



Internship Report

On

The Present Scenario of English Language Teaching in Bangladeshi Schools

Submitted by:

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Program: BA (Hones.) in English

ID: 182-10-1822

Batch: 44

Department of English

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Submitted to:

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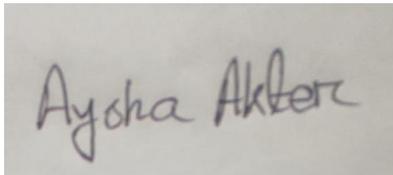
Department of English

Daffodil International University

The Internship Report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the Bachelor of Arts (BA) in English Degree.

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 Dr. Ehatasham Ul Hoque Eiten (Assistant Professor), Department of English, Daffodil International University.

A rectangular box containing a handwritten signature in black ink that reads "Aysha Akter".

Aysha Akter

Program: BA in English

ID: 182-10-1822

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Certificate of Approval

In fulfillment of the requirements for the course Project Paper (Course Code: Eng-334) in the B.A. (Honors) in English program at Daffodil International University, I certify that Aysha Akter, with ID: 182-10-1822, has successfully completed an internship and submitted a report titled "The Present Situation of English Language Teaching in Bangladeshi Schools." It's an entirely fresh work of work that was completed under my close supervision in the fall of 2023.

It is suggested that you submit this report to the Daffodil International University English Department. Because of my confidence in his work's veracity, I enthusiastically endorse it.

Her success is an aspiration of mine.

Dr. Ehatasham Ul Hoque Eiten

Assistant Professor

Department of English

Daffodil International University, Dhaka, Bangladesh

Acknowledgment

This assignment would have been very difficult for me to finish on my own, and for that, I am extremely grateful to those who assisted me in completing it. The project paper is an entirely new experience for me. To begin, I would like to offer my utmost and heartfelt gratitude to my project supervisor, Dr. Ehatasham Ul Hoque, Assistant Professor in the Department of English at Daffodil International University. He has been of inexhaustible assistance to me from the very start of this project all the way through to its conclusion. Then, I would like to offer my most sincere gratitude to Kh Ismat Hasan Jahid, the head teacher of Light Fair School, who granted me permission to enroll in those classes. After that, I would like to express my appreciation to the class teachers of that school, Isme Ara Parvin, Rayhan Uddin, and Md. Ariful Islam, who allowed me to enroll in those classes during their allotment of time. In conclusion, I would like to express my gratitude to the wonderful pupils of that school who supported me throughout the duration of the class and who participated in my lesson with composure.

Abstract

My project paper is titled "The Present Scenario of English Language Teaching in Bangladeshi Schools," and its main argument is that English education in Bangladesh is not given the attention it deserves, which has resulted in a significant lag in student proficiency in the language. When it comes to teaching English, teachers do only what is required of them by the board and avoid talking about anything else. As a result, our students lack the flexibility to compete successfully with their counterparts from other nations. This is due to a combination of factors, including a subpar educational system, ineffective teaching, and uninspired students. The English language has achieved global prestige. There is no alternative to learning English in today's fast-paced society. The importance of learning English has increased due to its widespread use in today's society. Students in our country need access to resources like English clubs in schools and regular discussions with teachers and administrators about the importance of teaching the language to ensure that they develop the skills necessary to succeed in the global economy. Our students at all levels, with the help of these initiatives, will soon be able to compete successfully on a global stage and shape their own futures in any way they see fit.

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Chapter-1

Introduction

Due to technological advancements, people's daily routines have become much more streamlined and shorter; consequently, knowing English has become crucial at all ages and stages of life. In fact, in our country, English is the de facto language of instruction for most university-level subjects from the twelfth grade onward. Because of its status as a global language, English has amassed the largest number of native speakers. Of the approximately 2.1 billion people in the globe today, over 1.64 billion speak English as a second language and 360 million speak it as their native tongue. Learning and applying the grammatical and stylistic conventions of Standard English has been cited as a contributing factor to the success of persons in the developed world. A person's ability to create a job in any region of the world in accordance with his qualifications is not limited to his command of English; rather, someone who does not know English will be at a significant disadvantage in comparison. The reason why everyone else can speak English so well is because the language has been emphasized properly beginning in primary school, but in our country, this does not happen. Furthermore, our country's English teachers are not as proficient in teaching English as they should be, especially if English medium is excluded at school, college level, Bengali medium, or English teaching in various educational institutions of villages. These teachers only understand what is given in grammar formulas and the curriculum, and as a result, students are not performing properly, are afraid of the subject, and are falling further and further behind. My supervisor mandated that I travel to a school and both teach and observe classes there if I wanted to fully grasp the situation. So, I went to Light Fair School and, with the approval of the principal, I observed three courses and taught three classes. As a result, I have a better grasp of where students stand in terms of English and what they should prioritize in order to improve. Based on these considerations, I draft the project document. Taking this class has made it evident that all of the students are incredibly motivated to learn, and that with proper instruction, they are capable of great gains in English proficiency.

Chapter-2

Objectives

The goals of the internship were

- to get classroom teaching experience and
- to observe the state of English instruction in public and private schools across the country.
- Determine where students are struggling with English
- Develop strategies for making English class more fun
- Emphasize the value, utility, and appeal of studying English

In order to succeed, I needed to:

- I followed my supervisor's directions and visited a school, where I taught three classes and supervised three others.
- This whole project paper has been written in light of my newfound knowledge and experience of classroom behavior
- I believe this insight and experience will serve me well in the years to come.

Chapter-3

Methodology

There is a process I need to follow to accomplish this term paper. To better understand the state of English instruction in schools, I first choose a school to visit and teach at, as well as courses to watch in accordance with my supervisor's instructions. Later, with approval from the school's principal, I shaded three teachers with varying levels of experience; in each, the teacher covered all the material for the lesson by the allotted time. After seeing a class, I got to try my hand at teaching three different sessions. I followed my supervisor's advice and prepared three distinct lesson plans for the class, which I used to introduce the students at the beginning of each session and cover the assigned material within the allotted time. I did my best to make my lectures as clear and fascinating as possible so that my students learn something while I'm talking about the material. In addition, I inspire my students to continue their English studies by having conversations with them about the value and utility of studying the language outside of class.

This project report follows a certain framework in which I described my observations and experiences from my time spent in the classroom, as well as the real state of my students' English education, including their strengths, learning deficits, and potential for progress. Students will be encouraged to study English because of the improving environment for language learning, as well as because of the high quality of their professors and administrators.

Chapter-4

Educational Institution Details

Name	Light Fair School
Location	There are four campuses of the school. They are located in SayedNagar, Notunbazar, Vatara, Sahjadpur
Establishment	2008
Area	Four building
Building ownership	Own
Number of Students	2000
Number of Teachers	146
Teachers' qualification	Completed B.A &MA from different respected educational institutions
Economic Issues	Most of the students belong to the middle and also upper class.
Uniform	Boys: sky blue shirt and dark blue pant Girls: sky blue gown and white pajama

Library	Yes
Canteen	Yes
Transportation	Yes
CCTV security	Yes
Computer Lab	Yes

Chapter-5

Classroom Observation

On Tuesday, 2nd May 2023, at 11 a.m., I attended my first lesson as an observer. I arrived at school a few minutes early on a bright, beautiful day and waited for class to begin.

First Class Supervision:

Observing a lesson for the first time was fantastic. Isme Ara Parvin, the school's English instructor, led the fifth-grade class I witnessed. There was a considerable turnout of students for class. The class greeted us as we entered by rising to their feet. I sat at the back of the classroom and watched as the instructor presented me to the pupils. Ms. Isme Ara Parvin Ma'am is a fantastic educator; her engaging demeanor is sure to capture the interest of her class right away. After calling roll, she began teaching the class about Articles by going through the fundamentals with them. In addition to outlining the guidelines, she provides examples for the pupils to follow. There is a lucid and exquisite impression of knowledge throughout his time because after explaining the topic at a certain time, she offers the students some activities linked to it, and while the students are working on these projects, she examines their homework from the previous day. In the end, she has the students leave their writing notebooks on the desk, and she rapidly goes through each one, answering the students' queries and resolving their issues. She then assigns homework for the following session, and the class concludes promptly. While I like her class management skills, attention to detail, and ability to keep students engaged, I wish she had encouraged pupils to explore other avenues for learning English beyond textbooks and lectures.

She conducted the entire lesson entirely in Bengali. The usage of languages other than Bangla and English was hardly clear.

Second class observation:

My second class observation began at 11:45 am on 2nd May 2023. Rayhan Uddin, one of the faculty members at the institution, led the lesson. The class was for seventh graders, and the students weren't exactly showing up in large numbers. The lecture was given on the English Paper II topic of "Prepositions," and I was formally introduced to the class and seated at the front of the room as is customary. Even though there was a lack of attention and lack of cooperation among the students, he picked up a worksheet regarding The completion of phrases and put each point from that sheet on the board, and asked them to note it down. While some of the students took notes, the majority were engaged in talking and mischief among themselves. The classroom atmosphere was out of the teacher's control. After that, he delivered some lectures on the topic; however, from my perspective, these were one-sided and did not include the students in any way. He took charge of the class, wrote down some guidelines, and led a brief discussion before time ran out, but he promised to cover the whole of the material in the following week's session.

Ultimately, I managed to deduce that he is both ineffective at maintaining order in the classroom and lacking in sufficient knowledge of the subject matter to deliver the lesson in its entirety before departing the classroom. When asked about my impressions of this course, I would have to admit that I did not learn very much. There was a clear demonstration of the instructor's inefficiency and lack of knowledge in that particular lesson.

The entire lesson was conducted in Bengali.

Third class observation:

The final class that I observed was a 2:30 PM session of the third class that I had observed that day at the same school. The mentioned session was a session of 5th grade and the session was handled by an instructor of the institution named Md. Ariful Islam. As it was shortly after lunch, the students' fatigue was obvious, but their teacher was aware of the situation and quickly lifted their spirits by proactively making fun of them. He then made fun of me before introducing himself to the class and slowly began the afternoon's lecture. After assuring students that he wouldn't be teaching too much, he proceeded to lecture on the six rules for the correct form of verbs followed by engaging in lighthearted conversation and jokes with them for the remainder of class. This delights the students, who then share the tale enthusiastically and pay close attention during the subsequent lecture. Surprisingly, he devotes 30 minutes of his 45-minute class on reading-related activities, during which he teaches his pupils the six rules of his topics with an example, reviews their homework, and finishes all class tasks. Those kids retained their concentration for approximately the whole duration of his 30-minute lesson and almost all kids were capable to comprehend the whole lesson completely. The instructor personally approached the vulnerable kids and showed them their errors and addressed their problems so one was in a rush during those thirty minutes; the teacher took his time going over the material, talking to each student individually for 15 minutes about a wide range of topics, and then leaving the classroom after saying goodbye.

The class was great and I learned a lot, including ways to make learning more efficient, the way to keep students' attention, and how to teach them to read for enjoyment. Ariful Islam sir is a great example of a wonderful instructor for me. His charisma, way of talking, way of teaching, and his rapport with pupils all intrigued me very lot.

His entire lecture was delivered in Bengali.

Chapter-6

Teaching Experience

First Class Experience

In order to complete the project paper, I was required to teach three classes. In continuation of this requirement, on Wednesday, May 3rd, 2023, I taught lessons to students in Fifth grade (three different sections), respectively. Prior to this day, I had obtained approval from the head teacher to teach these classes. The following is a description of my overall experience in the class:

Lesson Plan: 1

Before sharing the classroom experience I present my lesson plan.

Stage	Timing	Aim	Procedure	Interaction
Stage 1	10 Minutes	The objective of the stage is to provide comprehensive information about the Sentence Connector to the students in a clear and straightforward manner. Afterward, the students will be asked to share their knowledge and ideas about the Sentence Connector.	One effective way to assess student learning is by asking questions that evaluate their understanding of the material covered in class. Asking random questions in this procedure.	Student-whole class- Teacher Teacher- Individual - Student

Stage-2	20 Minutes	The purpose of this stage is to present and examine various ways in which the Preposition can be utilized, as well as to emphasize its significance.	Assign them exercises that focus on this topic. By doing so, students can practice using sentence connectors and assess their comprehension of this grammatical concept.	Teacher-whole class-pair work
Stage-3	15 Minutes	They are also participating in a discussion to identify and address any common issues that arise. Ensure their active participation.	One recommended approach after finding a solution is to verify its effectiveness by attempting additional exercises to ensure that the problems are resolved accurately.	Teacher-whole class-individual work

Due to the fact that it was the first time I had ever led a class, I was anxious before the 11 a.m. class that I was responsible for in class V. First, the instructor led me to the classroom, where she introduced me to everyone in the class, and discussed the purpose of my attendance at their school. Before beginning the lecture, I made sure to first introduce myself to the class and find out the names of all of the students before beginning the lesson. Before beginning the actual lecture, I made a point to find out what each individual student thinks about English instruction, to have a conversation with them about the significance and utility of English instruction, and to demonstrate to everyone how the English material can be acquired in a way that is both comprehensive and enjoyable. After that, I went inside my daily lesson that had just begun. My presentation was centered on the issue of sentence connectors. I began by demonstrating to the students step-by-step how to link one phrase to the next, after which I provided some examples and then inquired about the students' own examples. The students provided their responses to my questions, after

which I give them some work to do before checking their work, providing feedback on any errors, and answering some of the students' inquiries. When I spoke to the pupils in an effort to inspire them, I utilized both Bengali and some English language. At the beginning of the session, I was a little anxious, but as the lesson progressed, my anxiety level decreased, and towards the end, I looked back on it as a valuable learning experience. In addition, the kids provided me with a great deal of help all the way through the lesson, which made my job a lot simpler.

Second Class Experience

Lesson Plan: 2

Stage	Timing	Aim	Procedure	Interaction
Stage 1	10 Minutes	The objective of the stage is to provide comprehensive information about the Article to the students in a clear and straightforward manner. Afterward, the students will be asked to share their knowledge and ideas about the Sentence Connector.	One effective way to assess student learning is by asking questions that evaluate their understanding of the material covered in class. Asking random questions in this procedure.	Student-whole class- Teacher Teacher-Individual - Student
Stage-2	20 Minutes	The purpose of this stage is to present and examine various ways in which the Preposition can be utilized, as well as to emphasize its significance.	Assign them exercises that focus on this topic. By doing so, students can practice using sentence connectors and assess their comprehension of this grammatical concept.	Teacher-whole class-pair work

Stage-3	15 Minutes	They are also participating in a discussion to identify and address any common issues that arise. Ensure their active participation.	One recommended approach after finding a solution is to verify its effectiveness by attempting additional exercises to ensure that the problems are resolved accurately.	Teacher-whole class-individual work
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In the second class that I taught on 3rd May at the same institution at 11.30 a.m., the student's grade level was five, and we spoke about the subject article throughout that session. I began the class conduction for the second class in exactly the same way that I did for the first session. After getting to know the students, the first thing I did is have a conversation about the significance and usefulness of English education, as well as how to make studying English enjoyable, and then I begin leading the class in accordance with the lesson plan I created. I didn't have to put in a lot of effort to teach the students about the Article since it is such a short subject, and they already know a lot about it. To begin, I showed the students a gap-filling by demonstrating the rules, and then I let them practice those principles with some exercises. The students quickly finished the assignment in a very short amount of time, and they did it with a lot of enthusiasm. I reviewed their notebooks and did not discover a large number of issues; nonetheless, I did solve the problems one at a time and asked them if they had any difficulties with understanding. After that, I finished the lesson by providing some solutions to the students' queries and then I bid the students farewell.

Because I had already taken one of these classes before, everything in this one was a breeze for me. And in this lesson as well, I utilized both Bengali and English language in order to encourage the kids. The students were extremely helpful to me during the class, and as a result, I was able to finish the class in a very successful manner.

Third Class Experience

Lesson Plan: 3

Stage	Timing	Aim	Procedure	Interaction
Stage 1	10 Minutes	The objective of the stage is to provide comprehensive information about the Tense to the students in a clear and straightforward manner. Afterward, the students will be asked to share their knowledge and ideas about the Sentence Connector.	One effective way to assess student learning is by asking questions that evaluate their understanding of the material covered in class. Asking random questions in this procedure.	Student-whole class- Teacher Teacher-Individual - Student
Stage-2	20 Minutes	The purpose of this stage is to present and examine various ways in which the proposition can be utilized, as well as to emphasize its significance.	Assign them exercises that focus on this topic. By doing so, students can practice using sentence connectors and assess their comprehension of this grammatical concept.	Teacher-whole class-pair work

Stage-3	15 Minutes	They are also participating in a discussion to identify and address any common issues that arise. Ensure their active participation.	One recommended approach after finding a solution is to verify its effectiveness by attempting additional exercises to ensure that the problems are resolved accurately.	Teacher-whole class-individual work
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The third and last session of the day was a class for five graders, and I led it at 3:15 in the afternoon on 6th May 2023. In that session, I spent a lot of time talking about tense and the 12 principles that explain it. Due to a lack of practice, I was unable to successfully manage two courses at the same time. Managing the final class was a greater challenge for me, but I was able to master the art of classroom management in the end. The pupils in that session were extremely respectful the whole time; they hesitated to make any disturbances and listened very intently to what I had to say from the beginning of the class till the very conclusion of the session. I began the lesson by introducing everyone in the class, then provided an illustration of one of the 12 tense structures, and then assigned the students tasks that required them to convert between different tenses. The majority of the students were able to properly convert, and I was able to fix the concerns of the students who were having difficulty and inquire if anybody else had any problems. Because the subject of tenses is quite extensive, there was not much time after completing the topic, so there was not much that was off-topic. I did not have the opportunity to express myself.

Throughout the course of the lesson, I talked in a combination of Bengali and English. After the lecture, I closed the class by providing the students with some words of encouragement to help them improve their English communication skills.

Chapter-7

Overall Findings

- Students' reluctance to learn English is caused by a lack of excitement and improper instruction, as well as by instructors' lack of interest in classroom discussions that go beyond the scope of the curriculum.
- There is a lack of adequate observation of students by teachers.
- Classes are taught by both competent and unskilled teachers.
- There is a mix of skilled and unskilled teachers
- Students are often prevented from receiving instruction that is adequate because educational institutions are poorly managed.
- A decline in kids' cognitive abilities as a result of a reduction in the amount of time spent on creative education.

Chapter-8

Recommendations

- Removing ineffective instructors from the classroom and replacing them with teachers who are up to the task of overseeing their pupils' educational activities.
- In order to promote English language acquisition among students, instruct instructors to communicate in both English and Bengali when teaching English courses
- In addition to English courses, educational institutions might consider establishing English-language groups for greater practice.
- To encourage the students to do presentations in English in their classes so that they may improve their language skills
- In addition to reading in English, students should be encouraged to read English novels and view a variety of English instructional films so that they may improve their English language skills

Chapter-9

Conclusion

Every step of this project paper, from the very first to the very last, was very useful for me. As a result of this, not only was I able to learn a great deal of new information, but I was also able to obtain new experiences that will be helpful for me in the future. English is the only language that is officially acknowledged as being used internationally. It is a language that is spoken by a large number of people all over the globe. This language is used in a variety of ways by a variety of individuals to fulfill a variety of requirements and in a variety of circumstances. Simply having a good command of this language will go a long way towards increasing a person's social standing in any part of the globe. There is no alternative for it in the area of global communication or to be chosen in many further studies however the talent of this language is vital. A proper understanding of this language allows a person to acquire a decent career; there is no replacement for it in the area of global communication. The educational system in our nation places the least amount of emphasis on this topic, despite the fact that it is quite important. Following the class and observation in the classroom, I have come to the realization that the subject of English is challenging for students. This is because the system of learning in our country's colleges and schools is lacking, our teachers are incompetent, we teach English in the wrong way, we do not make students aware of the importance of English education, and our teachers are reluctant to discuss in the classroom any external knowledge that is not part of the curriculum. It has progressed to the point where it is no longer significant. Altering this circumstance has made it imperative that modifications be made to the way that education is delivered. Management of English education by professional and qualified instructors, encouragement of students, and the introduction of different activities linked to English should be introduced to alter this situation as rapidly as possible; otherwise, it would be highly challenging for the future generations of our nation to keep pace with the technologically sophisticated world of today

Appendices

Appendix A

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

School / College: Light Fair School

Teacher's Name: Ismat Ara Parvin

Class: Five Section: A No. of Students Present: 25

Course Title & Code: English Second Paper Room No: _____

Peer/Observer: Aysha Akter

Date and Time: 2nd May

Objectives of the lesson (as perceived):

- i. Articles
- ii. Use of Articles
- iii. Types of Articles

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

Students were able to solve the question and to some extent. The objectives were achieved.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher has profound knowledge on the topic
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 comprehended the key points.

3	<p>today)</p> <p>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)</p>	<p>She ensure the interacts between her and students.</p>
4	<p>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)</p>	<p>She used teaching materials and techniques to solve the problems</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>She delivered fluent English while teaching</p>

MANAGEMENT

Was the time spent properly?

Yes, the time was 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)

The teacher checked that everyone was participating or not. she motivated all the pupils.

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, there was no such situation.

Strengths observed:

The teacher was helpful, polite and friendly.

Suggestions for improvement:

The teacher was unable to check the class task due to time management. So, time should be managed.

Overall impression of teaching effectiveness:

My overall impression of teaching effectiveness was good. Her clear voice and simple English sentence made the class effective.

Appendix B

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

School / College: Light Fair school
 Teacher's Name: Rayhan Uddin
 Class: Five Section: B No. of Students Present: 25
 Course Title & Code: English second paper Room No: _____
 Peer/Observer: Aysha Akter
 Date and Time: 2nd May

Objectives of the lesson (as perceived):

- i. Preposition
- ii. Uses of preposition
- iii. Misuse of preposition

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

After explaining the topics, most of the students were able to understand the basic rules of the topic

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)	<u>The teacher looked very spontaneous, helpful and active</u>
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)	<u>Students acquired the concept through rhyme and story.</u>

	today)	
	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)	Most of the students were participating to do their task
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)	He used regular teaching method but painted the problem easily and clear them on time.
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)	He ensures learners interests in the topic

MANAGEMENT

Was the time spent properly?

Yes, the time was 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)

The teacher checked if everyone was participating. He encouraged all to participate and checked their scripts. He also provided feedback.

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, there was no critical event

Strengths observed:

The teacher was polite, patient, friendly and welcoming.

Suggestions for improvement:

The classroom should be expanded in volume. and also should be easy air circulated.

Overall impression of teaching effectiveness:

I was impressed seeing that the teachers observed the issues and intelligently solve them with easy techniques. Most of the students were satisfied with the paractice class.

Appendix C

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

School / College: Light Fair School
 Teacher's Name: Md. Ariful Islam
 Class: Five Section: c No. of Students Present: _____
 Course Title & Code: English second Paper Room No: _____
 Peer/Observer: Aysha Akter
 Date and Time: 2nd May

Objectives of the lesson (as perceived):

- i. Verb
- ii. Types of verb
- iii. Rules for the correct form of verbs.

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

The objectives achieved perfectly after talking about the rules of correct form of verbs.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher was very smart, helpful and polite.
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	Some real life examples made the lesson very easy and joyful.

3	<p>today)</p> <p>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)</p>	<p>The teacher motivated the students to participate in question answering session.</p>
4	<p>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)</p>	<p>He used a little bit Bangla to get the students know to these new words properly.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The method of teaching as well as his body language was good.</p>

MANAGEMENT

<p>Was the time spent properly? Yes, the time was spent properly.</p>
<p>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)</p> <p>After teaching the lesson, he gave them task.</p>

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, there was no such thing.

Strengths observed:

The teacher was frank and easy.

Suggestions for improvement:

Teacher should improve his communication skill.

Overall impression of teaching effectiveness:

Well organized and dedicated.

Appendix D

Photographs











To Whom It May Concern

This is to certify that Aysha Akter ,ID NO: 182-10-1822, Department of English, Daffodil International University has successfully completed her fieldwork through observing and conducting three classes and collecting needful data through interviewing required individuals from 2nd to 6th May 2023, that will surely help her to complete her internship report. Her efficient activities and enthusiastic lectures have cheered up both teachers and students to give more attention on English Language Teaching.

We wish her a successful life.

Kh. Ismat Hasan Jahid
LIGHT FAIR SCHOOL
LIGHT FAIR SCHOOL
LIGHT FAIR SCHOOL

Head Teacher

Light Fair School

Shahzadpur, Gulshan, Dhaka

