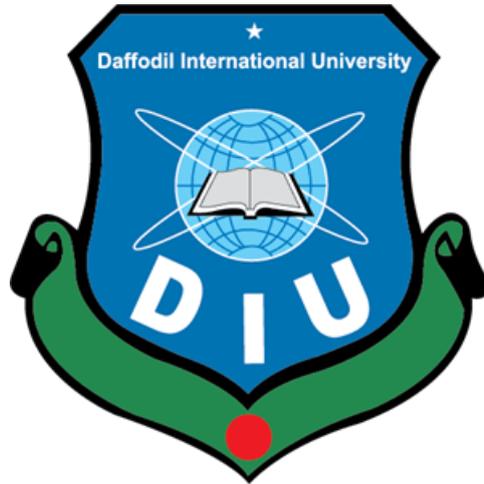


My Teaching Journey at Matuail Adarsha High School.



Eng 431 Project Paper with Internship submitted to the faculty of humanities and social sciences in partial fulfillment of the requirements of the degree of Bachelor of Arts in English

Submitted by:

Iffat Ara Nishat

ID: 192-10-2045

Bachelor of Arts in English

Supervised by:

Fatema Begum Laboni

Assistant Professor

Department of English

Faculty of Humanities and Social Sciences

Daffodil International University

Date: June, 2023

DECLARATION

I, Iffat Ara Nishat, student of BA in English hereby declare that the internship paper entitled “My teaching journey at Matuail Adarsha High School” submitted to Daffodil International University, is a record of my own work under the guidance of Assistant Professor Ms. Fatema Begum Laboni.

Yours Sincerely,

A handwritten signature in black ink that reads "Nishat". The signature is written in a cursive style with a long horizontal stroke at the end.

Iffat Ara Nishat
ID No. 192-10-2045
Department of English
Daffodil International University

CERTIFICATION OF THE SUPERVISOR

I hereby verify that the intern with the ID No 192-10-2045 has participated in my Project Paper (ENG 334) course with me. In the course she chose and frequented Matuail Adarsha High School, maintained frequent contact with a facilitator there, observed five classes of Md. Azizur Rahman Khan, and even assisted in teaching five of them. She kept in connection with me throughout the process by soliciting my input on a frequent basis, showing me examples of her work, and providing me with updates on the project's progress. The student assistant has the right to present this report since she met the requirements and followed all the instructions for the course.

Regards,



Fatema Begum Laboni
Assistant Professor
Department of English
Daffodil International University

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ABSTRACT

The goal of the current study is to learn more about the state of language instruction in Bangladeshi schools, specifically at the Matuail Adarsha High School. I had high expectations for bringing out the best in my students and was constantly striving to push them. There was a diverse range of students present. I attempted to develop a positive teacher-student relationship by understanding each student and assessing them individually. I prepared for the work in a variety of ways based on the variables: class observation, teaching approach, evaluation, instructional materials, and feedback. In this paper, I also discussed reflective practice, attributes of a competent and effective teacher, Communicative Language Teaching (CLT), Total Physical Response (TPR) method, Cooperative learning method, task-based teaching, choosing the right method for teaching, and some teaching issues in the Bangladeshi setting. This paper also discusses the numerous challenges and obstacles I encountered throughout my internship and how I overcame them to ensure a decent and secure learning environment. The goal of this paper is to understand how teachers plan lessons, what resources they use to teach using a foreign language, how they engage with students, and how to improve their language instruction. The work finishes with some suggestions for aspiring teachers based on the investigation and criteria from the evaluation that analyze the observed teacher's flaws and qualities.

CHAPTER 1: INTRODUCTION

1.1 Background

From primary to postsecondary level, English is taught in Bangladeshi educational institutions as a crucial topic. English is frequently used as the instruction language in schools, colleges, and universities in Bangladesh. English education is crucial for academic, professional, and personal development in addition to academic goals.

English education within Bangladesh has a long history that begins during the British imperial era. English was brought to Bangladesh by the British around the nineteenth century, and it has since become a significant language there. English was the official language of education in schools during the British era, and learning it was required of all students.

From Grade I to Grade XII, English is a required subject in schools. English is presented as a foreign language in elementary and middle schools and as an individual course in high schools and colleges. English is a crucial subject at the university level for students seeking further education in social sciences, the humanities, and business.

The four communication abilities of listening, speaking, reading, and writing are the main topics of English instruction in Bangladeshi educational institutions. The use of grammar, words, and literature are also significant parts of the English curriculum in Bangladesh in addition to these abilities.

Overall, the learning of English is a crucial component of Bangladesh's educational system and helps a student get ready for a successful career and academic life.

1.2 Objectives of teaching practicum

The aims of the teaching practicum may change depending on the requirements of the particular program or course, but in general, they are to:

- **Gain practical teaching experience:** The primary objective of a teaching practicum is to provide aspiring teachers with hands-on experience in a real classroom setting. This allows them to apply the knowledge and skills they have acquired in their teacher education program and develop a deeper understanding of teaching methodologies.
- **Develop instructional skills:** The practicum aims to enhance the instructional abilities of future teachers. Through observation, planning, and delivering lessons, practicum

participants learn how to effectively communicate information, facilitate student engagement, manage classroom dynamics, and differentiate instruction to meet diverse student needs.

- **Foster reflective practice:** Another objective is to encourage reflective thinking among prospective teachers. By reflecting on their teaching experiences, practitioners can critically analyze their own strengths and areas for improvement. This self-reflection promotes professional growth and guides the development of effective teaching strategies.
- **Establish classroom management techniques:** Classroom management is a crucial aspect of effective teaching. During the practicum, participants have the opportunity to develop and refine their classroom management skills, including establishing rules and routines, addressing student behavior, maintaining a positive learning environment, and adapting strategies to promote student engagement and discipline.
- **Collaborate with colleagues and stakeholders:** The practicum provides a platform for aspiring teachers to collaborate with other educators, administrators, and parents. By actively engaging with these stakeholders, practicum participants gain insights into the broader educational context, develop communication skills, and learn to collaborate effectively within a professional teaching community.
- **Adapt to diverse student populations:** The practicum helps future teachers understand and respond to the diverse needs of their students. By working with learners from different cultural, linguistic, and socioeconomic backgrounds, participants develop strategies to create an inclusive and supportive classroom environment that promotes equitable learning opportunities for all students.
- **Receive feedback and mentorship:** A key objective of the teaching practicum is to provide participants with constructive feedback and mentorship. Experienced educators and supervisors observe and evaluate the teaching performance of practicum participants, offering guidance, suggestions, and support for professional growth.

1.3 The purpose of teaching practicum

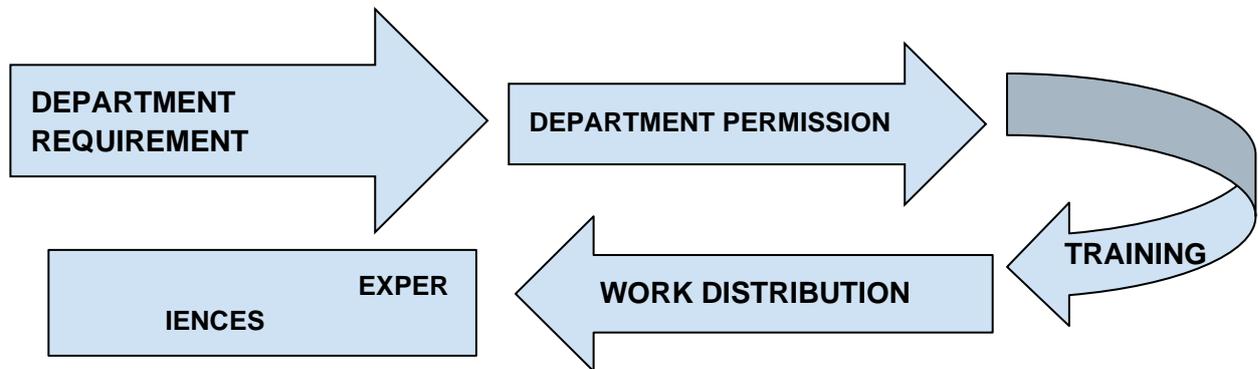
The teaching practicum is designed to give aspiring teachers the chance to use the knowledge and abilities they have acquired throughout their teacher development at their level in a real classroom environment. Pre-service instructors are assigned in a school or other educational setting for a teaching practice, where they serve under the direction and guidance of a qualified instructor.

The teaching practicum gives aspiring teachers the chance to watch and take part in real classroom instruction, improve their teaching techniques, and get advice from more seasoned teachers. Pre-service teachers are more equipped to address the needs of their prospective

students as a result of this experience, which helps them better grasp the difficulties and rewards of teaching.

The teaching practicum also assists in bridging the separation between classroom instruction and classroom instruction in teacher education by offering a real-world situation where future educators can apply and assess their understanding and abilities.

CHAPTER 2: METHODOLOGY



2.1 Selection and project conduction procedures

Every student must complete an internship in order to get a B. A. (Hons.) in English. I applied for an Internship at Matuail Adarsha High School with authorization from the Department. So I requested the “Internship Placement” form from the department and my department gave me the permission on 23rd January, 2023.

2.2 Selecting an institution

In the neighborhood where I live, there is a well-known school called Matuail Adarsha High School. My first school was Matuail Adarsha High School. So everyone is familiar to me. I didn't attend many schools or universities because they were so close to my house. It was rather simple to obtain permission to conduct my internship. Every teacher kindly permitted me to look over and attend their classes for three months.

2.3 Selecting classes

The headmaster in Matuail Adarsha High School allowed me to choose lessons and observe on my own. I have observed five classes and learnt stuff about how to attend classes, manage students, and use time management. All of this came in handy when I was taking classes there. I saw real-life teaching situations by taking classes in grades VI, VII, IX A and B.

2.4 Selecting a supervisor

Mohammad Azizur Rahman Khan, Shifting Incharge at Matuail Adarsha High School. He is a very kind and friendly teacher who helped me in my project paper. He has done his double Masters Degree in English Language Teaching, ELT. He is also a senior English teacher, Trained and a Trainer of communicating English. He also trained me so that I could attend the class properly.

2.5 Classroom observation

First and foremost, I spoke with my supervisor in order to obtain the class routine. There are two shifts in the school. One is Morning shift means girls attend the school early morning until mid-day and another one is Day shift means boys attend the school from mid-day. I wanted to know about the students because day shifted students are kind of naughty. I was free to attend the classes but I think the supervisor was a little bit shy to give me the chance to observe. I observed five classes of my supervisor's English Grammar, Communicative English, and English First Paper classes. This class monitoring is part of my teaching practice, allowing me to get teaching experience that will help me improve my instructional pattern and process. I was seated on the back seat with a class observation checklist that included judgments of the instructor's lesson approach during the class. On my checklist, I observed the strategies and methods used by the teacher. The lessons were 25 minutes long in total and the special classes were 30 minutes.

2.6 Testing students and self-assessment

I kept taking notes on how the teacher was teaching and how the students were responding and interacting, which helped me write my report properly and completely. I had the opportunity to witness various aspects of teaching methods such as managing time and courses, dealing with the challenges of educating special pupils, and maintaining a friendly and cooperative environment. But I observed that it was not a simple journey.

CHAPTER 3: PRACTICUM EXPERIENCE

3.1 About the school

Matuail Adarsha High School is a renowned educational institution located in the Matuail area of Dhaka, Bangladesh. Established in 1982, the school has a long-standing history of providing quality education to students from all walks of life.

The school offers classes from pre-primary to secondary level, and has a team of experienced and dedicated teachers who strive to provide students with a well-rounded education. The curriculum is designed to provide a balance between academic excellence and extracurricular activities, with a focus on developing the intellectual, physical, and social skills of students.

Matuail Adarsha High School is well-equipped with modern facilities, including spacious classrooms, science and computer labs, a library, a playground, and a cafeteria. The school also has a well-established co-curricular program, which includes sports, music, drama, and various clubs and societies.

The school has a strong academic record, with many of its alumni going on to pursue successful careers in various fields. The school has also won numerous accolades for its academic achievements, including top positions in national and regional exams.

In addition to its focus on academic excellence, Matuail Adarsha High School also places a strong emphasis on social responsibility and community service. The school regularly organizes blood donation camps, tree plantation drives, and other social awareness campaigns to promote a culture of social responsibility among its students.

Overall, Matuail Adarsha High School is a well-respected educational institution that has played a significant role in shaping the academic and social lives of its students. Its commitment to academic excellence, extracurricular activities, and social responsibility has earned it a reputation as one of the top schools in the region.

However, in general, common problems faced by the school include issues such as inadequate funding, lack of resources, insufficient teacher training, outdated infrastructure, low student enrollment, and poor academic performance. These challenges can impact the quality of education provided by a school and affect the overall academic experience of students. The challenges are:

1. Limited resources: Schools often struggle with limited financial resources, which can make it difficult to invest in necessary infrastructure, technology, and educational materials.
2. Staffing issues: Finding and retaining qualified teachers can be a challenge for all the schools in Bangladesh, especially in areas with high demand or low pay rates.
3. Student behavior: Maintaining discipline and managing student behavior can be a challenge for the school, especially in large classes or in schools with limited resources.
4. Parental involvement: Engaging parents and caregivers in the education process can be difficult, especially in communities where there are competing priorities or limited resources.
5. Curriculum and instruction: Developing and implementing a high-quality curriculum that meets the needs of all students can be a challenge, especially in a rapidly changing educational landscape.

It is important to note that these challenges are not unique to Matuail Adarsha High School, and that schools around the world face similar issues. However, by acknowledging and addressing these challenges, schools can work to improve the educational experience for their students and create a better learning environment.

Location:

It is situated on the edge of the capital city, in Matuail, near Mridhabari bus terminal. It is crossed by the Dhaka-Chittagong and Dhaka-Sylhet highways. Next to it are the Government Primary High School (No. 2) and the Matuail Sub Post Office. as we approach the school. Akkas Mollah provided the land for the school. This land was donated by the Mollah family in 1985.

3.2 Reflective journals

3.2.1 Class Observation 1-

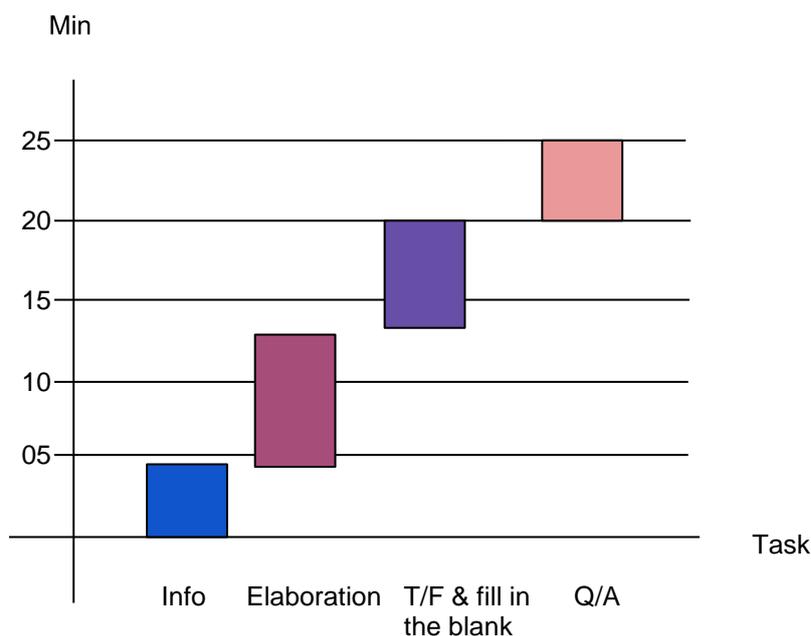
On the first day of observation, the teacher named Md. Azizur Rahman Khan started the class with English First paper in class 10-A on 6th March, 2023 at 12'O' clock. The topic was International Mother Language Day, Unit three - "Events and Festivals". There were 27 students present. The room was situated on the 2nd floor and the room no 203 of the school building. The building was very old and the benches were not comfortable for the students. There were four fans and enough lights present. I entered the classroom and sat on the last bench.

So, the lesson targets were to rationalize true/false, fill in the blanks, read a chapter about the Language Movement and find out the new words. The teacher utilized a marker, a white board, and simply the book to achieve the objectives. The teacher began the session by delivering the passage and explaining it to the students in simple terms. Mr. Azizur Rahman read the passage and the students were listening to him. After that, he randomly asked questions to the students. Such as, what did you do on Mother Language Day? Are there special activities happening in your area? And so on. That was the discussion session. Then they solved the questions, MCQ, true false exercise which were present in the textbook. There was no pair work or group work in the class. But the teacher delivered his speech smoothly and maintained his eye contact with the students. His body language was very much appreciable which inspired me to become a good teacher.

Overall, the targets were met, however there were insufficient instructional materials and handouts. Class time could become more enjoyable and successful for both the instructor and the students if technology improvements were used. If the teacher started the class with a brainstorming session like what do you know about the "Mother Language Day"? Everyone would say one point about it. This part was missing in the classroom.

Regardless, the teacher was very supportive and encouraged pupils to ask inquiries about anything that was confusing them.

Classroom management chart:



3.2.2 Classroom observation 2-

On the second day of the observation, the teacher named Md. Azizur Rahman Khan started the class with English Second paper in class 9 on 14th March, 2023 at 3:20 PM. The topic was “Tag Question”. There were 11 students present. The room 303 was situated on the 3rd floor in the school building. The building was very old and the benches were not comfortable for the students. There were four fans and enough lights present. I entered the classroom and sat on the last bench.

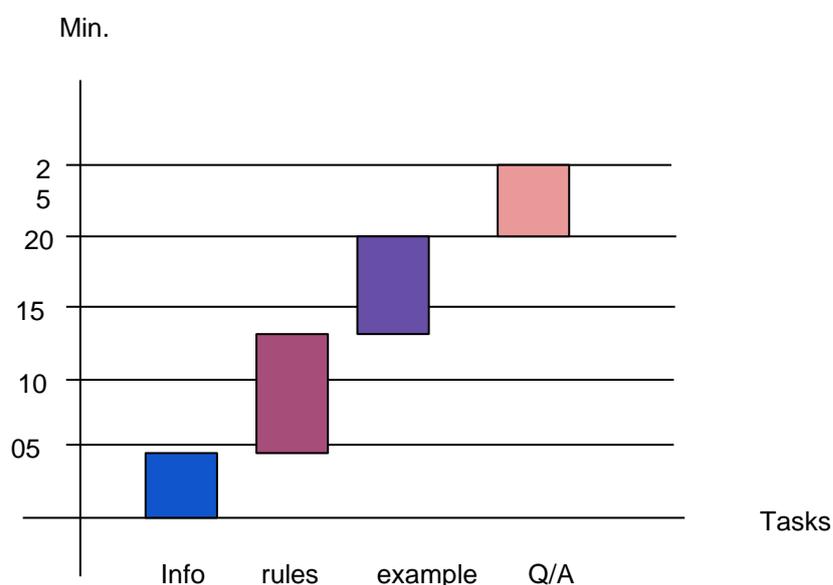
The lesson target was to introduce the terms of “Tag Questions” and understand the form of “Tag Questions”. The teacher started the class with the introduction of “Tag Questions”, like, what is a tag question? About the rules of “tag questions”, examples of tag questions and practices. The students were very attentive and they did the class with curiosity. The teacher was able to successfully achieve the lesson’s objectives on forming “Tag Questions” by using examples and providing in class exercises. The students gained a strong understanding of the concept.

The materials were an English Grammar Book, a marker pen and a white board. The teacher asked questions and communicated with the students. The teacher was very confident and expert about his profession. Basically, the teaching method was inquiry based learning. Teacher

gave a lot of exercises from the grammar book and there were some difficult and critical exercises for which the students were able to ask questions. Finally, I can say that the classroom environment was very calm and conducive to learning.

Overall, the targets were met, however there were insufficient instructional materials and handouts. The teacher could use some colorful hangouts for interesting examples. Or could be able to show some videos like how we could use tag questions in our real life conversation. Class time could become more enjoyable and successful for both the instructor and the students if technology is used.

Classroom Management Chart:



3.2.3 Classroom observation 3-

On the third day of observation, the teacher named Md. Azizur Rahman Khan started the class with English Second paper in class 9-B on 2nd April, 2023 at 2:00 PM. The topic was “Voice Change”. There were 31 students present. The room was situated on the 4th floor and room no: 401 . The building was very old and the benches were not comfortable for the students. There were four fans and enough lights present. I entered the classroom and sat on the last bench.

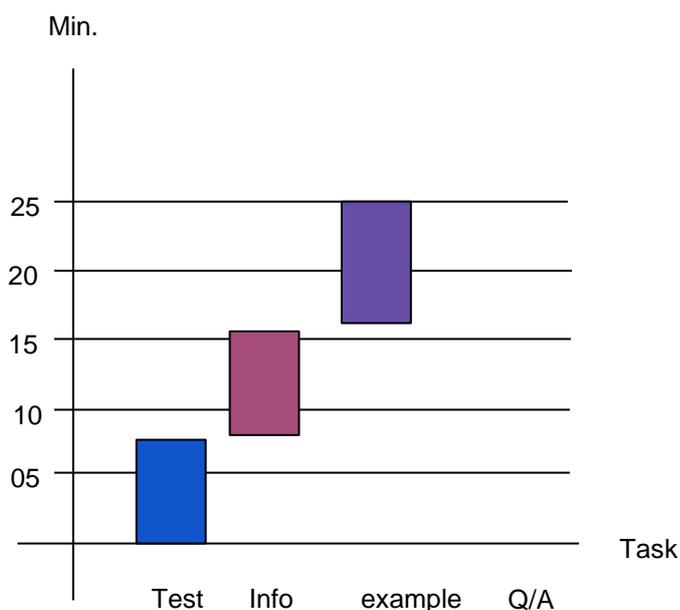
The teacher used the book, pen, white board, and duster significantly to fulfill the goals of taking a test on “Voice Change”. I think the students were familiar with voice change that is

why the teacher took a short and quick test. After the test, the teacher checked their memory about the lesson. I think this is a part of a warm-up session. Then he gave a short speech about the voice and differentiate between active as well as passive voice. He used his grammar book for different kinds of passage voice change for solving them. The teacher showed a high level of command and knowledge of the subject matter effectively teaching voice change. The teaching method was the “Cooperative Learning” method. In cooperative learning, students were placed in small groups of mixed ability, and each group was given a common learning goal. This created a sense of positive interdependence, as students knew that they would all need to work together in order to achieve their goal. The teacher also promotes group learning and encourages them together and work together to achieve their common goals. The use of cooperative learning methods in this lesson was effective in helping students to learn about voice change. By working together in small groups, students were able to share their ideas, learn from each other, and build relationships. This helped them to better understand the concept of voice change and to apply it to their own writing. As voice change is an important part of grammar so that one class is not enough to teach about it. In that class there were no critical events.

During class, the teacher-student relationship was positive. Students could freely express their issues and confusions for this purpose. He checked their dairies and signed on them because it was compulsory for all the teachers.

Combining all of the foregoing information, the teacher performed an excellent job despite the absence of instructional materials.

Class management chart:



3.2.4 Classroom observation 4-

On the fourth day of observation, the teacher named Md. Azizur Rahman Khan started the class with English Second paper in class 9-B on 3rd April, 2023 at 2:00 PM. The topic was “Voice Change”. There were 26 students present. As it was the Ramadan month, the students did not attend the classes regularly. The room was situated on the 4th floor and room number 401. The building was very old and the benches were not comfortable for the students. There were four fans and enough lights present. I entered the classroom and sat on the last bench.

The objective of the session was to educate students on different kinds of rules of Voice Change, exceptional formats, and examples of voice change in the English language. The materials used were a grammar book, white board, and a marker. There was some lack of technology in the classroom.

The session began with a brief overview of the concept of voice change in English grammar because one class was not enough to cover the whole Voice Change. The teacher introduced the two types of voice, namely active and passive voice, and explained their differences. The teacher explained that active voice is used when the subject of a sentence performs an action, while passive voice is used when the subject of a sentence receives an action.

Next, the teacher demonstrated how to change a sentence from active to passive voice and vice versa. The teacher provided a list of common verbs from English Grammar Book that are often used in passive voice sentences, such as “is”, “was”, “were”, “has been”, “had been”, and “will be”. The teacher then showed examples of how to convert these verbs to active voice, using simple and complex sentences.

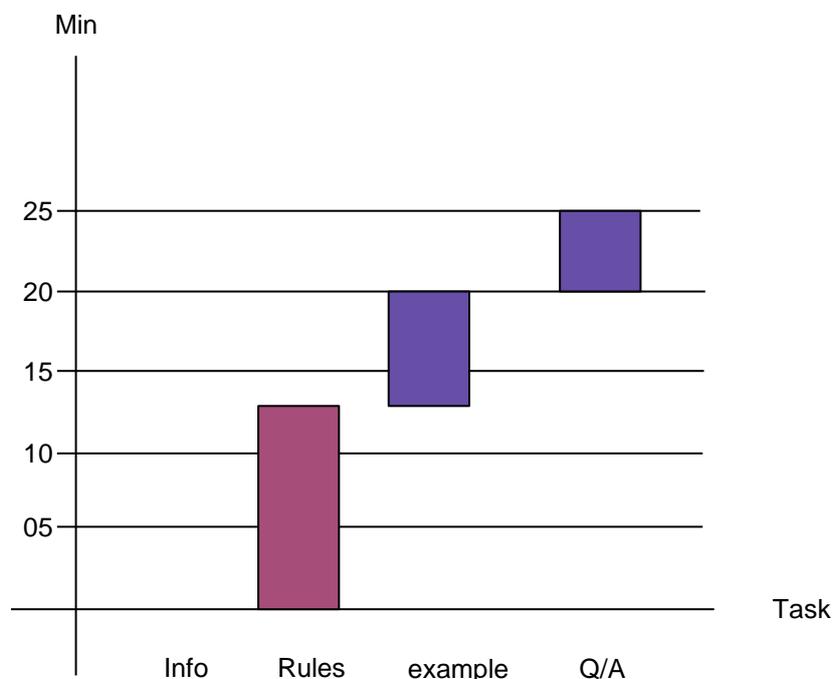
The teacher also discussed exceptional formats, such as the use of the verb “get” in place of “be” in passive voice sentences, and the use of “let” in active voice sentences. The teacher explained that these formats are exceptions to the normal rules of voice change and require special attention.

Finally, the teacher provided the students with several exercises written on white board to practice their understanding of voice change. The exercises included converting passive voice sentences to active voice and vice versa, as well as identifying the subject, verb, and object in given sentences.

In conclusion, the session on voice change in English grammar was an informative and engaging learning experience for the students. The teacher’s clear explanations, practical examples, and well-planned exercises provided students with a comprehensive understanding

of the topic. The session also emphasized the significance of proper grammar usage in written and spoken communication.

Class management chart:



3.2.5 Classroom observation 5-

On the fifth day of observation, the teacher named Md. Azizur Rahman Khan started the class with English First paper in class 10-A on 9th April, 2023 at 12:00 PM. The topic was “Climate Change” Unit 3, lesson 2. There were 19 students present. The room was situated on the 2nd floor and room no: 203 . The building was very old and the benches were not comfortable for the students. There were four fans and enough lights present. I entered the classroom and sat on the last bench. It was the month of Ramadan and the weather was too hot. All the students looked fizzy.

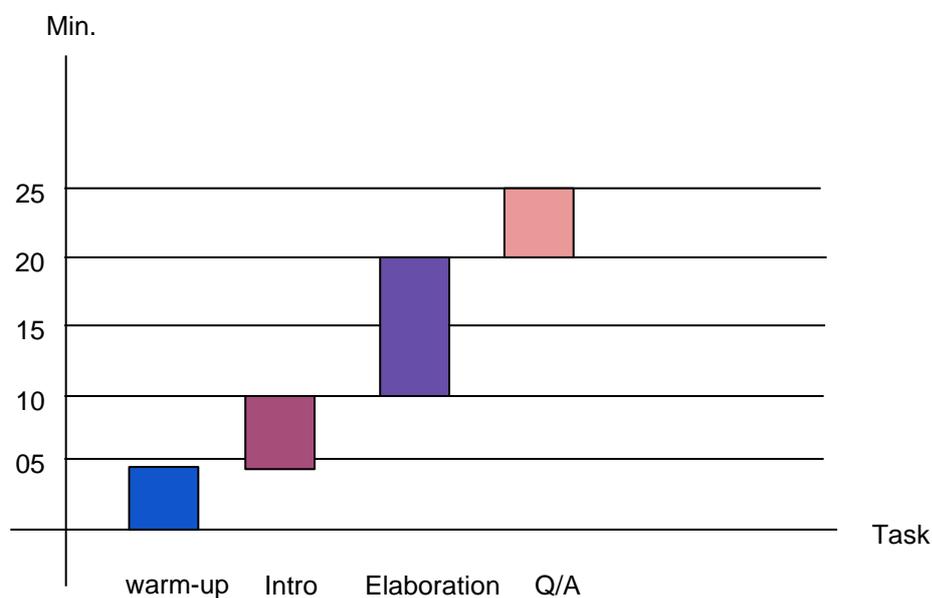
The teacher started the class with informal activities. He was asking the students how they felt while fasting and who was fasting that day. What was the planning for Eid? And so on. After that the students looked emphatic and the teacher started his lesson.

The lesson's objectives were to talk about the illustration of the text, fill in the blanks, and read a section concerning environmental contamination and the causes of pollution. The teacher utilized a marker, a white board, and simply the book to achieve the objectives.

In the textbook of English first paper, page no 69, there were 4 pictures. He asked four questions to the four students. Students tried to explain the pictures in Bangla and English language. I noticed that students wanted to avoid English because they found difficulty while speaking. That is the main problem for maximum students in Bangladesh. But the teacher tried to create a friendly atmosphere so that the students shared their opinions and thoughts frankly. The teacher tried to cover all the objectives during the class time. There were pictures in the textbook so technically he used visual aids in the classroom for better understanding. The teacher's voice was clear and sharp. His body language and presentation was strong and inspiring to me.

The session included listening and speaking skills, but there were no teams or pair activities. In the last few minutes, the teacher checked their diaries and signed them.

Classroom management chart:



3.3 My experience of teaching

3.3.1 Self Reflection 1

As an aspiring teacher at Matuail Adarsha High School, I taught a Communicative English Class to grade 7 on Wednesday, 1st March, 2023. The course lasted 25 minutes in total. The room no 101 was situated on the first floor. There were around 29 students present out of 40. The class started at 1:20 pm. It was my first class as a teacher and I was excited as well as nervous. The school authority did not yet assign me to any particular task so I took it as an introductory class. That is why I took a fun class and wanted to know more about the students.

The class began with a brief introduction of myself and a short ice-breaking activity. I asked the students to introduce themselves and share one interesting fact about themselves. This activity helped me get to know my students better and create a friendly atmosphere in the classroom.

Next, I decided to play a game of "two truths and a lie" with the students. Each student had to tell two true facts and one false fact about themselves, and the other students had to guess which fact was false. This game helped the students to learn more about each other and also allowed me to observe their listening and analytical skills.

Towards the end of the class, I asked the students to share their expectations from the class and what they hoped to achieve. The responses ranged from wanting to learn new things to wanting to have fun and make new friends.

Overall, I feel that the first class was a success. The students seemed engaged and interested throughout the class, and the ice-breaking activities helped to break the ice and created a friendly environment. However, there are a few areas where I feel I can improve as a teacher.

Firstly, I need to work on my time management skills. I realized that I had not planned the activities in advance and had to rush through some of them towards the end of the class. In future classes, I will plan the activities in advance and ensure that I have enough time for each activity.

Secondly, I need to work on my communication skills. As a new teacher, I was a bit nervous and stumbled over my words at times. I need to practice speaking clearly and confidently to ensure that I am effectively communicating with my students.

In conclusion, the first class was a great learning experience for me. I was able to learn about my students and their expectations, and also identify areas where I need to improve as a teacher. Moving forward, I plan to incorporate these learnings into my teaching approach and continue to improve my skills as a teacher.

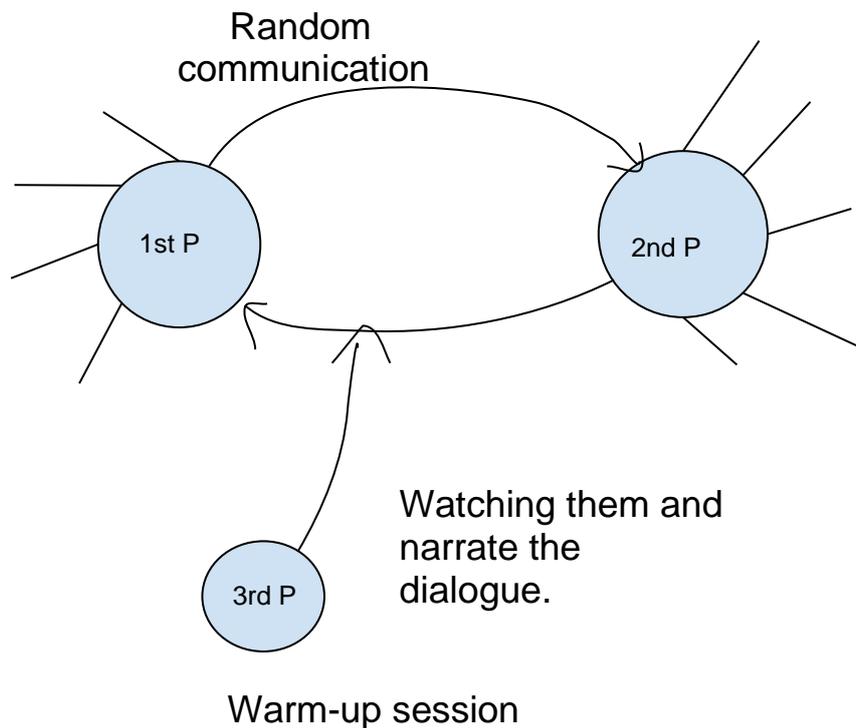
3.3.2 Self Reflection 2

As an aspiring teacher at Matuail Adarsha High School, I taught “Passage Narration Rules” as a part of English Grammar Class to grade 9-A on Monday, March 20th, 2023. The course lasted 25 minutes in total. The classroom was situated on the third floor and room no was 303. I started the class at 3:35 pm. There were 11 students present.

The objective of the class is to educate students on the concepts of passage narration in English grammar. The class will begin with a warm-up activity to create a relaxed and interactive atmosphere in the classroom. The class will then proceed to cover the topic in a structured manner, gradually covering the concepts of sentences, verbs, tenses, and rules of narrations.

Warm-Up Activity:

warm-up activity will involve two students communicating with each other, and a third student repeating their dialogues in his/her own way. This activity will serve as a fun as an engaging way to introduce the concept of narration.



The Introduction to Passage Narration:

I explained how narration involves retelling a story or conversation in a different context. I emphasized the importance of narration in written and spoken communication. So I gave a brief lecture about sentences, verbs, tenses.

Sentences:

I provided examples of simple and complex sentences and demonstrated how to identify the subject, verb, and object in each sentence. I also explained how to identify the tense in a sentence.

Verbs:

I explained the different types of verbs, including action verbs, linking verbs, and helping verbs. I also provided examples of each type of verb and explained their usage.

Tenses:

I explained the different tenses in English grammar, including present, past, and future tenses. I also provided examples of each tense and explained their usage.

Class materials:

I used the whiteboard, marker, and a class plan note. I collected the information from an English Grammar book and google.

After giving a brief overview of “Narration”, I moved to the pain part of narration. There were some mandatory changes in narration so I wrote it on the board. They were,

- Am, is, are — was, were
- Have, has — had
- Was, were — had been
- V1 — V2
- V2 — had + V3

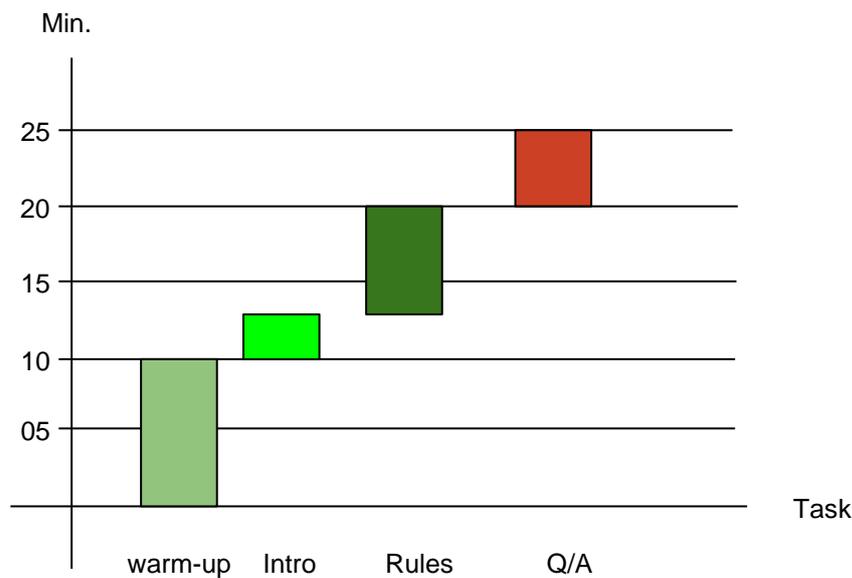
There were some general rules which I said to the students,

1. Yes — Replied in the affirmative
2. No — Replied in the negative
3. If we want to mention anyone — Addressing as ----- (brother, sister, mother, father, etc)
4. Sir — Respectfully/ with due respect. For example:- Rahul said, “ Sir, may I come?”
= Rahul asked respectfully if he might come.

I wrote these rules on the board so that the students would be able to understand them. I also took notes for better understanding. I asked them if they found any difficulty with the rules. All the students said they understood everything. When I was writing on the board, two or three students assisted me. One student named Sifat gave an example, and Himel said, "I love video games." I wrote it on the board so that there would be communication between me and the students. I used the class time properly. They learned the lesson with some fun activities. Some students gave feedback that they had never experienced this kind of class before. They enjoyed it.

Overall, I attempted to meet the targets I set for myself while also making class time enjoyable, lively, and competitive by encouraging everyone to enhance their listening skills. The children were exceptionally cooperative, obeyed my every direction, and completed the exercise in a competitive setting.

Classroom management chart:



3.3.3 Self Reflection 3

As an aspiring teacher at Matuail Adarsha High School, I taught “Passage Narration Part 2” as a part of English Grammar Class to grade 9-A on Tuesday, March 21st, 2023. The course lasted 25 minutes in total. I started the class at 3:35 pm. There were 9 students present.

I started the class with a greeting. Then I randomly communicated with the students so that they felt comfortable with me. I asked them why there were less students than the other classes?

They replied, so many students were transferred to other schools that is the reason for fewer students. After that, I started the main lesson of that class. As they were familiar with narration, I took a quick test. I wrote five sentences on the board and called five students to solve the narration from indirect to direct. Three students were successful on the test and two students failed to solve it. So, I resolved it for their better understanding. Then I moved to the main lesson which was narration part 2.

Objectives of the lesson:

- Read a whole passage
- Find out the subject/ person
- Think about the tense
- Underline the changes
- Finally deal with the passage

There were some major rules to solve the passage narration. They were: **Rule 1:**

First, you have to read the whole passage to identify the speaker and the audience. Then you have to determine the mood of the verb in their speeches.

Example:

“Will you come with me?”, said Pria to Ria. “I will come.” Said Ria. (Direct)
= Pria asked Ria if she would come with her. Ria replied that she would come. (Indirect)

Rule 2:

When the reporting verb occurs in either the middle or at the end of the sentence, you must position it after the subject at the beginning of the sentence when converting it to Indirect.

“Where do you live?”, said Tina. “I live in Dhanmondi.”, said Rina. (Direct)
= Tina asked Rina where she lived. Rina replied that she lived at Dhanmondi. (Indirect)

Like these rules, I discussed about 10 rules which were important for passage narration. Again there were some mandatory changes in passage narration. Such as,

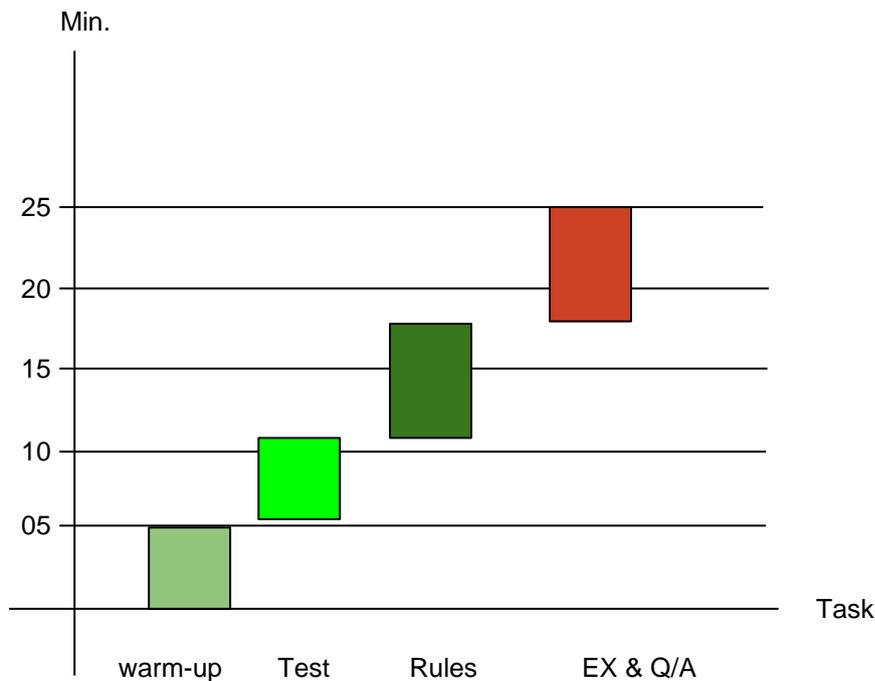
- Thank you — Thanked
- Sorry — Apologized
- Excuse me — Drawing the attention
- Hello — Greeted
- Good morning — Wished good morning
- Goodbye/ good night/ farewell — Bade goodbye/ good night
- By Allah/ God — Swearing by Allah/God

After that, I moved to the passage to solve it from direct to indirect. I read a passage from an English Grammar book. The passage was:-

“Are you brothers?” asked the mistress of the house. “No by Allah”, they replied. “We are poor wanderers who met by mere chance”. Then, addressing one of the three she said, “Were you born blind in one eye?”

=> The mistress of the house asked them if they were brothers. Swearing by Allah they replied in the negative and said that they were poor wanderers who had met by mere chance. Then addressing one of the three , she asked if he had been born blind in one eye. Because of short time, I could not give the chance to solve the example by the students. So, I solved the example. That was how I tried to clear their thoughts by giving that kind of example and then I gave them another example for homework. I ended the class by asking questions. They replied in the negative.

Classroom management chart:



3.3.4 Self Reflection 4

As an aspiring teacher at Matuail Adarsha High School, I taught “Pastimes, Unit Two” as a part of English First Paper Textbook to grade 9-B on Sunday, March 5th, 2023. The course lasted 25 minutes in total. The classroom was situated on the 4th floor and the room no was 401. I started the class at 4:00 pm. There were 32 students present.

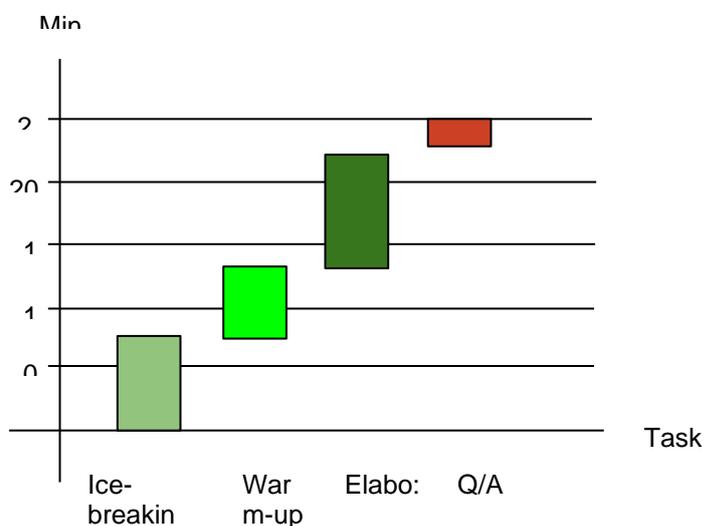
Before the class started, I asked every student that if you want to relate a thing which goes with your personality then what it could be? I gave them 2 minutes to everyone. Then, I asked 3 or

4 students what they found out. One student said he wanted to relate his personality with chocolate. He gave a reason too. The reason was he is sweet with everyone but when he felt any pressure he melted down. I was so impressed after hearing that. Another person said his personality was similar to a dog. Because he is too loyal to everyone. And that speech made everyone laugh. That is the part of the warm-up session. Everyone was chirping and I moved to the next part. I told everyone what do you do in your free time and write it in your exercise book. Some students wrote, they were playing and hanging out with friends. Some students wrote about their daily activities. That meant they did not understand my question. Then I asked everyone to open the book and page no was 16. There were pictures at first and it showed different kinds of works. I asked them when do people do these kinds of works? One student replied, "In our free time." Again there was a dialogue so I called two students to read the dialogue. I noticed that some students were hesitant to participate and seemed disengaged. To address this, I asked more open-ended questions and encouraged them to share their own experiences and opinions. Then two students came forward to read the dialogue. That was a simple dialogue which said different kinds of pastimes such as gym, yoga, watching tv, listening to music etc. After reading the dialogue I asked everyone if there were any questions? Then I student said he has a problem and he does not know what yoga is. Then I explained about yoga that "Yoga is a kind of posture and breathing exercise". Then I said, "There are some questions, everyone please solve them." I could not see their answers because the bell rang.

My teaching method was total physical response because two students read a dialogue in front of the class and cooperative learning method. I used a white board, marker and a textbook.

Overall, I believe the class was productive because the students learned more about the different types of pastimes. However, I realized that I need to work on improving my teaching strategies to ensure that all students are engaged and participating actively. I plan to incorporate more interactive activities and discussion-based learning in future classes to foster a more inclusive learning environment.

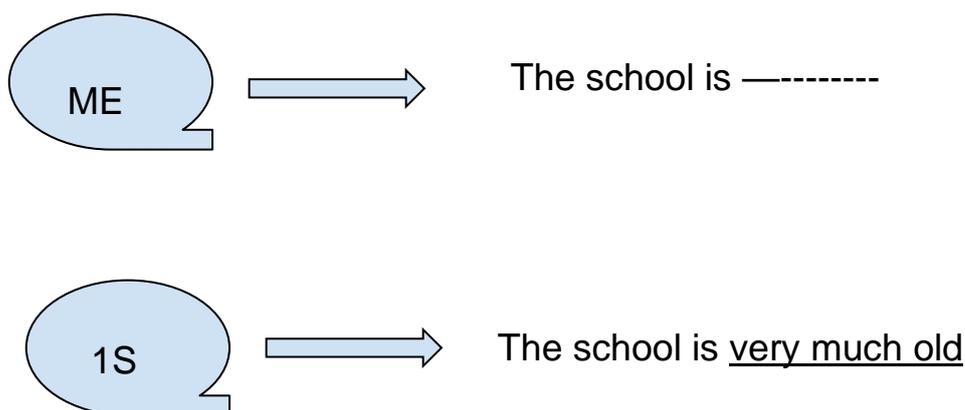
Classroom management chart:



3.3.5 Self Reflection 5

As an aspiring teacher at Matuail Adarsha High School, I taught “Completing Sentence with Conditional” as a part of English Grammar Class to grade 9-A on Monday, March 22nd, 2023. The course lasted 25 minutes in total. The classroom was situated on the third floor and room no was 303 in the school building. I started the class at 3:35 pm. There were 8 students present.

I started the class with a funny game. The game was.....



Then I asked the students, “Do you know what we did now?” A very intelligent student named Sifat replied in the affirmative and said this is called a complete sentence. So that they could understand that I was going to teach them about “Completing Sentences”.

The objectives of completing sentences are,

1. Understanding the rules and structure of conditional sentences, including the three main types (zero, first, second and third conditional).
2. Developing the ability to identify conditional sentences in spoken and written communication.
3. Improving the ability to use conditional sentences effectively in both spoken and written communication.
4. Developing critical thinking and problem-solving skills through the analysis and interpretation of conditional sentences.
5. Enhancing the ability to express hypothetical situations and their consequences accurately and clearly.
6. Building vocabulary and language proficiency by learning and using conditionals in context.
7. Providing a foundation for more advanced language study and communication skills development.

In this class, I focused on the topic of conditional sentences. I explained that these are sentences that express a hypothetical situation or condition and its consequences. I also discussed how important conditional sentences are in daily communication and in various forms of writing.

Rules and structure of Conditional Sentences:

I then presented the rules and structure of conditional sentences, including the four main types:

1. **Zero Conditional:** This type of conditional sentence is used to express a fact or a general truth that is always true. It is structured with an if-clause in the present tense and a result clause in the present tense.
Structure: If + present simple Present simple
Example: If you heat water to 100 degrees Celsius, it boils.
2. **First Conditional:** This type of conditional sentence is used to express a possible future event or condition. It is structured with an if-clause in the present tense and a result clause in the future tense.
Structure: If+ present simple and will + infinity
Example: If it rains tomorrow, we will stay indoors.
3. **Second Conditional:** This type of conditional sentence is used to express an unlikely or impossible event or condition in the present or future. It is structured with an if-clause in the past tense and a result clause in the present conditional tense.
Structure: If + past simple and would + infinitives
Example: If I had more money, I would buy a new car.

4. Third Conditional: The third conditional conveys an improbable event in the past, with a reference to a fictional outcome that would also occur in the past.

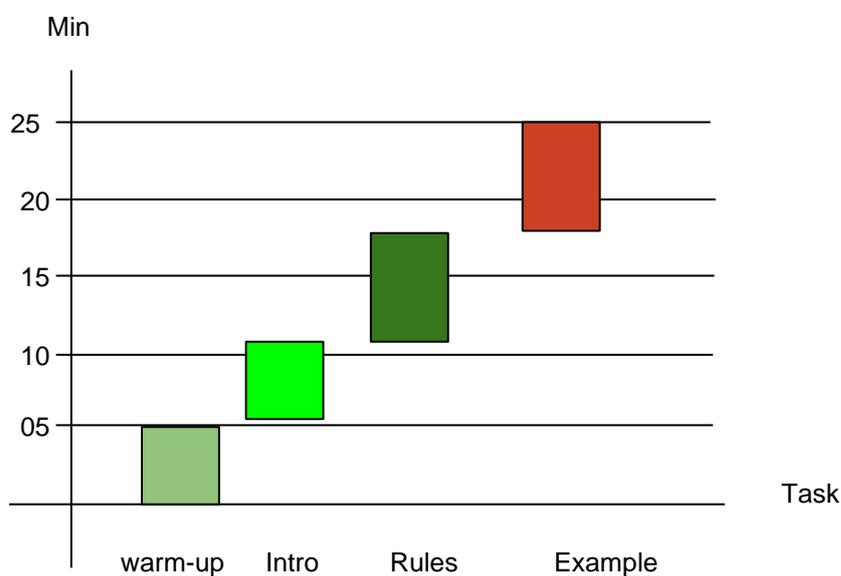
Structure: If + past perfect and would + have+ past participle

Example: If we had taken a taxi, we wouldn't have missed the plane.

I provided several examples of each type of conditional sentence and wrote it on the board, highlighting the rules and structure. I also discussed common variations and exceptions to these rules. I provided some extra special examples and said to the students to solve them with a pair. So my teaching method was cooperative learning method and my materials were from Google, TOEFL book and normal grammar book.

Overall, the class was successful in teaching the students about conditional sentences and their importance in English grammar. I also discussed how to use these sentences effectively in both spoken and written communication. I encouraged the students to practice writing their own conditional sentences and to identify them in reading materials as a way to reinforce their learning.

Classroom management chart:



3.4 Personal SWOT Analysis

Objective:

The objective of this SWOT analysis is to identify my strengths, weaknesses, opportunities, and threats as a teacher. This information can be used to develop a plan to improve my teaching skills and to overcome any challenges you may face.

Strengths

- Confidence in teaching
- Clear and confident voice
- Ability to give clear examples
- Ability to convince students
- Friendly and approachable
- Good at building relationships with students
- Focus on the subject matter

Weaknesses

- Nervousness
- Lack of professional tone
- Difficulty maintaining time

Opportunities

- Take more classes on teaching methods
- Practice public speaking
- Get feedback from colleagues and students

Threats

- Being overwhelmed by the demands of teaching
- Not being able to keep up with the workload
- Losing students' interest

CHAPTER 4: DISCUSSION

I observed five classes at Matuail Adarsha High School of Matuail. Classes were based on English Grammar, English first paper and General English. I was provided 5 checklists for class observations by my supervisor. In the time of my observation, I discovered several significant things related to teaching the students.

4.1 Lesson formation:

The instructors effectively organized the session, adhering to the allotted time for both the commencement and conclusion of the class. However, regrettably, they were unable to furnish me with a fitting lesson plan upon my request. It was explained to me that the teachers possessed a mental framework outlining the lesson plan, encompassing the delivery method and strategies to ensure student comprehension. Regardless of this circumstance, the instructors managed to successfully execute the lesson, engaging the students and concluding within the scheduled time frame. Consequently, the students were able to grasp the material presented to them.

Lesson delivery:

The teachers informed the students about the lesson objectives for the day, and two of them summarized the previous lesson. Following that, they provided clear instructions for the activities related to the topic. Throughout the session, the teachers communicated in Bangla and English. Teacher used Bangla language more than English because the students did not understand the English language properly.

Classroom management:

The teachers actively moved around the entire classroom, engaging with each student to address their questions and resolve any issues related to the topic. However, the warm-up activities lacked appeal, as the teachers seemed unaware of suitable options. The overall classroom environments were satisfactory, except for one instance. Throughout the class, the teachers effectively maintained students' interest by employing an engaging and entertaining approach.

Students involvement:

Right from the start of the class, the students were actively engaged as the teacher fostered an environment of encouragement, inviting them to voice their questions and express any areas of

confusion. The teacher's amiable nature facilitated open communication, allowing students to feel comfortable but the students were too shy except $\frac{2}{3}$. Moreover, the teacher valued and prioritized students' perspectives and opinions. Consequently, throughout the entire class, the students remained highly involved and participatory.

Use of technology:

It is unfortunate to note that the absence of technology, such as computers or projectors, was a limiting factor in the classroom. This lack of technological resources significantly hindered the teachers' ability to conduct classes more effectively. The integration of technology could have provided various benefits, including enhanced student learning experiences and a more engaging classroom environment. It is evident that the presence of technology would have been advantageous, leading to a more enjoyable and beneficial learning environment for the students.

Use of other materials:

During my observation in the classroom, I noticed that the teacher solely relied on the textbook and did not utilize any additional materials or handouts to enhance the effectiveness and aesthetics of the lesson. This approach resulted in a certain level of monotony, as students were limited to relying solely on the textbook for learning. The absence of any interactive elements or visually appealing handouts made the lesson somewhat dull. To achieve the objectives of the lesson, the teachers solely relied on basic tools such as the whiteboard, markers, the textbook, and a duster, without incorporating any innovative or colorful resources.

Maintaining rapport:

In this regard, the teacher demonstrated exceptional skills. He effectively captured and retained students' interest throughout the entire class by consistently maintaining eye contact and utilizing an appropriate pitch of voice. When Md. Azizur Rahman's mood was good, he initiated the class with a warm and friendly smile, creating a comfortable atmosphere for the students. The students actively participated in the discussion, displaying their enthusiasm and interest in the topic. This can be attributed to the teacher's genuine enthusiasm and their ability to foster an interactive environment, encouraging students to engage and contribute.

Use of body language:

Throughout the duration of the class, the teacher actively encouraged students to share their concerns and difficulties related to the topic, while attentively listening to their opinions. The teacher maintained a friendly demeanor, interacting with the students in a warm and welcoming manner. His language was characterized by generosity, warmth, and sociability, fostering an environment conducive to open communication and mutual respect. The teacher's approach played a significant role in establishing a positive rapport with the students, creating a comfortable space for dialogue and expression of thoughts.

4.2 Self-reflection findings:

I took five classes at Matuail Adarsha High School, Matuail Mridhabari. Three classes were based on English Grammar and two classes were based on General English. I asked students about my classes. Like, how was my classes and was it acceptable? They answered that the classes were very professional and they did not believe that it was my first experience as a teacher. I asked for a rating and they gave me 8 out of 10. In the time of my self-reflection, I discovered several significant things related to students; how to deal with them, how to make them understand properly, how to manage the classroom environment and also how to maintain a good rapport with the students.

Lesson preparation:

I approached the classes with thorough preparation, ensuring a well-structured lesson plan and incorporating supplementary materials beyond the students' textbooks. With the aim of fostering student engagement and attentiveness, I designed colorful handouts for their exercises. Additionally, I incorporated unexpected twists and engaging tests to promote a competitive environment, encouraging active participation among the students and enhancing the effectiveness of the lesson. My objective was to assess their reading, listening, and speaking skills, as well as their presentation abilities.

Lesson preparation:

I came well-prepared for the classes, equipped with a carefully designed lesson plan and supplementary materials that were not covered in their textbooks. My intention was to foster active participation and attentiveness among the students. Additionally, I incorporated unexpected twists and challenging tests to create a sense of healthy competition among the students, thereby enhancing the overall effectiveness of the lesson. My main objective was to assess their proficiency in reading, listening, and speaking skills, as well as their ability to deliver effective presentations.

Lesson delivery:

Due to my thorough preparation for the lesson, I provided clear and concise instructions to ensure the students' understanding of both the topic and the accompanying activities I had prepared for them after the warm-up. Despite using simple language, there were still some students who struggled to grasp the instructions. To address this, I approached those students individually and reiterated the instructions, taking the time to ensure their comprehension.

Lesson management:

I structured my lessons primarily around group and pair activities, following the Communicative Language Teaching (CLT) method, Total Physical Response (TPR) method and Cooperative learning method. To ensure active engagement from all students, I emphasized that each group or pair must present their activity in front of the class. To promote a sense of challenge and motivation, I deliberately created a competitive atmosphere among the students by encouraging healthy competition within their respective groups.

Student's involvement:

The students exhibited a high level of engagement as I incorporated captivating colorful images and thought-provoking analytical worksheets into the lessons. These visual aids and interactive materials held their attention throughout the class. The students actively participated in the activities and willingly shared their areas of confusion, which I encouraged and addressed. Their active involvement contributed to a dynamic and enriching classroom environment.

Use of other materials:

Throughout the class, I intentionally did not rely solely on the textbook. Instead, I prepared a variety of colorful and creative handouts to enhance the attractiveness of the lesson. Recognizing that students were already accustomed to book exercises, I provided them with different types of exercises to pique their interest. As an example, I presented a conversation between two boys and a third one narrated the conversation which was referred to as "Narration". I incorporated relevant, thought-provoking, and engaging activities to make the learning experience both challenging and captivating for the students.

Maintaining rapport:

I made a conscious effort to establish a positive rapport with all of the students, ensuring a fair and inclusive learning environment. I encouraged them to ask questions related to the topic and openly share any areas of confusion they may have had. However, it seemed that the students were not significantly confused, as they readily responded to my questions without hesitation. To create a comfortable atmosphere from the beginning, I initiated the classes with engaging and appealing warm-up activities.

Use of language:

Throughout the class, I maintained clear and approachable communication with the students, using easy-to-understand English and Bangla while adopting a friendly tone. This created a comfortable environment where students felt at ease and responded without fear. They showed a willingness to ask questions directly related to the topic, demonstrating their engagement and active participation. According to me, smiling is the best language for the teachers.

4.3 Recommendations

The instructors of Matuail Adarsha High School are highly educated and experienced people. As I witnessed five instruction, the teacher did their job skillfully though there are certain flaws about their instructional method that can be improvised-

Preparing proper lesson plans

The teacher conducted the classes admirably; yet, a class is incomplete without a lesson plan. They could develop an instructional strategy to make the session more academic and precise.

Warm-up that is appealing

Normally children love the warm-up session. But unfortunately, in our country we can not see any warm-up sessions in the schools and colleges. Teachers are frequently unaware of the importance of creating an engaging warm-up that is actually a beneficial tool for hooking pupils at the start of the lesson.

Prioritizing the students

I noticed that students are too shy to share their opinions. I think this happened because of the age gap between teachers and students. When I took classes, the students were jolly minded and expressed their thoughts. As teachers, we must take extra precautions to ensure that our shy pupils feel at ease in class and fully comprehend the material.

Giving real-life examples

A teacher must speak outside of the book and provide real-life experiences for making the lesson more relevant. When a teacher merely reads and delivers activities from their book, the lesson becomes uninteresting. To teach unfamiliar material, we must be more realistic.

Brainstorming

It is an important aspect of learning. To make the session more interesting, we should give them more innovative and demanding exercises to do in groups or pairs. As a result, without a brainstorming activity, the instructor will lose student involvement.

Using attractive materials:

Despite the fact that the lessons were teacher-student, there was no usage of engaging materials other than the book and the standard white board and marker. To stimulate their creativity, we can enhance the usage of materials other than the syllabus worksheet, such as colored sheets. These can make class more interesting.

Effective use of technology:

We often lose learners' interest. This is a prevalent problem that can be remedied by using technology, video clips, topic-related cartoons, colorful handouts, and so on. For effective use of technology, first of all, we need to develop the school building.

Maintaining rapport:

One of the professors had a strong rapport with the children. The teacher listened to the students' ideas and provided them enough time to complete the lesson. This is essential for the lesson to be successful. As teachers, we must provide more opportunities for students to express their creativity, think critically, and listen to their issues.

Focusing on vocabulary:

Today's students do not like the vocabulary. They always tried to avoid it. But without knowing the vocabulary, The English language skill will be weak. As it is a modern time and everyone uses mobile phones, there are a lot of apps which help us to learn vocabulary in an easy way.

Maintaining behavior:

We frequently correct their errors in an impolite manner. We must remember that not every pupil is the same. Some of them are slow students and some of them are fast or regular in their studies. As teachers, we must treat students with respect and avoid disappointing them in front of their fellows.

Avoid memorizing:

A teacher should communicate with pupils before presenting them a lesson, rather than leading them down the route of memorization. A teacher can create individual or pair activities for making the lesson deeper without memorizing.

Proper training for the teachers:

As we can see, Dr. Dipu Moni, the Educational Minister, is trying to bring modernity to the educational system. There are huge differences between then and now. In my internship period, I saw that some teachers went to a training center for better understanding on new topics. Again, some teachers seemed proud that they do not need any kind of training because they know everything. That kind of mentality should be avoided. Everyone should take the training seriously and positively.

Give more importance to extracurricular activities:

Extracurricular activities can be more effective for the students. Like, debating club, field work, cultural club, etc. can help the students to build the confidence level.

Exams are not the main goal:

Unfortunately, in our country exams are more important than the learning. Some students are good at learning but weak in exams. In schools and colleges, teachers give more priority to the exams. But at the end of the day, learning is everything. Exams shouldn't ever serve as a student's primary goal. An instructor may assist a lot to ameliorate the situation by encouraging pupils to study books that are not on the syllabus.

Relaxing and stress free learning:

We should not put students under undue pressure to learn. It serves no purpose. Students will acquire the lesson under stress, but this will cause brain damage, and this stressful learning will be useless in their practical lives. In our country, we assign a lot of assignments to young people so that they can complete the lesson on their own. There are exceptions where only one or two students excitedly complete the homework. Working in groups or pairs to practice an unfamiliar concept can be more successful than assigning homework.

Chapter 5: Conclusion

Becoming an intern educator was an excellent opportunity to learn about the importance of a teacher's involvement in the lives of students. Teachers can play a variety of roles in the lives of their students. My internship lasted around four months, and it was a life-changing event for me. The institution where I served had a nice environment, which enabled me to take use of this chance and learn about teaching. I attempted to integrate my learning in my instruction and discovered where I could improve. I created a mirror image of my own work. I sought to comprehend and embody the characteristics of a successful teacher. As an English teacher, I favored Communicative Language Teaching (CLT), Total Physical Method (TPR), and Cooperative Learning Method. I also tried to keep the activities task-based in order to make the instruction more productive. However, I also made certain that my students were proficient in grammar. I chose various tasks, particularly in collaborative projects, to make the activity task-based. I attempted to make the activities interesting for the pupils so that they would be motivated to complete them. I always tried to encourage and motivate my students while lecturing. I had high hopes for bringing out the best qualities in the pupils. I saw it as a challenge and tried hard to meet it, taking into account the ability of each individual pupil. Students are key priorities for instructors, and it is necessary for teachers to give education with adequate knowledge and expertise. Students must be created according to such a manner that their powers know no limitations. The contributions of instructors have an impact on the lives of students. Finally, I must state that it was a challenging but really beneficial journey in which I learned to analyze and act differently.

Chapter 6: Appendix

6.1 Photographs:



Taking Class: Class 9

<p>16 English For Today</p> <p>Lesson 1: Have you any favourite pastime?</p> <p>A Look at the pictures. What are the people doing here? When do people do these kinds of work?</p> <p>B Listen to the dialogue and answer the questions.</p> <p>Tiya : Anusha, what happens? You've sports trousers, T-shirts, sports shoes, and a carry bag! Where are you coming from? And you look tired!</p> <p>Anusha : Not exactly, Tiya. I'm great because I'm just from the gym.</p> <p>Tiya : Do you go to the gym regularly?</p> <p>Anusha : Almost yes. I go twice a week. It's one of my favourite pastimes.</p> <p>Tiya : Really! Going to the gym is your favourite pastime! You make me laugh!</p> <p>Anusha : Why not? I like sports because I like to keep in shape. I'm not a lazy person like you!</p> <p>Tiya : What do you do there?</p> <p>Anusha : I do yoga.</p> <p>Tiya : Don't you have any other pastimes?</p>	<p>English For Today 17</p> <p>Anusha : Hmm...yes, I have. I like playing chess, painting, and reading books when I'm free. I also like photography but I'm yet to learn it. What do you do for pastime?</p> <p>Tiya : I like watching TV, listening to music, reading books and magazines, and playing games on the computer. I do like gardening. But we don't have sufficient space. So I do pot planting. By the way, I don't know much about yoga. Would you please tell me about it?</p> <p>Anusha : Sure! I'll give an article on it. It will help you know about it. Okay?</p> <p>Questions</p> <ol style="list-style-type: none"> 1 Why does Anusha like going to the gym 2 What are her pastimes? 3 Make a list of Tiya's pastimes. 4 How will Tiya learn about yoga? <p>C Read the following texts. Then check (✓) the statements below:</p> <p style="text-align: center;">Yoga: Tap into the many health benefits</p> <p>Suppose your kids are demanding the latest video game, your boss wants that report done today by five, and your partner wants to know what's for dinner tonight. Stress and anxiety are everywhere. In this situation, to keep fit as well as to give them the best you need to do something. And here comes yoga to help you.</p> <p>Understanding yoga</p> <p>Yoga is a kind of posture and breathing exercises. It brings together physical and mental disciplines to achieve peace of body and mind, helping you relax and manage stress and anxiety. Traditional yoga puts emphasis on behavior, diet and meditation. But if you're just looking for better stress management—and not an entire lifestyle change, yoga can still help. Youga trainers gradually choose easier to complex</p>
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Lesson Plan for class 9 (Lecture 1-2)

English For Today 19

E Complete the sentences.

a Yoga is a practice of

b Traditional Yoga works through

c Yoga is very effective in managing

d Through the poses of balance and concentration Yoga

e results in increased fitness.

f Yoga can reduce or work for

g Yoga can control

h Yoga cannot cure 100 percent, but

F Check (✓) the statements about aerobics below.

a Yoga improves fitness.	<input type="checkbox"/>	e It works both on body and mind together.	<input type="checkbox"/>
b Yoga has little to do with eating habits.	<input type="checkbox"/>	f It helps practitioners undergo similar level of difficulty.	<input type="checkbox"/>
c It may differ according to doer levels.	<input type="checkbox"/>	g If you know yoga, you have better control over your real life hazards.	<input type="checkbox"/>
d It helps people shake off all types of physical and mental disorders.	<input type="checkbox"/>	h It also helps you live longer.	<input type="checkbox"/>

G Read the text.

Hi, I'm Shyam. I'm from Magura. Though district headquarters, it's a small town. I'm in grade 9 now in Chander Hut Bidyalaya. I love games and sports very much. My father was an athlete in his student life. He inspires me to follow his footsteps and take part in games and sports or do some exercise besides my studies. So I get up

114 SUBJECT AREA REVIEWS

CONDITIONAL SENTENCES

The modals *will, would, can, and could* often appear in conditional sentences. Usually conditional sentences contain the word *if*. There are two types of conditionals: the real (factual and habitual) and the unreal (contrary to fact or hypothetical). The real, or "future possible" as it is sometimes called, is used when the speaker expresses an action or situation which usually occurs, or will occur if the circumstances in the main clause are met.

Hypothetical situation: If I am not planning anything for this evening, when someone asks me if I want to go to the movies, I say:

If I have the time, I will go.

(I will go unless I don't have time.)
(If X is true, then Y is true.)

If my headache disappears, we can play tennis.
(I will play tennis unless I have a headache.)

However, the unreal condition expresses a situation (past, present, or future) that would take place or would have taken place if the circumstances expressed were or had been different now or in the past.

Hypothetical situation: If I don't have time to go to the movies but I actually want to go, I say:

If I had the time, I would go.
(I know I don't have time, and therefore, I can't go to the movies.)
This sentence is contrary to fact because I cannot go.

If today were Saturday, we could go to the beach.
(Today is not Saturday, so we can't go to the beach.)

Lesson Plan for class 9 (Lecture 3-4)

Narration Class Plan

→ Reporting verb ✓
→ Reporting speech ✓

#	Sentence	Reporting verb	inverted comma
Ass.		said to / told	that
Interro		asked	wh / if.
Impera		ordered / advised / proposed	to / not.
Optative		prayed / wished	that
Excl		exclaim with joy / sorrow	that.

Conditional Sentences

→ First of all I need to free with the students.

→ some funny funny games.

→ Like I will say a half sentence students will complete it in Bangla.

For ex:

→ যদি গরম!

→ তৈরি করে,

→ so this is called completing the sentence

Lesson Plan for class 9 (Lecture 4-5)

6.2 Checklist for Class Observation:

Checklist for Class Observation

School / College: Mauail Adarsha High School
 Teacher's Name: Md. Asique Rahman Khan
 Class: 10 Section: A No. of Students Present: 27
 Course Title & Code: English 1st paper - 101 Room No: 303
 Peer Observer: Aftab Ana Nishat Date and Time: 06/03/23

Objectives of the lesson (as perceived):
 i. Learn about Mother Tongue movement
 ii. Key point of this movement's.

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

New content
 # True/False
 # MCQ test.

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)	She uses various resources like textbooks and real life examples for clear understanding of the subject matter.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end; how the objectives of the lesson met/ what they have learned today)	There was no warm up session. The teacher started the class just on time but couldn't finish the lesson because class duration was just 25 minutes.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students)	There was no communication with the teachers and students.

students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	But the teacher was thin with everyone.
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)	There were no use of visual aids such as powerpoint presentations, video, images. But the teacher encouraged students for cooperate learning.
5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests; maintains eye contact; uses a clear voice, strong projection, proper pronunciation, and standard English)	The teacher maintain the classroom environment with clear voice, grab the students interest.

MANAGEMENT

Was the time wisely spent?
 Yes.

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)

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?

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Class Observation 1

Checklist for Class Observation

School / College: Mauail Adarsha High School
 Teacher's Name: Md. Asique Rahman Khan
 Class: 9 Section: A No. of Students Present: 11
 Course Title & Code: English 1st paper - 102 Room No: 303
 Peer Observer: Aftab Ana Nishat Date and Time: 14/03/23 - 5:00 PM

Objectives of the lesson (as perceived):
 i. Use tag questions to turn a statement into a question.
 ii. Understand how to form tag question.

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

The teacher was able to successfully achieve the lesson's objectives on forming tag questions by using real-life examples and providing in-class exercise. The students gained a strong understanding of the concept.

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)	Asked questions and expressed their curiosity about the subject.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly)	Start the class and finish the lesson properly.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback; encourages participation; interacts with students)	Teacher was able to answer students' questions accurately and confidently.

Class Observation 2

students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	
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)	Inquiry based learning: Teacher used this method to encourage students to ask questions and explore the subject.
5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests; maintains eye contact; uses a clear voice, strong projection, proper pronunciation, and standard English)	Teacher was able to establish classroom environment conducive of learning.

MANAGEMENT

Was the time wisely spent?
 Yes.

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)

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?

→ Yes. One student asked the difference between Optative and imperative sentences and its tag Ques. The teacher used the text book references.

Strengths observed:
 → Confident and knowledgeable person.

Suggestions for improvement:
 → Warm up or ice-breaking session.

Overall impression of teaching effectiveness:
 → Good and a little bit boring.

Checklist for Class Observation

School / College: Mahvil Abacha High School
 Teacher's Name: Md. Asim Rahman Khan
 Class: 9 Section: B No. of Students Present: 31
 Course Title & Code: English 2nd paper - 102 Room No: 401
 Peer Observer: Shafiq Arif Nisikat Date and Time: 02/04/23 - 2:00 PM

Objectives of the lesson (as perceived):
 i. Differentiate between the active and passive voice
 ii. Changing sentences from one voice to the other.

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

The teacher demonstrated a good command of the subject matter, teaching the difference between active and passive voice and how to change between them. This helped students better understand concept, resulting in effective learning.

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 showed a high level of command and knowledge of the subject matter, effectively teaching voice change with an example.
2	ORGANIZATION (organizes subject matter, states clear objectives, emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Teacher meets class at scheduled time, starts and finishes the lesson properly.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation, interacts with)	Teacher holds interest to learn by providing positive feedback in a holding manner.

Class Observation 3

students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	
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)	Cooperative learning: Teacher provides group learning and encourage them to learn together and work together to achieve common goals.
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)	Teacher's presentation was good enough to keep student engaged.

MANAGEMENT

Was the time wisely spent?
Yes

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)

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

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Checklist for Class Observation

School / College: Mahvil Abacha High School
 Teacher's Name: Md. Asim Rahman Khan
 Class: 9 Section: B No. of Students Present: 26
 Course Title & Code: English 2nd paper - 102 Room No: 402
 Peer Observer: Shafiq Arif Nisikat Date and Time: 02/04/23 2:30pm

Objectives of the lesson (as perceived):
 i. Different kind of rules, exceptional format of active and passive voice
 ii. Passage voice change example.

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

The teacher demonstrated a good command of the subject matter, teaching the different rules.

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)	Give different kind of rules.
2	ORGANIZATION (organizes subject matter, states clear objectives, emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	The teacher started the class with a great energy and cleared all the objectives.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation, interacts with)	The class saw very much interesting and the students.

Class Observation 4

students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	give positive feedback
4 TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The learning method uses total physical response and cooperative learning method.
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)	Perfect body language and maintain the eye-contact.

MANAGEMENT

Was the time wisely spent?
Yes

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)

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?
 Nothing

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Checklist for Class Observation

School / College: Mohamud Adnan High School
 Teacher's Name: Ms. Aiswarya Robinson Khan
 Class: 10 Section: A No. of Students Present: 19
 Course Title & Code: English 1st paper - 101 Room No: 203
 Peer Observer: Ms. Anu Nishat Date and Time: 09/05/2023 - 10:00 AM

Objectives of the lesson (as perceived):
 i. Awareness and knowledge of environment pollution.
 ii. Reason of pollution.

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

→ By effectively using real life examples and class exercise, the teacher was able to successfully achieve the learners' on environment pollution. The students gained comprehensive understanding of the concept, leading to a highly effective lesson.

SN	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 creates a safe and supportive learning environment where students feel comfortable to express their opinions and share their ideas.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	The teacher starts at scheduled time, starts and finishes the lesson properly.
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, attitude and attitude)	For keeping interest of students teacher uses appropriate terms.

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)	Visual aids: Teacher used visual images to support the learning process to understand complex content properly.
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)	Teacher's voice was clear and the presentation was strong.

MANAGEMENT

Was the time wisely spent?
 Yes

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)

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 are no critical event.

Strengths observed:
 → Clear voice
 → Good knowledge
 → Attracting the interests

Suggestions for improvement:
 → Need some fun activities so that the students don't feel boring

Overall impression of teaching effectiveness:

Class Observation 5

6.3 My Lesson Plan:

6.3.1 My Lesson Plan 1

Course: English Second Paper (Grammar)

Class Description: Grade 9

Date: 20th March, 2023

Class Duration: 25 minutes

Lesson topic: Narration and its rules.

Materials:

1. Copies of English grammar books and worksheets with examples of Narration.
2. Writing prompts for practice exercises.
3. white board

Procedure: 1. Introduction to Narration Grammar (Explain the concept and its importance in writing and spoken communication).

2. Direct and indirect speech (Explain the rules for changing direct speech into indirect speech and including changes in tense, pronouns or reporting verbs).

3. Provide examples.

4. Writing prompts (Give students writing prompts that require them to use direct speech, indirect speech, reported speech and other aspects of narration grammar in their writing).

5. Encourage them to use appropriate reporting verbs and punctuation.

Assessment: Assess the students' understanding and application of narration grammar through their written responses to the practice exercises and writing prompts. Provide feedback on their use of direct and indirect speech, reported speech, and other aspects of narration grammar, as well as their use of appropriate reporting verbs and punctuation.

6.3.2 My Lesson Plan 2

Course: English Second Paper (Grammar)

Class Description: Grade 9

Date: 21st March, 2023

Class Duration: 25 minutes

Lesson topic: Passage Narration rules and examples

Materials: 1. Copies of English grammar books and worksheets with examples of Narration.

2. Writing prompts for practice exercises.

3. white board

Procedure:

1. A quick test according to the previous lesson.
2. Read a whole passage.
3. Find out the subject/person
4. Underline the changes.
5. Finally deal with the passage

Assessment: Assess the students' understanding and application of narration grammar through their written responses to the practice exercises and writing prompts. Provide feedback on their use of direct and indirect speech, reported speech, and other aspects of narration grammar, as well as their use of appropriate reporting verbs and punctuation.

6.3.3 My Lesson Plan 3

Course: English First Paper

Class Description: Grade 9

Date: 5th March, 2023

Class Duration: 25 minutes

Lesson topic: Pastime.

Materials:

1. English Textbook
2. white board.

Procedure:

1. A brainstorming session
2. Students will narrate incidents and events in a logical sequence.
3. Participate in conversation, discussions and debates.
4. Writing session - what the students do in their pastime?

Assessment: This lesson will assess the students' thinking level. They will be able to discuss their favorite pastime. That will also help them to develop their speaking skill.

6.3.4 My Lesson Plan 4

Course: English Second Paper (Grammar)

Class Description: Grade 9

Date: 22nd March, 2023

Class Duration: 25 minutes

Lesson topic: Completing sentences with conditional.

Materials:

1. Copies of English grammar books and worksheets with examples of conditions.
2. Writing prompts for practice exercises.
3. white board

Procedure:

1. A fun activity
2. 4 different kinds of conditionals and its rules.
3. Example of Conditional sentences
4. Practice session.

Assessment: Assess the students' understanding and application of Conditional sentences grammar through their spoken responses to the practice exercises and writing prompts.

Provide feedback on their use of rules of Conditional sentences.

6.4 Internship Certificate:

MATUAIL ADARSHA HIGH SCHOOL

Mridhabari, Jatrabari, Dhaka-1362
Establishment-1985
EIN: 107885
E-mail: mahs.1985@yahoo.com

School Code: 1064
Thana Code: 121
Dist. Code: 10

Rf.no.....

Date: 28/05/2023

Certify Copy

This is to certify that **Iffat Ara Nishat**, daughter of **Md. Mosleh Uddin Mollah** and **Mokseda Begum**, town Matuail westpara, Matuail, Jatrabarai, Dhaka - 1362. She has completed internship for BA (Honours) course from this school. The duration of her internship is from 27/02/2023 to 08/04/2023. Her date of birth 10/04/1999 and University ID 192-10-2045. To the best of my knowledge she did not take part in any activities subversive of the state or discipline. Her conduct and character are good.
I wish her every success in life.



28/05
2023
Abdul Aziz
Headmaster
Matuail Adarsha High School
Dhaka-1362
Mobile: 01816-042262

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