

Internship Report

On

"English speaking and pronunciation problems among Bangladeshi students in rural areas"

Prepared by:

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Daffodil International University

Date of Submission: 31/05/23

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Declaration:

I hereby declare that **Mr. Md. Rafiz Uddin**, lecturer in the Department of English at Daffodil International University, has directly observed the fulfillment of this internship. A list of references is given, and the text fully acknowledges the materials taken from different sources.

I, therefore, also certify that no portion of the project paper has been previously displayed or submitted for a certificate of any kind.

Md. Haider Ali Ratul
.....

Md. Haider Ali Ratul
ID: 192-10-432
Department of English

Certificate:

It gives me great pleasure to certify that **Md. Haider Ali Ratul**, ID number: **192-10-432**, is a student of the English department at Daffodil International University. I am pleased to ensure that he has completed his internship under my supervision for completing the course entitled "Project Paper with Internship", course code ENG431, in the program of B.A. (Hons.) in English, which is an original piece of work.

He is suggested to submit this internship project paper through the English department at Daffodil International University.



.....
Md. Rafiz Uddin
Lecturer
Department of English
Daffodil International University

Acknowledgment:

Now, I would like to sincerely thank my supervisor, **Mr. Md. Rafiz Uddin Sir** for his continuous support during the entirety of my internship. The completion of this work would not have been possible without his suggestions and constructive criticism.

I should mention my parents for their unwavering support, love, and inspiration. They prayed for me which keeps me going every single time.

Abstract:

This internship report aimed to identify English-speaking and pronunciation issues among Bangladeshi students in rural areas. To attain the aim, the intern selected an institution, selected the facilitator, observed five classes, and conducted five classes with the existing teachers. In this report, the intern analyzes the difficulties, opportunities, problems, and restrictions of the existing teaching methodology and style used in a rural Bangladeshi school. Rural students are falling behind for different reasons. For example, financial limitations, fear of speaking English, and a lack of effective teaching strategies. The research also covers the evaluations, instructional strategy, lesson content, and experience of the classes taught by the intern. As a conclusion, the paper also offers a few recommendations for overcoming the challenges students in rural institutions face when they are learning English speaking and pronunciation.

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Chapter- I

Introduction

Introduction:

English has been taught in Bangladesh ever since the British colonial era. Currently, English is a required subject for all students from kindergarten to higher education. However, it is quite terrible if the majority of the students in rural areas have trouble with English speaking and pronunciation correctly. The 44 vowel and consonant sounds, stress, intonation, and other components of the international phonetic alphabet (IPA), among other things, are unknown to them, making their inability to pronounce the English alphabet properly far more serious (Faizulla, 2022). The English language has 26 letters of the alphabet. But it has 44 sounds for good pronunciation. So, English pronunciation depends on sounds. Even though English is a language that is often used for communication on a worldwide scale, Bangladesh's methods of teaching English speaking and pronunciation fail to conform to international standards. Several of the reasons why English speaking and pronunciation problems happen are covered in this report.

The intern chose Kashinathpur Biggan School (KBS) to learn more about the issues and factors influencing students' ability to study English in rural areas. In Pabna, a rural region of the Rajshahi division, the school is located. Md. Rafiz Uddin, the supervisor of the intern, provided him with all suggestions and guidelines on how to finish the "Project Paper with Internship" course, Eng: 431. The requirements for the course are that the intern teach and observe at least five classes over three months.

Chapter-II

Objectives

Objectives:

The main aim of this study was to identify the problems of rural areas students of Bangladesh who are learning English speaking and pronunciation. The main objectives of the project paper are stated below:

- To learn about the problems and difficulties that come with English speaking and pronunciation in rural areas students in Bangladesh.
- To recognize the difficulties and obstacles that students face when they learn English speaking and pronunciation in the classroom.
- To highlight areas for improvement and provide potential solutions.
- To determine the overall conditions of English language teaching in Bangladesh's rural areas.

Chapter- III

Methodology

Methodology

3.1: Selecting an Institution:

The intern chose Kashinathpur Biggan School (KBS) for the internship work to gain classroom experience in a rural area. A recommendation letter from the supervisor was sent with the request for the internship. The head teacher of the school approved the internship after receiving the letter. The head of the school granted the intern permission to teach in five classes and observe five more as required by the internship.

3.2: Selecting a Facilitator:

The intern chose the assistant head teacher of the institution, Md. Moniruzzaman Monir, as the facilitator. He has been teaching as the assistant headteacher for a long period, and he is knowledgeable about both the internal and external aspects of the school. He introduced the intern to the teaching staff and informed them of the intern's project work. The headteacher and the majority of the teachers were very kind and helpful during the whole internship term.

3.3: Selecting Classes:

The intern introduced Md. Abdur Razzaque, the class IX and X senior teacher. He gave the intern the English test syllabus and the daily schedule for the classes. Additionally, he approved of taking two English classes in class IX-X in place of him on the English 1st paper.

Also, the intern met with S.M. Darul Islam. He is the assistant teacher of classes IX and X. He gave him the schedule and curriculum for the English paper. He also permitted him to substitute for two classes in classes IX and X.

Also, the intern met up with Md. Badsha Bulbul, the assistant teacher of class X. He allowed him to enroll in one class. The intern took a class on pronunciation.

3.4: Observing Classes:

The intern requested to observe five different classes, and the head teacher granted his

request. He was permitted to observe two classes of class IX-X that Md. Abdur Razzaque, the senior teacher of both courses, conducted. The intern observed Md. Abdur Razzaque's first lecture was based on a lesson from the English 1st paper textbook. The next day, the intern observed a different class during another lecture from the same textbook for the first English paper.

S.M. Darul Islam, the assistant teacher of classes IX and X, granted the intern permission to observe two of his courses. He lectured class IX-X on the subject of grammar in the third and fourth classes he observed.

Md. Badsha Bulbul, the assistant teacher of class IX, also permitted the intern to observe one of his classes intern observed Md. Badsha Bulbul's final class as he taught a lesson from the class X English first textbook.

3.5: Conducting classes:

The intern took five classes in total during this part of his three-month internship. In February 2023, he started taking classes. The first class was taken on "Degree", English 2nd paper of class IX. The second class was taken on another lesson: "Pahela Boishakh" from the textbook of English 1st paper of class IX. The third class discussed the "English pronunciation practice" of class IX. The fourth class was taken on "The English-Speaking Practice" of class X. The last class was taken on "Preposition" (English 2nd paper) of class X. For methodical and efficient learning in the classroom, all five courses were conducted following the lesson plans.

3.6: Interviewing Particular Course Teacher:

The senior instructor, Md. Abdur Razzaque was approached for an interview with the intern. Md. Abdur Razzaque was gracious enough to speak with the intern about his long career as a teacher and his experiences as a teacher. For the past 26 years, he has been a teacher of English. His enthusiasm for teaching and love of the students keep him committed to his career. He has a warm and powerful personality. He focuses on his student's growth greatly and cultivates positive relationships with them. When questioned about the issue of English

proficiency gaps among rural students, he voiced his grief. He claimed that students study English less because of a lack of interest in the topic and a fear of it. Instead of understanding the material, students place a strong value on memorization. Another problem is that they do not speak English. As a result, their English pronunciation level is not that much good. To help students learn more easily and enjoyably, he hoped more study materials and modern methods were available.

Chapter- IV

Institution Details

Institution Details:

Kashinathpur Biggan School (KBS) is situated in Kashinathpur, Bera, Pabna. In 2017, it was established. It is a private institution. Wealthy members of society provided significant donations to the school. The primary school section now has 341 students and 17 instructors. On the other side, there are 869 students and 37 instructors in the high school section. Additionally, the institution has 9 employed staff members who are assigned to various sections. They include peons, clerks, guards, and cleaners. The majority of the students, who range in age from 5 to 18, come from lower middle-class families. The majority of the instructors have trained and experienced. Students can pursue careers in science, the arts, and business at the institution. The school is performing very well on the board exams, with a pass record of 100% for the P.S.C.; J.S.C.; and S.S.C. exams in 2022. Additionally, the students participate in a variety of cultural activities like sports days, speeches, debates, and quiz contests. The intern was there on sports day. A football team plays for the school. Below are contact details and a complete mailing address:

Address: Kashinathpur, Pabna

Phone Number: 01716-249980

Email address:

1. uzzmoh@gmail.com
2. kbschoolpab@gmail.com

Chapter- V

Internship Activity

5.1: Class Observation Report:

The intern observed a total of five classes as per the criteria. Two classes in class X and three in class IX. Each class continued for forty minutes. Md. Abdur Razzaque, a senior teacher of class IX-X, conducted the classes. S.M. Darul Islam, the class IX-X assistant teacher, and Md. Badsha Bulbul, the class X assistant teacher. During the class observation, the intern used a checklist. The teachers conducted the lessons according to their lesson plans. Technology and multimedia were not used in the classroom.

Class 1:

The first class was on English 1st paper of class X, section: Jamuna (C). There were about 15 students present in the class. The teacher was greeted by students and then began the class by taking attendance. He questioned the students on their completion of the previous class's homework. He instructed everyone to bring copies of their homework to his desk and warned those who did not. Then he began to speak about a new chapter from the textbook, English for Today (Unit:1- Father of the Nation; Lesson: Bangabandhu at the UN).

"Bangabandhu at the UN " was the topic of the lesson. He read out the lesson loudly in English to the class to begin. His voice was clear as he read, but his pronunciation was localized. Then he gave a Bengali explanation of the text. He instructed students to underline the keywords after highlighting them. He gave them the definitions and other terms for those words, instructing them to remember them. After that, he instructed the students to form small groups and find the answers to the exercise section's questions. After they finished writing, the teacher checked their copies, revised their responses, and answered the questions. Before leaving the class, the teacher gave the students homework.

Class 2:

The second class was on the English 2nd paper of class IX, section: Padma (A) conducted by a teacher. 15 students were present in the class. There were 15 students in the class. The topic of the lecture was "Tense". The past indefinite, past continuous, past perfect, and past perfect continuous tenses were explained to the students, and each tense's essential structures

and examples were written on the board. When he asked a few students to provide other examples that followed the structure, they found it difficult to come up with others. Then he added some additional examples to the board and instructed students to write them down. He instructed students to review and memorize the examples and structures. He instructed students to divide into groups of four for their classwork. He instructed the students to work in groups of four and to write one example sentence in each tense as part of their classwork. Then he reviewed and edited their written responses for spelling and grammar errors. As homework, the students were instructed to write out the structures with examples of the tenses. He spoke loudly, although there was a regional accent in his speech.

Class 3:

The next day, the intern had the chance to watch a different class with a teacher. There were 25 people in the class. The third class was on the English 1st paper of class X, section: Jamuna (C). The lecture's subject was a section titled "Environment Pollution" (Unit: 5- Nature and Environment) from the class X English 1st paper textbook. The chapter was read loudly to the class by the teacher when he presented it. The passage was then translated into Bengali, and its significance was explained. He encouraged students to take note of key terms as well as their definitions and synonyms. Several questions in the exercise section of the lesson ask the students about their personal favorite sport, sports team, player, etc. Several students were asked to stand up and share their favorite things with the class. Several students were asked to stand up and speak in front of the class in English about environmental pollution. The majority of students were laughing but were too nervous or shy to respond in English in front of the class. The few students who were able to respond found it difficult to put their thoughts into coherent language. The teacher praised them for their work. The teacher then instructed students to practice some sample responses that were written on the board. After the class, the teacher assigned them a piece of writing as a homework about environmental pollution.

Class 4:

The fourth class was also observed on the English 2nd paper of class IX, section: Meghna (B), conducted by a teacher. About 23 students were present in the class. The topic of the

lecture was "Voice change". The teacher wrote down the rules of voice change on the board. The teacher told the students to memorize them. He also gave some basic examples of words to show how to change the voice from active to passive. The students were responsive and cooperative in this class as they found the topic easier. There were a lot of questions in the exercise section of the text and the teacher asked the students to solve them. The students enthusiastically wrote down the answers and responded confidently while solving the problems. The teacher evaluated the answers and found most to be correct. The teacher concluded the class by asking the students to practice and memorize all the rules of "Voice".

Class 5:

The intern observed the fifth class on the English 1st paper of class IX, section: Jamuna (C). There were 18 students present in the class. A teacher started the lecture by introducing the topic to the students. It was a passage on "International Mother Language Day". At first, the teacher read the whole passage. Then he translated the passage into Bangla. He recalls the songs, "Amar bhayer rokte rangano ekushe February, ami ki vulite pari...." He remembers all the martyrs. Salam, Barkat, Rafiq, Jabbar, and Safiur were killed for the Bangla language. Some students asked different types of questions, and the teacher answered their questions. Then he asked the students to detect critical words, antonyms, and synonyms from the passage. After that, the teacher helped them find out the meaning of critical words. At the intern's request, the teacher continued the conversation in English. At that time, students were shy. They are not familiar with English. They did not want to continue the conversation in English. At the end of the class, the teacher asked some basic questions from the passage and gave some homework.

5.2: Teaching Experience

As per the requirements of the project internship, the intern requested to take five classes in three months. The class teachers were permitted to take five classes from class IX and class X. The intern taught all five classes in total. Each class continued for around 40 minutes. The students in the first class were presented to the intern and given instructions to collaborate by Md. Abdur Razzaque, senior teacher of class IX and X; Md. Darul Islam, the assistant teacher of class IX-X; and Md. Bulbul Islam, the assistant teacher of class X. Lesson plans were followed in the classes.

Class 1:

The intern took the first class on English 2nd paper of class IX, section: Padma (A). There were 43 students in the class. The class time was 40 minutes. The subject was English grammar and comprehension. The intern conducted the lesson called "Degree" as directed by the instructor, Md. Darul Islam. Firstly, the intern reviewed their grammar homework tasks from the previous class. After that, the lesson on degrees began shortly, and he offered an in-depth review of the "positive", "comparative", and "superlative" degrees. In addition to the standard examples, he added some primary rules that were written on the board. Then the intern wrote a sentence and changed it from a positive to a comparative. Then, the intern requested that the students change it from positive to superlative. Although the students were cooperative and responsive, some of them found it difficult to make a change on their own. The intern evaluated the responses and provided comments to the students. He once again revised the topic and cleared up the confusion of changing degrees. The intern gave homework on writing the answers to the questions given in the exercise.

Class 2:

The intern conducted the second class on a passage from the textbook of English first paper of class IX, section: Padma (A). 18 students were present in the class. The class time was 40 minutes. The title of the lesson was "Pahela Boishakh" from the textbook of English 1st paper of class IX. After a general introduction, the intern started the class. At first, he introduced a new passage to the students. He showed some pictures from the textbook. He

continued by reading the chapter. He read the passage slowly and with perfect pronunciation. As a result, Students learned about proper pronunciation. Then the intern requested that some learners read the passage aloud using the proper pronunciation. Some students performed exceptionally well. However, the majority of students are unable to answer accurately. The intern gave class work after reading the entire chapter aloud multiple times. To identify the new critical words and then create an antonym or synonym. The intern then asked, "Do you go out in the morning of Pahela Boishakh?" among other things. But they are unable to respond to the question in English. The intern then instructs the students on how to briefly describe their experiences in English.

Class 3:

The intern conducted the third class on "Pronunciation of English" in class X, section: Padma (A). 21 students were present in the class. The class time was 40 minutes. At first, the intern gave some greetings to the students. Then he showed some videos about correct and incorrect pronunciation on his laptop (provided by Daffodil International University). because multimedia or projectors were not there in this school. After showing some videos, the intern began the main class about English pronunciation. At first, the intern wrote 26 English letters on the board. Then, one by one, he asked the students what the correct pronunciation would be. Then he can realize that most of the students were mispronouncing the English letters. Then the intern taught them the correct pronunciation of English letters. That time, students were smiling because, in class X, they were learning the English alphabet. After that, the intern asked the students, "How many sounds are there in the English language? Some of them said there are 26 sounds in English, and most of the students were silent. Because they had no idea about English sounds. Then the intern teaches them about vowel sounds and consonant sounds. The students were attentive. They wrote it down in their notebook. Then the intern asked the student if they have their English 1st paper book borrowed or not. Then he choose a topic and said, read it loudly. Then the intern observed their reading.

Class 4:

The intern took the fourth class on "English speaking" of class IX, section Padma (A). There

were 17 students present in the class. The class time was 40 minutes. On request, the course teacher permitted the intern to take a class about speaking. At the beginning of the class, when the intern started an English conversation with the students, they felt very shy. Some of them were smiling. English Speaking was very new to them. The intern asked some questions, but they could not answer them correctly because they are not familiar with speaking English. Even they did not try it before. After that, the intern decided to teach them a very common question, which is "Introduce themselves". Then the intern tried to give some ideas on how to answer the question. His main focus was speaking. At least, they needed to know English speaking. At first, students were not so interested in talking in English. But some of the students were trying. At the end of the class, the intern said how speaking English is important for today's life. He advised them to practice English every day. The students were promised they would practice English every day.

Class 5:

The intern took the fifth class on English 1st paper of class X, section: Meghna (B). There were 19 students present in the class. The class time was 40 minutes. The intern took the last class on "Preposition". "Preposition" is very important in English grammar. At the beginning of the class, he gave some greetings to the students. Then he introduced himself. Then he checked the previous day's homework. It was a paragraph. After that, he started the lesson. At first, he asked some basic questions to the students about prepositions. Some students answered, and some students answered incorrectly. Then he started the main lesson. It was "The egg theory". It was a very interesting story. Through this story, the intern tried to teach the students some basic rules of prepositions. Then he showed some examples of prepositions. He also taught some confusing use of prepositions. For example: "beside" vs "besides", "among" vs "between", "since" vs "for", "until" vs "by". Then he asked the students to make some examples with among vs between and until vs by. Most of the students did it correctly. Then he rolls called the students who were present in the class. After that, he gave them some tasks about prepositions.

Chapter- VI

Overall Findings

Observation Findings:

The intern observed a total of five classes- two classes of class IX-X conducted by Md. Abdur Razzaque, two classes of class IX conducted by S.M Darul Islam, and, one class of class X conducted by Md. Bulbul Islam. The overall findings from the observation of the classes are given below:

- It was winter when the intern started at the institution. Additionally, some students missed class during the winter. Every student who attended was dressed in various warm outfits. His observations of the classes identified that the classrooms were clean.
- There was no English speaking or listening practice in the classroom. Speaking English with their friends and teachers makes students feel shy and embarrassed. They are always dependent on the Bengali translation.
- They can't pronounce English properly because they do not use English regularly as a language. Even they are unable to carry on a simple English conversation. Beside this, the teachers are not so much helpful to make their pronunciation correct.
- Teaching strategies adopted by the class teachers do not help the students to develop their English speaking and listening skills. The teachers focused mostly on the exercises in the textbook. They encouraged the students to memorize everything. Modern technologies and multimedia were not used in the classroom. The only educational resources used in the classroom were textbooks. If they manage modern technologies and multimedia in the classroom, then the students will greatly benefit from it.
- Rather than learning and developing English skills, they are heavily dependent on memorizing to pass the examinations as their only concern is to pass. So, teachers have to focus on the innate capacity for language acquisition
- Some of the teachers had great knowledge about the topics they taught. They were well-prepared and organized. But they have to be encouraged students to English speaking and pronunciation practice in classes like English medium schools.

- All the teachers are using the Bengali language in the classroom. For this reason, students are not so interested in talking English in the classroom.

Teaching Findings:

The intern conducted a total of five classes by himself: Three classes of class IX and two classes of X.

The overall findings from taking the classes are given below:

- At the beginning of the class, when the intern started the class in English, students were a little bit confused. Because they are not used to English lectures. Even though they had requested the intern to switch languages.
- The students are not used to the lesson plan. So, they were not so interested in it. It was helpful for them but they did not focus on the speaking and pronunciation practices.
- For the student's better understanding, the intern used his laptop (provided by Daffodil International University) to show some videos and documents. Because in that school there was no multimedia or technology. After watching these types of videos and documents, they were so interested in learning English speaking and pronunciation.
- The majority of students were good at basic English grammar. However, they had very poor pronunciation and English-speaking skills.
- Students are not interested in English for a variety of reasons, including their low socioeconomic status. The majority of the students are from lower-middle-class families. So, they are unable to afford study materials to help them learn English. They also cannot afford private tutoring or coaching to improve their English speaking and pronunciation. Besides this, in rural areas, there is no quality full coaching or institute to improve English speaking.
- The majority of the students are responsive and cooperative. However, sometimes car horns can easily divert their attention. They sometimes kept watch on cars,

trucks, and buses. because a big road and a market are nearby two classrooms. So, the environment was noisy.

- If they receive effective educational techniques, enough support, and the appropriate opportunity, they will speak English like students in cities or English-medium schools.
- When he was reading the text, he pronounced it correctly and slowly. For that reason, students got the idea of correct pronunciation.

Chapter- VII
Recommendations

Recommendations:

After observing some classes and conducting some classes, the intern recommended some issues for improving the English speaking and pronunciation of rural area students.

Recommendations are given below:

- Students should be determined to get better at speaking and pronunciation in English.
- Teachers need to have solid speaking and pronunciation skills in English.
- The English teachers should talk in English in the classroom from class 1 to class 10. If they continue the process, the students will learn the English language from childhood. It will be very beneficial for them.
- If any student wants to speak English fluently, he or she has to listen first. It is very important to listen to English lectures. They should watch and listen to English movies, songs, and news every day. For example, BBC News. If they follow this type of instruction, then their pronunciation will improve day by day.
- According to Ammar (2022), Pronunciation is one of the most important things in communication, especially in speaking English due to the role of the English language as Lingua Franca. To improve pronunciation, English teachers can take some classes every week on pronunciation. Not only that but listening and speaking tests should be included in the exam.
- In today's world, modern technology is very important for learning. If it is possible to install modern instruments for listening and speaking, then it will be helpful for students.
- Sometimes teachers' motivation will help improve English speaking and pronunciation.
- In tracing out difficulties faced by Bangladeshi speakers of English, Rahman (1996), in a study, has found that in Bangladesh, English is spoken with an accent related to the mother tongue which pays little attention to sound patterns, stress, rhythm and intonation system of English. So, it should be focus to the sound, stress, rhythm, and intonation while we speak English (Hoque, 2016)

- Guardians have to be more careful. Because real learning is very important. “Real learning is still very far where teachers, students, and parents are only bothered about scoring good grades in English through shortcut ways and they are satisfied with that” (Billah, March 10, 2012).

Chapter- VIII

Conclusion

Conclusion:

The internship was a great opportunity for the intern to learn more about the condition of English speaking and pronunciation usage among Bangladesh's students in rural areas. The intern learned a lot about English in a rural setting. He was also able to observe very closely the difficulties and barriers faced by students in rural locations when trying to learn English. It was wonderful to see what the Bangladeshi rural students were capable of and their potential. The English-speaking and pronunciation abilities of Bangladesh's rural students won't be a barrier to a bright future if they are flourish and give a right chance.

Chapter- IX

References


References

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Appendices

Appendix- 1
Recommendation Letter

Recommendation Letter:


**Daffodil
International
University**
 A landmark to create the Future

**Faculty of Humanities
and Social Science**

Ref: Internship Placement//222 Date: 22-01-2023

The Headmaster
 Kashinathpur Biggan School
 Address: Kashinathpur, Pabna

Subject: Request for Internship Placement


Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering BA (Hons) in English for the partial fulfillment of the requirement for the BA in English Degree, students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.


I would like to draw your kind attention that Md. Haider Ali Ratul, ID Number: **192-10-432** has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow him as an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With the best regards,


2.2.1.2023

Dr. Liza Sharmin
 Associate Professor and Head
 Department of English
 Daffodil International University
 Email: headenglish@daffodilvarsity.edu.bd



Daffodil International University: Daffodil Smart City, Ashulia, Dhaka, Bangladesh
 Tel: +88 02 9138234-5, 48111639, 48111670, 01847140094, 01713493051, 01713493141, 01811458841, 01841493050
 Email: info@daffodilvarsity.edu.bd

Appendix – 2
Certificate of Internship

Certificate of Internship:



Kashinathpur Biggan School (KBS)

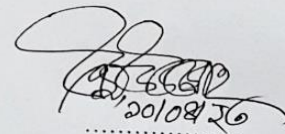
Address: Kashinathpur, Pabna EIIN: 139177

Phone: 01716-249980

Certificate of Internship

This is to certify that, **Md. Haider Ali Ratul** chose our school as a part of his project internship work. As per his recommendation letter he was permitted to teach and observe some classes. He has successfully completed 3 months (from 30-12-2022 to 02-04-2023) internship in our school. I am pleased to state that he has completed his requirements of his internship by taking classes and also observing them. He has observed five classes and has taken five classes.

Md. Haider Ali Ratul bears a good moral character. His behavioral conduct was satisfactory. I wish his luck for a bright future ahead.



.....
 মো. মনিরুজ্জামান
 প্রধান শিক্ষক (ভারপ্রাপ্ত)
 কাশিনাথপুর বিজ্ঞান স্কুল
 বেড়া, পাবনা।

Appendix- 3

Photographs

Observing a class:



Observing a class:



Observing a class:



Conducting a class:



Conducting a class:



Conducting a class:



Receiving internship certificate:



Appendix- 4

Class Observation Checklist

First Class:**Checklist for Class Observation**

School / College: Kashinathpur Biggan School (KBS)

Teacher's Name: Md. Abdur Razzaque

Class: X Section: Jamuna (C)

No. of Students Present: 15

Course Title & Code: English 1st Paper

Topic name: Unit: 1- Father of Nation; Lesson:3- Bangabandhu at the UN

Room No: 110

Time: 40

Peer/Observer: Md. Haider Ali Ratul

Date and Time: 01/01/23

Objectives of the lesson (as perceived):

- i. To have an idea about textbook passage
- ii. To find out new vocabulary from the passage

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

Yes, at first the teacher read the whole passage. Then the students underlined the critical words from the passage and noted their meanings. So, the objectives were achieved to the most extent.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>SUBJECT MATTER CONTENT (shows good command and knowledge of the subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge-seeking behavior among students)</p>	<ul style="list-style-type: none"> • Well-prepared lecture • Good knowledge of the topic • A detailed explanation of the topic
2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at the scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end on how the objectives of the lesson met/ what they have learned today)</p>	<ul style="list-style-type: none"> • Useful introduction • Well-organized lesson plan • Punctual • Emphasis on important parts
3	<p>RAPPORT (holds the 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 the subject matter but also in manner, etiquette and attitude)</p>	<ul style="list-style-type: none"> • Well mannered • Interactive • Provided feedbacks • Encouraged participation • Enthusiastic
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and</p>	<ul style="list-style-type: none"> • Group activity • Focused • Encouraging

	technology; includes variety, balance, imagination, and group involvement; encourages questions from students and responds with interest; is open to ideas; uses real-life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	<ul style="list-style-type: none"> • Clear and precise • Uses simple real-life examples
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)	<ul style="list-style-type: none"> • Maintained eye contact • Audible and clear voice • Organized presentation

MANAGEMENT

<p>Was the time spent properly?</p> <p>Yes.</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 the main stages of the lesson and the time spent on each)</p> <p>The class duration was 40 minutes. The three main stages of the lesson were pre-activities, while-activities, and post-activities.</p>

Pre-activities	While-activities	Post-activities
Attendance: 5 minutes	Reading out the essay: 10 minutes	Classwork: 5 minutes
Review of last class: 5 minutes	Example: 5 minutes	
Introduction: 5 minutes	Vocabulary: 5 minutes	

CRITICAL EVENT (If took place)

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

No.

Strengths observed:

A detailed explanation of the topic of the essay, good use of time, loud and audible reading, good interaction with the students, and of uses real-life examples.

Suggestions for improvement:

As an English learner, it is very important to be able to communicate in English. But after observing this class I cannot find the speaking practice. Another important thing is pronunciation. But at this level, there is not any part of pronunciation. Even there is no practice of pronunciation in class. So, teachers should focus more on the speaking practice of the students.

Overall impression of teaching effectiveness:

Overall the teaching strategy was not so effective in improving the English pronunciation.

Appendix- 5

Lesson Plan

First Class:**Lesson Plan Followed by the Intern**

School / College: Kashinathpur Biggan School (KBS)

Intern's Name: Md. Haider Ali RatulClass: IXSection: Padma (A)No. of Students Present: 43Course Title & Code: English 2nd Paper

Topic name: Degree

Room No: 110

Time: 42

Date and Time: 8/02/23**Learning outcomes:** At the end of the lesson, the students will

- get an idea about the degree
- change the degree correctly in the examination

Steps	Activities	Classroom Languages	Techniques & Materials	Time
	<ul style="list-style-type: none"> • Greetings and introductory session 	Assalamu alaikum everyone.... How are you all?	WCW	2 minutes

Input	1. Lesson declaration: I'll ask about the degree. Then I will ask the students, how many types of degrees.	Listen to me, students. Do you know about the degree? How many types of degrees are in English grammar? Tell me the answers. Thanks.	Internet, Lectures,	20 minutes
	2. I'll show some examples of degrees. At first, I have to show very basic differences between positive, comparative, and superlative degrees.	Dear students, now I am writing some basic examples of degrees. Now, you have to answer, what are the basic differences between the 3 examples? If you don't know you can discuss in pairs. Tell.....		
	3. Now I will show some rules in different ways. I will show some rules differently. I will draw a table.	Listen to me. Look at the table. Who can say the meaning of these words? Fine.	Writing tables on board.	

	4. Explaining in Bangla: I'll tell the gist of the text in Bangla.	Look at the table. Listen to me.....	Writing tables on board.	
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Practice	1. Students' group reading: I'll divide the 4 or 5 groups and ask them to answer some questions.	Dear students make 5 groups.		10 minutes
	2. Then I will write some questions and ask them to change from positive to superlative. Then I will write some questions to change from comparative to positive. Then superlative to positive.	Students, please answer these questions.		
Check 5 groups' answers and Next day home-work Take attendance and fill in the questionnaire	1. I'll walk around the room and monitor and help if required. Then I will check the answers. In the last part, I will take the attendance of students.	Students... Please write your name. Now I will check the answer one by one. Good. Please response....		7 minutes
End of the class	I will thank the students.	So, thank you, everyone. Take care. Assalamu alaikum....		3 minutes

N. B. I will ask 2/1 students to tell in Bangla to check whether they understand or not after every instruction.

The End