 18, 2025. There were 33 students in the class, all of whom were young men, and it was an English writing course. In the review lobby, there was a media infrastructure. Because it was an English course, their teacher, Mr. Raju Ahmed Sir, began by going over the material and then administered the test by testing their knowledge of the course material. The instructor displayed a paragraph to the students in class. The instructor translated the paragraph into L1 so that the pupils could comprehend it, and they made an effort to do so. The students included the text's original language in their work, and the instructor emphasized it. The teacher would sometimes ask questions based on the language, and the kids would use their knowledge to answer. The pupils would come up with answers to the teacher's later questions. After that, they would give the teacher their responses to be evaluated. The instructor gave them feedback after thoroughly examining their work. He concluded by evaluating the students' work and providing directions. Compared to my previous teacher, he was a more effective educator because he successfully communicated the course objectives, actively involved all students, and fostered a very intellectual learning environment.

Class observation 3:

Date	June 22, 2025
Time	11:00 am
Class	9
Subject	English
Topics	English Grammar and Comprehension
Number of Students	36

I watched a class of ninth graders on June 22, 2025. The lesson was held between eleven and twelve. The class had 36 pupils. I noticed a vibrant and stimulating learning atmosphere while watching Md. Akram Hossain Sir's English lesson. The pupils demonstrated a high degree of involvement and participation, exhibiting great enthusiasm in the classroom. Using multimedia presentations, interactive conversations, and real-world language applications, Mr. Akram Hossain Sir employed a variety of effective teaching techniques. He fostered an engaging and supportive learning atmosphere for the kids, which boosted their enthusiasm. Students learned fundamental language skills and enhanced their capacity for creative writing through the course's emphasis on advanced English grammar and writing. Mr. Akram Hossain's teaching approach emphasized critical thinking and clear communication. In general, Akram Hossain's English class was a fantastic example of how to foster a lively classroom atmosphere and teach students practical language abilities.

Chapter 6

Teaching Experience

Class No. 01

Date	June 17, 2025
Time	12:00 PM
Class	9
Subject	English
Topics	Sentence Structure
Number of Students	35

The classroom setting was nothing special, with no audible or visual interruptions. The fact that this room was the closest to the outside is noteworthy. Essays were the subject of the lecture. I gave a quick overview of the essay and some fundamental concepts after the initial presentation. I scheduled 5 minutes for questions on the material covered in the preceding discussion and assigned a number of assignments based on my criteria, which the kids finished. The course gave me a great sense of satisfaction. I was a bit frightened and anxious since this was my first class, and I had never taught before. But after the class began, I slowly established great relationships with the pupils, and at some point, it felt like I had known them for a long time. I employed instructional approaches in the classroom, such as grammatical forms, translation procedures, and direct methods. I acted as a facilitator and guide as I divided the class into groups and assigned them various tasks to complete independently. The kids displayed a real interest in learning and were totally involved throughout the session. The kids gave me great feedback at the conclusion of the class, which was my first teaching experience.

Class No. 02

Date	June 18, 2025
Time	11:00 am
Class	7
Subject	English
Topics	Article
Number of Students	21

It's only my second class of the day, so my anxiety has lessened and I'm able to interact with my pupils more freely. I had to break the hour-long class into three sections of 25, 20, and 15 minutes each. I spent the first 30 minutes of class getting to know the pupils, and the following 20 minutes attempting to convey the key ideas of the whole essay. Answer questions from the students for the next 20 minutes and attempt to address any misunderstandings. I gave the pupils some practice in the first 10 minutes of the last 15 minutes, then I reviewed their answer sheets, resolved any small questions, wrapped up the lesson for the day, and said goodbye to everyone to end the class. I was able to maintain the students' interest and avoid the class becoming boring by using jokes and tricks in my instruction. It was a new experience for me to lead another class with pupils, and the students welcomed me warmly.

As a result, teaching classes became lot simpler for me.

Class No. 03

Date	June 22, 2025
Time	12:00 pm
Class	9
Subject	English
Topics	Right Form of Verb
Number of Students	37

The third class, in the ninth grade, knew when to voice their opinions. Through this discussion with them, I express my viewpoint, dispel their doubts, and enhance the learning process. Most importantly, the children are very interested in reading with interest under the guise of fun. With this method, I can cover a vast subject like the proper usage of verbs in a short amount of time, and my students can immediately dispel any uncertainty they may have. I use amusing illustrations in my lectures to capture the students' curiosity and maintain their focus. These illustrations evoke laughter in the students and pique their interest in the subject matter. The pupils will eventually begin to share their own experiences, which will help me gauge their interests and the success of their learning. This allowed me to finish all of the tasks in 50 minutes, and in the last 10 minutes, I shared some of my advice on how students may have fun learning English. At the conclusion of the session, I said goodbye to the students.

Chapter 7

Overall Findings

After following three courses, several conclusions could be drawn:

Planning Lessons:

The instructors in three of the classes used a hands-on teaching method and had thoroughly planned lessons.

The Classroom Setting:

There was no distracting noise in the classroom, which had a peaceful atmosphere. There were enough lights and a projector with a few sound boxes.

Lesson Delivery:

Two of the instructors had a gentler manner, while the other had a loud voice. The students' native tongue (L1) was mostly used by the instructors.

Classroom Administration:

With an emphasis on helping weaker students and keeping a fair classroom environment, classroom management was successful.

Using Technology:

There were no projectors, computers, audio systems, or other technological aids used in the classroom.

Methods of Instruction:

The instructors utilized a combination of teaching strategies, such as the Grammar-Translation (GT) method, Communicative Language Teaching (CLT), and Total Physical Response (TPR).

Class Results:

Students preferred group activities but had trouble engaging in conversation in the target language (L2). Teachers mostly employed the native language (L1) because they found it easier for students to grasp.

Chapter 8

Recommendations For the Institution

It is essential to encourage students who are less skilled at reading to engage with it to improve their language abilities and self-assurance. Teachers need to concentrate on fostering motivation so that English isn't seen as a chore but rather a fun topic.

Critical Strategies

- **Individual Counselling:** Teachers should emphasize the value of English in academic and practical settings by providing each student with individual assistance.
- **Interactive teaching:** Lessons should be interesting and enjoyable, using games, activities, and debates to promote learning.
- **English Club:** Setting up a club inside the school might provide more practice possibilities outside the classroom.
- **Teacher Development:** Regular training sessions and skill-improvement workshops should inspire less effective teachers to become better at what they do.

The primary objective is for all students to find pleasure in studying English. English may go from being a frightening subject to one that excites and empowers students by encouraging motivation, encouraging interactive approaches, and providing teacher support.

Chapter 9

Recommendation for Myself

My internship exposed me to a challenging atmosphere, which is the antithesis of my approach to teaching political language. By trying various teaching approaches and reaching out to different student demographics, I will be able to determine my strengths as well as the areas that need development. Additionally, I noted how crucial time management, unity of purpose, and clear communication are. My teaching methods have been influenced by this experience, which has made me more adaptable, compassionate, and goal-focused. I now serve as a guide in addition to being a teacher, and I have a crucial role in the learning process.

Recommendations for expanding my business:

Increase command of the English communication objective: Use more potent, dense English to engage students in the amazing words.

Utilize technology: Learn to integrate digital resources like interactive applications, online activities, and multimedia to improve lesson engagement.

Enhance control: Concentrate on managing various actions in a calm and efficient manner to promote a seamless learning environment.

Reading: I must improve my capacity for organizing and designing readings that have clear goals and timelines.

Reflective learning is the process of learning to assess my reading and improve my own growth.

Engage in practice and audience interaction: Engage in group discussions and activities that will give everyone the courage to express themselves.

Minimize L1 documentation: Practice active listening and make an effort to use more English to improve your speaking abilities.

Chapter 10

Conclusion

This fieldwork, which has given me a plethora of useful information, has made me happy to have finished it. My participation in this initiative has increased my knowledge of the field of education and fostered creative thought. In addition, this fieldwork has been beneficial to my own growth. As a result of this effort, I have learned a lot of new information, discovered my strengths and weaknesses, and successfully adjusted to new difficulties. I am confident that this study will help enhance the school's English language teaching program.

Chapter 11

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Appendices

Lesson Plan

Class Profile	Class 7	Class 8	Class 9
Number of Students	35	33	36
Teaching Method	Grammar Translation Method (GTM)		
Class Time	1 hour		
Teaching Materials	Course Book, Projector-based Visual Presentation White Board		
Medium of Instruction	Both English and Bangla		

Class	Illustration Topic
Class 7	Parts of Speech
Class 8	A Passage from Model Test
Class 9	English Grammar and Composition

Objective of Lesson	Students were able to understand and identify different parts of speech in English through interactive and guided instruction.
Interactive Element	Students were engaged in question-answer sessions and visual activities to enhance understanding.

Backup Plan	A summarized chart of key points was prepared. If technical issues arise, the chart would guide the rest of the session.
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Detailed Activity Plan

Activity	Student/Teacher Interaction	Teaching Materials	Learning Outcome	Time
Warm-up Session: The welteacher students prethe and a lesson o visual topic.	Teacher to students Student to teacher	Projectorbased Visual Presentation	Students will enjoy the visuals and be engaged to start the lesson.	10 minutes
Working Activity: Grammar features were explained and discussed. Students will read and memorize.	Teacher to students Student to teacher	Course Book	Students will gain a clear idea of the grammatical features.	10 minutes
Working Activity: The teacher was writing all classifications and examples on the board.	Teacher to students	Board and Course Book	Students will answer related questions and complete tasks in time.	10 minutes

Working Activity: Important parts will be highlighted by the	Teacher to students Student to teacher	Course Book	Students will understand the essential rules	10 minutes
teacher with explanation.			of parts of speech.	
Practicing Activity: Students will identify examples individually with the teacher's guidance.	Teacher to students Student to teacher	Board	The full concept will be practiced thoroughly.	15 minutes
Testing Activity: The teacher will conduct a short test and students can ask questions if confused.	Teacher to students Student to teacher	Board	Students will feel encouraged and gain confidence in classroom participation.	10 minutes
Finishing Activity: Students will share feedback and the teacher will conclude with appreciation.	Teacher to students Student to teacher	—	Collaboration will enhance understanding and support teacher evaluation.	5 minutes

Classroom Observation Record Sheet

Classroom Observation Record 1

Topic: English grammar, A Passage from Model Test, English grammar and composition.

Number of students present: In class 7 – 35,

Date 17 June, 2025 Evaluator(s) Sohanur Rahman

Time: 01 hour

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1.	SUBJECT MATTER CONTENT (shows good command and knowledge of the subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)	The instructor displayed a deep understanding of the subject matter while teaching his students. His expertise was evident as he skillfully engaged the students by encouraging discussions on crucial topics and guiding them through the subject matter effectively.
2.	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the 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	The teacher commenced the class promptly, exuding enthusiasm that positively impacted the students. Throughout the session, he fostered a friendly atmosphere, delivering a

	have learned today)	lecture that was both clear and relevant to the students. He highlighted the significance of unfamiliar terms in the section, repeating the passage twice with emphasis to ensure easy comprehension. Additionally, he concluded the class punctually
3.	RAPPORT (holds the interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, and shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette, and attitude)	The teacher endeavored to maintain the students' focus by sharing real-life moral anecdotes during class. He encouraged them to decipher unfamiliar words from the passage, and the students responded positively. His clear communication style fostered engagement, and it was evident that the students participated attentively. What struck me as particularly intriguing was his equitable treatment of all students, displaying a remarkable impartiality in his approach.

4.	Teaching Method (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and 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 employed the Grammar Translation Method, a teacher-centered approach, which proved highly beneficial for the students' enhanced comprehension. The class did not utilize any technology. Encouraging students to ask questions and actively participate in discussions was another aspect of her teaching. Furthermore, he incorporated real-life examples to captivate their attention and reinforce his teachings.
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 classroom ambiance remained tranquil and serene. The teacher possessed a clear and resonant voice that effectively conveyed the subject matter. He actively engaged his students, maintaining their interest and establishing strong eye contact. However, his proficiency in spoken English seemed limited, as he predominantly used Bangla during the class sessions. His

Management

Was the time spent properly?

Yes, the time was spent properly. The teacher took his class very nicely and finished on time.

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)

1. **Preparation Stage:** The teacher reviewed the students' assignments and provided constructive feedback to rectify errors made by the students.
2. **Active Instruction Stage:** During this phase, the teacher encouraged each student to orally present a passage. Additionally, the instructor introduced new vocabulary from the passage and then read the entire passage twice, explaining its meaning in Bengali. Furthermore, the teacher elucidated the fundamental concepts of grammar in the article.
3. **Post-Instruction Stage:** After completing the instructional part, the teacher delivered moral lectures that significantly aided the students, enhancing their interest and engagement with the material. These lectures also contributed to the improvement of their overall learning experience.

CRITICAL EVENT (If took place) Was there any 'critical event' in the lesson. How did the teacher handle the situation?

No. When the teacher conducting his class, I didn't feel any critical moment.

Strengths Observed:

- Engaging and humorous
- Approachable and clever
- Confident and articulate
- Prompt and organized
- Knowledgeable and courteous
- Effective at engaging students in learning

Suggestions for Improvement:

The teacher is endeavoring to innovate the English language teaching approach. It's recommended that she continue honing her English skills and minimize the use of Bengali during classes. Diversifying the teaching resources beyond textbooks and encouraging students to explore various English authors' works would be beneficial.

Overall Impression of Teaching Effectiveness:

In general, I found the teacher's approach to be positively impactful, aiming to create a productive and enjoyable classroom environment. I genuinely believe that with consistent practice and a focused approach, she has the potential to become an excellent teacher.

Classroom Observation Record Sheet 2

Topic: Translation

Number of students present: In class 8 - 33,

Date 18, June, 2025 Evaluator(s) Sohanur Rahman

Time: 01 hour

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1.	SUBJECT MATTER CONTENT (shows good command and knowledge of the subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)	The teacher demonstrated strong expertise in the subject, guiding students through key points with relevant examples. Learners were encouraged to think critically and connect the lesson to practical uses.
2.	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the 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 began on time and followed a clear structure. Objectives were introduced early, main ideas were emphasized, and the session ended with a concise summary. Students left with a clear understanding of the day's lesson.

3.	RAPPORT (holds the interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, and shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette, and attitude)	The instructor kept students engaged by sharing relatable examples. Every learner was treated equally, and participation was encouraged throughout. Respectful interaction created a friendly learning space.
4.	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and 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 Grammar Translation Method was used effectively. Students were prompted to ask questions and join in discussions. While no technology was applied, real-life examples helped reinforce 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)	Management: The lesson stages included a short review of homework, the main instruction with explanations and examples, and a wrap-up where students reflected on what they learned.
		English articulation was concise, yet he managed to make the class dynamic and informative with the words he expressed in English.

Management

Was the Time Spent Properly

Yes, The time spent 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)

- 4. Preparation Stage:** The teacher began by checking homework assignments and providing detailed feedback to help students correct mistakes.
- 5. Active Instruction Stage:** The instructor encouraged students to participate actively by reading short paragraphs aloud. New vocabulary was introduced, explained, and used in example sentences. The teacher also explained relevant grammar points with simple examples.
- 6. Post-Instruction Stage:** The session concluded with an engaging discussion where the teacher linked the lesson topic to real-life situations, aiding students in understanding its practical significance

CRITICAL EVENT (If took place) Was there any ‘critical event’ in the lesson. How did the teacher handle the situation?

No significant critical event occurred during the class. The teacher maintained a calm and positive atmosphere throughout.

Strengths Observed:

Engaging and humorous

Approachable and clever

Confident and articulate

Prompt and organized

Knowledgeable and courteous

Effective at engaging students in learning

Suggestions for Improvement:

The teacher can further enhance student participation by integrating more pair or group activities. Additionally, reducing the use of the native language and increasing exposure to English will help improve language proficiency.

Impression of Teaching Effectiveness:

Overall, the teacher demonstrated effective teaching strategies and created a supportive learning environment.

With ongoing development, the lessons can become even more engaging and impactful.

Classroom Observation Record Sheet 3

Topic: English Grammar and Comprehension

Number of students present: In class 9 - 36

Date 22 June, 2025 Evaluator(s) Sohanur Rahman

Time: 01 hour

S/N	Review Section	In what ways? (Specific examples/clarifications)
1.	SUBJECT MATTER CONTENT (shows good command and knowledge of the subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)	The teacher demonstrated strong expertise in the subject, guiding students through key points with relevant examples. Learners were encouraged to think critically and connect the lesson to practical uses.
2.	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the 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 began on time and followed a clear structure. Objectives were introduced early, main ideas were emphasized, and the session ended with a concise summary. Students left with a clear understanding of the day's lesson.

3.	RAPPORT (holds the interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, and shows enthusiasm, both teacher and students are ready for the class not only on the subject matter but also in manner, etiquette, and attitude)	The instructor kept students engaged by sharing relatable examples. Every learner was treated equally, and participation was encouraged throughout. Respectful interaction created a friendly learning space.
4.	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, and 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 Grammar Translation Method was used effectively. Students were prompted to ask questions and join in discussions. While no technology was applied, real-life examples helped reinforce understanding.
	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 and maintained good eye contact. The classroom atmosphere was calm and focused. Although Bangla was used frequently, English terms were introduced appropriately to support learning.

Management

Was the time spent properly?

Yes, the allocated time was utilized effectively. The teacher managed the class well, ensuring that all planned activities were completed within the time frame

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)

7. **Preparation Stage:** The teacher began by checking homework assignments and providing detailed feedback to help students correct mistakes.

8. **Active Instruction Stage:** The instructor encouraged students to participate actively by reading short paragraphs aloud. New vocabulary was introduced, explained, and used in example sentences. The teacher also explained relevant grammar points with simple examples.

9. **Post-Instruction Stage:** The session ended with an interactive discussion where the teacher connected the lesson topic to real-life situations, helping students understand its practical

importance

CRITICAL EVENT (If took place) Was there any ‘critical event’ in the lesson. How did the teacher handle the situation?

No significant critical event occurred during the class. The teacher maintained a calm and positive atmosphere throughout.

Strengths Observed:

Engaging and humorous

Perfect Fluency

Confident and Strong Controlling Skill

Prompt and organized

Suggestions for Improvement:

The teacher can further enhance student participation by integrating more pair or group activities. Additionally, reducing the use of the native language and increasing exposure to English will help improve language proficiency.

Impression of Teaching Effectiveness:

Overall, the teacher demonstrated effective teaching strategies and created a supportive learning environment. With ongoing development, the lessons can become even more engaging and impactful.

Photographs



