



Daffodil
International
University

Internship Report

on

"English Language Teaching at Dr. Sadeq Dakhil and Hifz Madrasa."

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Declaration

I am Hanzala, a student of the Department of English, 14th batch, ID Number - 192-10-444, at Daffodil International University, confirming that this internship report was completed under the guidance of Ms. Fatema Begum Laboni, Assistant Professor of English department at Daffodil International University. It is crucial to note that this work is entirely unique and was done as part of the coursework for the course Project Paper with Internship (Eng 431) in the program of BA (Hon's) in English.

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Certification

I am glad to certify that Md. Hanzala, ID: 192-10-444, a student of English Department, Daffodil International University, has completed the project report on " English language teaching in the classroom in Dr. Sadeq Dakhil and Hifz Madrasah" successfully under my supervision. All information and facts that he has mentioned in this project paper are written by him from his personal experience and not copied from anywhere else. I wish him all the happiness and success in his future endeavor.



Ms. Fatema Begum Laboni

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Acknowledgment

First of all, I would like to thank my Almighty Allah SWT, who has given me the ability to complete my internship program and prepare my internship report perfectly. Then, I am also thankful to my respected supervisor Ms. Fatema Begum Laboni, Assistant Professor, Department of English, Daffodil International University, who always helped me with valuable and ample guidance and unlimited encouragement to prepare my internship report successfully. Thanks also to Mr. Salahuddin super of Dr. Sadeq Dakhil and Hifz Madrasa, for allowing me to work in the madrasa. I would like to express thanks to the English teacher of this madrasa, Emran Khan, for his cooperation. He helped me a lot with teaching. Overall, I'm very happy to have completed my internship program.

Abstract

English teaching standard in Bangladesh has been subjected to questions for years. Many experts claim that the teaching method has not been upgraded over the years, and it has been a barrier to the language development of students. The project paper is to highlight my experience of observing and conducting classes at Dr. Sadeq Dakhil and Hifz Madrasah during my three-month internship period. The paper also aims to demonstrate the traditional method of teaching English in Bangladesh, as well as the effectiveness of applying newer methods. English teaching is not given much priority in Madrasa, and the teachers are not much qualified either. During my internship period, I conducted classes in both traditional method GTM, as well as Direct Method and CLT to see the effectiveness of these methods as many claims that these methods are not convincing in the context of Bangladesh. This project paper is a practical experience of applying and checking the results of different methods.

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Chapter 1

Introduction

Education can enlighten people. Education should be such that students enjoy it. However, English is a scary thing for students, especially in the context of Bangladesh. Students do not enjoy learning the way they are taught. Though there are several methods have been established over the years for teaching a second language, in Bangladesh, the only method that is used is GTM.

The Grammar Translation Method is a traditional method of teaching English in Bangladesh. It has been in practice for over a century. Surely, it is an effective method. However, there are other methods that can make lessons more interesting and enjoyable. Sadly, however, teachers are mostly uninterested in applying newer methods. In most cases, they show excuses like these methods are not suitable in our context.

During my English Language Teaching course, I got to learn about various methods of teaching English. Some of them make learning very interesting and enjoyable. A common issue that students complain about is that they find teachers' lectures boring and monotonous. During my internship period for the course Project Paper with Internship, I took advantage of applying other methods along with the traditional GTM.

The intention was to find out if other methods, such as Direct Method or Communicative Language Teaching, were really unsuitable for our students. Before taking classes, several classes were observed by the teachers of the Madrasa. It was evident the teachers had good knowledge; however, they lacked experience and enthusiasm. Teachers themselves do not enjoy teaching as they have to give almost the same lectures repeatedly in different classes. It also makes teaching boring for them. There is no room for creativity or creative activities. I intended to follow a different path of teaching, mixing GTM with DM and CLT, to see if it could make the lesson interesting for the students.

While planning the lessons, they were discussed with my Supervisor and also with the course teacher of the Madrasa so that I could design the class in an interesting way and also keep them relevant to the syllabus. The outcome was satisfactory, and the overall experience of my teaching has been intimidating. I am thankful to my university and the Madrasa for providing me with the opportunity to apply the lessons I learned in my ELT course.

Chapter 2

Objectives

Followings are the Objectives of the Internship:

- a) To understand the pedagogical methods employed in teaching by observing and exploring approaches, strategies, and techniques employed by teachers to effectively deliver educational content to their students.
- b) Investigating the common challenges faced by students in their learning journey and devising appropriate measures to help them overcome them.
- c) Actively participating in the teaching process, the aim is to develop practical skills, enhance classroom management abilities, and gain firsthand experience in delivering lessons, interacting with students, and fostering a conducive learning environment.
- d) Gaining a comprehensive understanding of the fundamental principles and techniques that constitute successful teaching.
- e) Exploring and evaluating the present condition of Madrasa education by examining various aspects such as curriculum, pedagogy, resources, and institutional practices.

Chapter 3

Methodology

To achieve the objectives of my internship, I applied and got selected for an internship opportunity at Dr. Sadeq Dakhil and Hifz Madrasah. It was one of the most renowned Madrasa in Ashulia, Dhaka. It has a reputation for being a good institution and matches all my requirements.

During my internship period, I observed and conducted classes with high school students from classes six to nine. The reason behind choosing these classes was to get feedback from the students. As they are a little more mature, they would be able to compare different methods and could compare among methods. Therefore, I decided to work with them.

In the beginning, I observed several English classes conducted by the teachers of the madrasa of different classes. The reason was to find out what different approaches teachers apply for different age groups. I also noticed what method was used, and necessary notes were taken about the reaction, response, and class participation of the students.

Afterward, I conducted several classes to improve my communication and other class management skills. I mostly covered the initial parts of the grammar syllabus. Grammar is given a high priority in Bangladesh during English teaching. Still, students find it difficult to perform well and write well using correct grammar. Therefore, I decided to teach grammar but not in an orthodox manner. The intention was to see if mixing GTM with DM and CLT could solve the problems I pointed out while observing classes.

Since I was a stranger to the students and had a very limited number of classes to conduct, I used different ice-breaking sessions in different classes to reduce the distance between me and the students. Ice-breaking sessions are a great way to start a friendly interaction. I was concerned about the feeling of the students during the classes. I applied different approaches to ensure that the students were not becoming bored or felt monotonous. To do so, I sat with my supervisor to plan my class activities.

I noticed that students were not much interested in volunteering to answer when teachers asked any questions. They would only answer when they were asked by their names. The students were afraid of their teachers and did fear of making errors. Motivation is an effective technique to encourage students' participation in the class spontaneously. I applied motivation, appreciation, and positive reinforcement to the students to make them interested in participating in the class discussions and interactions.

Chapter 4

Institution Details

Dr. Sadeq Dakhil and Hifz Madrasa is a very well-known educational institution in Ashulia, Dhaka. It has a good reputation among the parents for being caring and friendly towards the students. The institution has performed well in the board examinations and offers a good educational environment.

Institution Name	Dr. Sadeq Dakhil and Hifz Madrasa
Location	Hakim Poultry, Tongabari, Ashulia, Savar, Dhaka - 1341
Time of Establishment	2008
Building	1
Number of Teacher	18
Students	400
Teachers Qualification	Average: teachers have decent educational background and average presentation skills. They do not intend to use additional tools other than duster and marker.
Shift	No
Economic Status	Private
Playground	Yes
Library	No
CCTV Monitoring	No
Students Common Room	No
Canteen	No

Stuff Room	Yes
Cultural Activities	Yes
Sports Activities	Yes
Computer Lab	Yes
Garden	Yes
Security	Yes
Prayer Room	Yes

Chapter 5

Class Observation 1

Mr. Emran Khan took me with him to a class for observation on 12 February 2023. It was the English Second Paper class of grade VIII. The classroom was not very large, and the student number was only fifteen, which I thought was ideal for a teacher. The classroom had a good ventilation system with two windows, one door, two fans, and three electric lights. The class time was from 10.00 am to 10.45 am. Mr. Khan entered the room on time.

I discussed the objectives of the class with Mr. Khan. He told me that the objectives were to provide the students with a basic idea about tenses and help them understand the differences among the tenses. He took chalk and a duster with him in the class.

Mr. Khan began his class by exchanging greetings with the students. He then wrote the lesson name on the board. He then demonstrated the structures of three types of tenses and explained the differences among them. He was conducting the class in Grammar Translation Method, meaning that he was using the Bangla language to conduct the class as well as translating any English words or sentences into Bangla so that students could understand them easily. He asked the students to memorize the structures. After explaining the structures, he asked the students to take notes. Then he inquired about their confusion. Students shared their problems, and Mr. Khan answered them. In the next stage of the class, Mr. Khan asked the students to open their guidebooks and gave them a task to do. It was identifying tense from an exercise. Towards the end of the class, he solved the problem by announcing the answers loudly. Mr. Khan gave some homework from the exercise book and wrapped up the class. The class started and ended on time.

I think the objectives of the class were achieved. Students could identify the tenses, and they also understood the lesson properly. Mr. Khan was confident and had a deep knowledge of the topic. His presentation skill was also pretty good. However, it would have been better if he had not encouraged the students to memorize the rules.

The lesson plan can be described with the following table:

Greetings exchanged	2 minutes
Describing structures of tense in Bangla	15 minutes
Solving students problems	5 minutes
Students exercise	15 minutes
Solving exercise	5 minutes

Class Observation 2

I observed another class conducted by Mr. Khan on 14 February 2023. It was English Second Paper Class of grade IX. The room was identical to the previous class I went to. There were ten students present in the class. The class duration was 45 minutes which was scheduled to begin at 10.00 am and end at 10.45 am.

The objective of the class was to teach the students a grammar topic named right forms of verbs. To achieve the goal, the teacher used chalk and a duster.

Mr. Khan entered the class on time and exchanged greetings with the students. He checked the homework on parts of speech from the previous class and then started the new lesson. He asked the students to open their guidebook, which is not provided by the NCTB. He read aloud some of the rules from the book and explained them. The teaching method was GTM, as usual. After explaining the rules, he asked the students to memorize them. After some moments, he told the students to solve an exercise from the book, and the students followed his command.

Mr. Khan checked everyone's answer script and marked the correct and wrong answers. Most of the students were able to answer them correctly. He then gave another exercise of filling the gaps using right form of verbs for homework and ended the class on time.

The students were able to write the answers correctly, so the objectives were achieved. However, teachers should not encourage students to memorize the rules without understanding them properly. As there were fewer students, Mr. Khan was able to check all the answer scripts. Besides, following a particular book will lead students to memorize the answers as well.

The lesson plan is described in the following table:

Greetings exchanged	2 minutes
Describing the rules in Bangla	15 minutes
Solving students' problems	5 minutes
Students exercise	15 minutes
Checking answer scripts	5 minutes

Class Observation 3

I observed another class of Mr. Khan at Dr. Sadeq Dakhil and Hifz Madrasa on 23 February 2023. It was an English Second Paper class for grade six. There were eleven students present in the class. The class was scheduled to start at 10.00 am and end at 10.45 am.

The objective of the class was to help the students learn a dialogue so that they could write it in the examination and get a good grade. The dialogue was between two friends talking about environment pollution.

Mr. Khan entered the class on time and interacted with the students of the class. Next, he described the purpose of the class. The class was conducted in the Grammar Translation Method. Mr. Khan first read the dialogue from the book and translated it into Bangla so that everyone could understand it. Then he asked the students to memorize the dialogue. He gave students time to learn the dialogue. Two students were gossiping instead of reading. Mr. Khan asked them to stand up but did not scold them. Instead, he asked them politely to read attentively. After some time, he asked the students to say the dialogue without looking at the book. Most of the students were able to learn the dialogue in the class. He then told them to write the dialogue once at home as homework.

The primary objective of the class was to help the students understand the dialogue. As Mr. Khan explained line by line by translating them in Bangla and the students were able to understand them, the goal was achieved. However, the class could have been more interesting for the students. Besides, there could be better ways for students instead of memorizing. As there were not so many students, the teacher could pay attention to everyone.

The lesson plan is described in the following table:

Greetings exchanged	2 minutes
Teacher read the dialogue and translated	10 minutes
Students read themselves the dialogue	15 minutes
Teacher checked on the students	15 minutes

Class Observation 4

I observed an English Second Paper class conducted by Mr. Emran Khan of class VII on February 26, 2023. The class started at 10.45 am and ended at 11.30 am. There were 12 students present in the class.

The objective of the class was to help the students learn a paragraph, which was a part of their syllabus. And revise the grammar part of the last class which was identification of parts of speech. Mr. Khan entered the classroom and exchanged greetings with the students. First, Mr. Khan read the paragraph for the class. Then he explained the meaning of the paragraph in Bangla. As usual, it was the Grammar Translation Method that he followed. He pointed out the difficult words that the students would find a problem to pronounce. He pronounced those words a few times so that students could understand how to pronounce them. However, he did not ask the students to pronounce it aloud.

Mr. Khan also marked the new words for the students. He asked them to remember the new words to enrich their vocabulary. After reading the paragraph, he asked the students to read it themselves and share their problems with them. The students followed his command and kept reading the paragraph. They asked him the pronunciation of some words which they found difficult. When the students said that they did not have any more problems, Mr. Khan said that he would like to check on the grammar they studied in the last class.

Mr. Khan checked their homework from the previous class. Next, he gave them some tasks to do in the class but did not check them. The students solved the problems, and Mr. Khan checked them. He ended the class by giving them some more homework.

The objectives of the class were partially achieved. Students did not learn the paragraph. They were only instructed about the difficult words and got to know the meaning. However, they were told to memorize the paragraph. This way, students won't be able to improve their writing ability. Besides, all the students will write from the same book; there will be no variations. Also, judging by the expression of the students, it was clear that they did not enjoy doing their homework. Also, the students did not practice the new words they learned. There is little chance that they would remember the words this way. There needs to be some better and more interesting way of teaching.

The class activities are described in the following table:

Greetings exchanged	2 minutes
Teacher read the paragraph and translated	10 minutes
Students read the paragraph	15 minutes
Checking homework	5 minutes
Exercise	12 minutes

Class Observation 5

I observed Mr. Khan's English First Paper class with grade VIII on 03 March 2023. There were 18 students present in the class. Mr. Khan made proper preparation before the beginning of the class. The class schedule was 10.00 am to 10.45 am. He reached the class just in time.

The objective of the class was to teach the students a new passage that was part of their syllabus so that they could get a good score on the examination.

Mr. Khan entered the class and talked to the students for a few moments. He wanted to refresh the students from the previous class. He then told the students about their lesson plans for the day. Next, he took a book from a student and started reading the passage he wanted to teach the class. He followed the Grammar Translation Method. He read a few lines and then explained them in Bangla. The students were silent during this time. Mr. Khan was standing in the front where he could see every student. The students were polite and gentle; they did not disturb the teacher while he was explaining the passage to them.

After that, Mr. Khan asked the students if they had any problems regarding the passage. Some of the students started asking questions which became a noise. Mr. Khan immediately took control of the situation. He commanded the students to raise their hands, and he would ask them one by one. The questions were mostly about the pronunciation and meaning of difficult words such as auditorium, praises, outstanding, etc. The students shared their problems, and Mr. Khan solved them. He showed good expertise over the lesson as he was able to solve all of their problems without any hesitation or confusion.

Mr. Khan then asked the students to open their guidebooks, and he gave them some questions to solve from the book. He was walking around the class while the students were writing. The questions were from the passage. The questions were:

- a) Where was the prize giving ceremony held?
- b) Who was the chief guest of the function?
- c) How was the auditorium decorated?
- d) What did the Headmaster do in the beginning of the function?

He checked on everyone to ensure that everyone was writing. Mr. Khan got a call on his mobile, and he picked it up and went outside the class to talk over the phone. The students became a little

noisy seeing their teacher going out. Some of the students also checked the answer from the model question solution book. Mr. Khan returned, and the classroom became silent again.

Mr. Khan then asked everyone to stop writing. He then asked students what they wrote as answers for a particular question. Most of the students gave the correct answers. He praised the students who were able to write the correct answers but did not scold or motivate the students who could not give the correct answer.

Mr. Khan then gave them some homework and ended the class. The objectives of the class were achieved to a certain extent. There was no focus on students' speaking and reading skills. The teacher followed a certain book for giving exercises which motivated the students to memorize the answers.

The class activities are described in the following table:

Greetings exchanged	2 minutes
Teacher read the passage and translated	15 minutes
Students asked questions	5 minutes
Exercise	15 minutes
Checking answers	7 minutes

My Overall Experience of Class Observation

Mr. Emran Khan took me with him to witness five of his classes. Mr. Khan was meticulous in his timing. He always arrived on time and finished his lesson one or two minutes earlier. It helped him depart for the next class as soon as the bell rang and be on time. I noticed that there were no multimedia systems in the classroom, which may have helped the teachers make their lessons more engaging. In addition, despite the size of the classrooms, there was no sound system.

To guarantee that everyone could hear him, the teacher always had to talk at a high pitch. The classrooms have good ventilation. However, the rooms should have been more colorful to prevent pupils from becoming bored while sitting there. Overall, the seating arrangement was acceptable and not particularly comfy. I chatted with a few of the students to learn about their thoughts on the matter. They stated that they were usually bored during English courses, despite enjoying Mr. Khan's class. I observed both English First & Second Paper classes and witnessed how grammar and comprehensive passages are taught.

As I noticed as there were not many pupils in the classrooms, making it easy for the professors to keep track of everyone. However, the class time was insufficient to check on every pupil. Due to time constraints, teachers were unable to review everyone's answer script. Another thing I saw was that most of the pupils were terrified of their teachers. They would pay attention in class not because they liked it but to avoid being reprimanded.

Many students, however, reported that there were only a few teachers they did not dread, and Mr. Khan was one of them. I was fortunate to be in Mr. Khan's class and observe how he taught. It brought back memories of my school days. Observing lessons was a fascinating experience; I learned so much about teaching as well as the problems of the students that will help me conduct classes in the future.

Chapter 6

Self-Reflection: 1

I was assigned to take my first class at Dr. Sadeq Dakhil and Hifz Madrasa on March 16, 2023. I took the English Second Paper class for the grade VIII. The class is usually taken by Mr. Khan. He gave me the necessary instructions about what I had to cover in the class. The class duration was 45 minutes. It started at 12.15 pm and ended at 1.00 pm.

The objectives of the class were to teach the students about verbs in detail and to make students comfortable with me as I was not familiar with them. I conducted the class in Grammar Translation Method and took the chalk and a duster with me.

After entering the class, I told them about myself and my purpose of being there. Then I wanted to break the ice between me and the students. To do so, I asked each of them to name their best friend in the class. As there were only fifteen students in the class, it did not take much longer. By then, I also learned about everyone's name.

Next, I talked about the importance of verbs in the English language and why they had to be sincere during the class. I wrote some sentences on the blackboard and asked them if they could identify the verbs. While doing so, I used the name of the students so that they paid attention. My technique worked, and they found it very amusing. The students were able to identify the common verbs as they had them memorized. I showed them the technique of identifying a verb without memorizing them. They were amazed by it.

Then I lectured about different types of verbs that include transitive, intransitive verbs, principle verbs, auxiliary verbs, and linking verbs. I showed them the characteristics of different types of verbs and their differences. I gave enough examples for each type of verb and wrote sentences with them on the board.

I wrote a sentence on the board and asked them to identify which is the verb. The sentence was - She wrote a letter. They could define 'wrote' as a verb. I told them there are mainly 4 types of verbs. Then, I discussed it in detail.

The first one is - Transitive Verb: It is an action verb that has a direct object.

Example - She loves birds. Here, the word "loves" is a verb.

Next, I taught them about the intransitive Verb and explained that it is an action verb that has no direct object.

I gave them the following Examples for better understanding:

The girl is crying. Here, Intransitive Verb - is crying. I spent a few more minutes on the topic and then moved on to linking verbs. I defined the verb and gave some examples. Some of the examples were:

(a) My father was a player. (Linking verb - was)

(b) She is beautiful. (Linking verb - is)

Then I provided them with the following list of auxiliary verbs:

Common Auxiliary verbs are :

(i) be: is, are, am, was, were, are not, etc.

(ii) do: do, does, did, did not, etc.

(iii) have: has, have, had, had

The students were attentive throughout the class, and they were cooperative too. I made sure that I was not the only one who was doing all the talking. I kept asking them questions during the lecture so that they felt involved and did not get bored. I also used some fun sentences to hold their attention.

When I finished my lecture, I asked them if they had any inquiries. Some of them raised their hands, and I listened carefully to their questions. Then, instead of answering the questions myself, I let other students solve the problems. I helped them to solve the questions when their friends were solving the questions. It made the class more interesting, and everyone became more attentive. When a student volunteered to answer but gave the wrong answer, I did not say that he was wrong. Instead, I said that he was “almost close” and then explained the answer myself.

Then I gave them a creative task as homework, which was to make a list of different types of verbs that they regularly use with meaning. I ended the class by telling a joke to make the environment casual again. I cleaned the blackboard before leaving the classroom.

The objectives of the class were achieved. Most of the students were engaging in conversation. They were asking questions, and others were able to solve them.

Self-Reflection: 2

I took my second class on 18 March 2023. I was told to take the English Second Paper class for the grade IX. In this class, I taught the students about the basic patterns of sentences. I conducted the class in Grammar Translation Method so that students could understand the rules properly.

I introduced myself to the students and then asked the names of the students. Next, I conducted an ice-breaking session in which we played a game. The game was about naming countries with the letter I gave them. For example, when I said C, one of the students replied Canada. Then I said I, they answered Iran and so on.

Then I went on to carry my lesson plan. I demonstrated what sentences were and their basic patterns. I wrote the structures on the board. Students paid attention and took the necessary notes. I started with the basic pattern of sentence: subject + verb + object + extension.

I explained to them that there are three parts to a sentence. The first part is the subject, the second part is the verb, and the 3rd part is the object/complement/extension. I described each component of the sentence in the following manner:

Subject: In a sentence, the thing about which something is said and on which the different forms of the verb are derived is the subject.

Example: Nadiya goes to College by bus. Here, 'Nadiya' is the subject.

Verb: In a sentence, the word that means doing something, being something, having something with someone, and where it is located is called a verb.

Example: He goes to College by bus. Here, goes is a verb.

Object: In a sentence - when the verb is questioned by 'what' or 'whom,' what follows the verb is called the object.

Example - We phoned them. Here, they are objects.

Complement: These are two types. Subjective and objective complement.

Subjective complement: If the part after the verb means the subject, it is the subjective complement.

Example: Rupa looks coy. Here, 'coy' means Rupa, So coy is a compliment.

Objective complement: If the next part of the object in a sentence refers to the object itself, it is an objective complement.

Example: The people elected him Chairman. Here, Chairman means him. So, Chairman is complemented.

Extension: In any sentence, Subject + verb + obj /compliment. Besides that, there are extra parts that are normally called extensions

Example: She works hard. Here, hard is an extension.

Therefore, from the above discussion, we get the following structures.

Then, I summarized the structures writing the following list again on the board:

Structures:

1. Subject verb + object.
2. Subject+ verb + complement.
3. Subject + verb + extension.
4. Subject + verb + object + complement.
5. Subject + verb + object + extension.
6. Subject + verb + complement + extension.

Examples of maintaining the above structures:

1. The boy took coffee. (S+V+O)
2. The boy looks smart. (S + V + Comp)
3. Rupa dreams at night. (S + V + Ext)
4. Rupa called me sweetheart. (S + V + O + Comp)
5. Rupa called me yesterday. (S + V + O + Ext)
6. Sumaiya was smart in her childhood. (S + V + Complement + Extension)

Thus, I completed my class and gave them some examples to do as homework. I thanked the students for being such nice children. They were pleased with the compliment and thanked me back.

Self-Reflection: 3

I went to take another English Second Paper class with grade VIII on 19 March 2023. The students were very happy to see me again. My lesson plan was to teach the students transformation of sentences which is an important topic for their examination.

At the beginning of the class, I checked on the students about the previous class lesson, which was about basic sentence pattern. I wrote some sentences on the board and inquired if they could identify them. All of them were able to identify them correctly. They said that they enjoyed the previous class, so they looked at the lesson at home on their own.

Then I said about the lesson of that day. They were afraid of transformation as they learned it in previous classes but always found it very difficult. Some of them said that they used to memorize sentence transformations without understanding them.

I explained to the students why they should not memorize and try to understand the rules properly. They told me that they would be attentive throughout the class. I started with some sentences. I told them to remember the structures we learned in the last class. Then I showed them how they could change one sentence pattern to another very easily. They loved the techniques and said that they seemed pretty easy. But before transformation, I demonstrated the structures of assertive and interrogative sentences.

1. Assertive Sentence:

Sentence Structure: Subject + Verb + Object

Example: The teacher uses interactive teaching methods.

Explanation: An assertive sentence makes a statement or expresses a fact. It presents information in a straightforward manner without seeking to question, command, or express any particular emotion.

2. Interrogative Sentence:

Sentence Structure: Auxiliary Verb + Subject + Main Verb + Object + ?

Example: Do the students face any challenges in their learning?

Explanation: An interrogative sentence asks a question to seek information or clarification. It is characterized by the use of auxiliary verbs (like "do," "does," "is," etc.) before the subject.

Next, I taught them about three transformation rules on transforming assertive sentences into interrogative sentence.

1. Subject-Auxiliary Inversion:

To transform a simple assertive sentence into an interrogative sentence, the first step is to invert the position of the subject and the auxiliary verb. If the sentence does not contain an auxiliary verb, we use the appropriate form of the auxiliary verb "do" to create the inversion.

Example:

Assertive: She sings beautifully.

Interrogative: Does she sing beautifully?

2. Use Interrogative Words:

Another way to transform an assertive sentence into an interrogative sentence is by using interrogative words the beginning of the sentence. These words include who, what, where, when, why, how, etc. The subject and verb order remains the same in this case.

Example:

Assertive: They went to the park.

Interrogative: Where did they go?

3. Add Question Mark:

To complete the transformation from an assertive sentence to an interrogative sentence, always end the sentence with a question mark. This punctuation mark indicates that the sentence is a question.

Example:

Assertive: You have completed the task.

Interrogative: Have you completed the task?

I asked the students to transform the following sentences for exercise:

- a) They are coming to the party.
- b) She plays the piano beautifully
- c) She visited Paris last summer.
- d) The train arrives at 8 AM.

Then I checked on their notebooks and they were able to solve them correctly. I also gave them some sentences to transform as homework. I ended the class by appreciating and thanking them for their attention and cooperation.

Self-Reflection: 4

I was assigned to take my fourth class with grade VII on March 23. My lesson plan was to teach them a dialogue using Direct Method. The class duration was forty-five minutes which began at 12.15 pm and ended at 1.00 pm. There were 14 students present in the class.

After entering the class, I told the students that we were going to conduct the class in total English. The students became nervous initially since they were not habituated to doing classes in English completely. I assured them it was not going to be very difficult. I asked them to open their book and find the dialogue we were going to read. Then I asked two students to volunteer to read the dialogue. Two students raised their hands, and I assigned each of them a role to play from the dialogue. They performed the dialogue. Then I corrected some of the words they pronounced wrong. Next, I asked the students to take some notes on the new words.

I did not say any Bangla synonyms for the words. Instead, I gave them hints through English synonyms. For example, the students did not know the meaning of the word “yacht.” I told them that it referred to medium-sized boats they would see in movies used for vacation. Students got the meaning. Then I asked the students to write sentences using the new words they learned. I checked everyone’s notebooks, and almost all of them did very well. They were speaking to me in English, though there were some grammar errors, but I ignored them. I did not correct them initially as it would demotivate me to speak again in the class with me. So, I kept a mental note of the grammar mistakes they made. Before ending the class, I pointed out their mistakes and corrected them. Then I asked the class to pair up and practice the dialogue. Then I asked a pair to perform it, and they did it well. Two pairs wanted to perform willingly, and I let them. All of them did a great job.

The objective of my class was successfully achieved. I helped them learn the dialogue and new words and also helped them in improving their speaking skill.

My Experience of Teaching

I was finally informed that I was going to teach classes myself after observing a few classes of Mr. Khan. I was assigned to take classes from (vi) to (ix). I felt both excitement and fear. Mr. Khan gave me the assurance that he would help me if I needed it. He and I talked about a lot while I planned my lessons. I also spoke with my boss, who provided me with advice and suggestions for running a good lesson. Instead of using the conventional Grammar Translation Method in my classes, I wanted to use other ELT strategies. To study how instructors teach in other nations, especially in USA, India, and Australia, I looked at some classes online and developed some fresh concepts.

The institute's students were incredibly courteous and helpful. They significantly facilitated my job. Their friendly nature helped me get rid of my nervousness, as well as their enthusiasm for learning motivated me to work harder for them. The majority of them also picked up new lessons quickly. I taught several topics in different classes, which include basic sentence pattern, sentence transformation, comprehension passages, and types of verbs. Students paid close attention in class and questioned me whenever they had any issues. Students were amazed when I used various teaching strategies because it was a novel experience for them as well. They appreciated my efforts and that they had fun in my lesson. I was quite proud of them for responding favorably.

I took enough preparation before the class. I also checked on different guidebooks to see what are the common types of questions that students can face problem with so that I can be prepared to help them during the class. I also discussed with Mr. Khan and my supervisor about lesson planning. I conducted ice-breaking session to make the students comfortable with me. I mostly used Grammar Translation Method since students are habituated with the method. However, I also mixed DM and CLT with GTM to make my lessons more interesting. In one class, I also took pictures with me to help students learn newer words. I tried to engage the students as much as possible. I ensured that it was not being a one-way communication. To engage them, I used to ask simple questions and providing examples using their names. I encouraged students about asking questions and to share their problems. I also used encouraging words or phrases like “a great question,” “thank you for asking such an important question,” “that’s a brilliant question,” etc. They worked as positive reinforcement on the students to be more active in the class.

I give thanks to the Almighty for allowing me to carry out all of the classes as I had intended. The internship program gave me the confidence I needed. Along with time management and public speaking skills, it helped me hone my presentation skills. I am positive that this experience will benefit my career in the long run. I want to express my gratitude to my university and the madrasa once more for giving me a chance to complete such a useful and productive internship.

Chapter 7
Overall Findings

- a. There is no touch of modernity in the classroom.
- b. The bond between teachers and students is very good.
- c. The values of the students are commendable.
- d. Student have a lot of awareness of time management.
- e. Although it is far away from the city, it has beautiful surroundings.
- f. Teachers are mostly concerned about completing the syllabus
- g. Speaking skill is mostly overlooked
- h. Fewer students make it easy for teachers to check on every student
- i. All the classes are conducted in the same manner
- j. Students often become bored with the monotonous teaching system
- k. The syllabus is too large for the students

Chapter 8

Recommendations

- a. The institution should have all modern facilities.
- b. Teachers should use English more in class than in Bengali.
- c. A library and canteen should be provided.
- d. More focus should be given to weaker students.
- e. Improving communication systems.
- f. All four language skills should be given equal focus
- g. Classrooms can be more education-friendly
- h. Teachers need to use different techniques and methods to make their lessons interesting
- i. Teachers need to focus on developing students' skills rather than completing the syllabus
- j. Group discussions should be encouraged

Chapter 9

Conclusion

The internship helped me to learn a lot of things. It helped me to become more responsible and sincere, which will help my future life. It was a huge opportunity to enhance my knowledge and develop my skills. It was also an interesting experience through which I was able to go back to my school life. I realized that a teacher works hard to conduct a class. Finally, I bow my head to my Lord for enabling me to complete the task successfully.

Appendices

Checklist for Class Observation 1 :

School / College: __Dr. Sadeq Dakhil and Hifjo Madrasa.

Teacher's Name: _Emran _____

Class: __Eight_____ Section: _____ No. of Students Present: _15_____

Course Title & Code: __English 2nd paper_____ Room No:

Peer/Observer: _____ Date and Time: _12-2-2023 , 10:00 –
10:45 A.M

Objectives of the lesson (as perceived):

i.Tense

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

Yes , the objectives of the class were achieved .The teacher took target 3 kinds of tense and he completed his target.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>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)</p>	<p>Although, the teacher is a running student he has sufficient knowledge of grammar. He has a good ability to understand the student.</p>
2	<p>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)</p>	<p>He started and finished the classes on time. He emphasized his topic and finished. In the class, the student learnt three kinds of tense.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The communication system between the students and the teacher was very good. The teacher is very popular with students. When the student did not understand any topic they asked it and the teacher would explain it to them well.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>During the question and answer he used the DM method and another time he used the GTM method. He tried to explain the topic through real-life examples. He asked some questions. For instance, what is tense? - they replied A tense is a form of the verb that allows us to express time. Did the teacher ask - How many types of tenses? They said - it has 3 types. Present, past and future. And they gave some examples such as - - I eat rice. (present) - I ate rice. (past)</p>

		<p>- I will eat rice. (future)</p> <p>Then, the Teacher explained tense in Bengali structure - how they will be able to identify to see the Bengali sentence. He wrote structure and explain in Bangla. He wrote I eat rice, here I am the subject eat is a verb and rice is an object. And he said what the meaning of Bangla is in this sentence.</p>
5	<p>PRESENTATION</p> <p>(establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The tone of the teacher and eye contact was very good, but the environment of the classroom was not good the students are deprived of modern technology and since the decoration of the class was not beautiful the attention of the students was not high.</p>

MANAGEMENT

<p>Was the time wisely spent?</p> <p>Yes, the time was wisely spent.</p>
<p>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)</p> <p>The main stage of the lesson was to teach tense. He explained three tenses with examples and took feedback from the student. First of all, he showed the structure of 3 tenses and then he gave examples. Likewise,</p> <p>1. Present Indefinite: Structure: Subject + Verb (vI) + s/es</p> <p>Examples:</p> <p>I take exercise daily.</p>

She **reads** a book in the library.

2. **Past Indefinite : Structure:** Subject + Verb (v2) or irregular verb:

Examples:

He **completed** the assignment.

I **read** the newspaper.

3. Future Indefinite : Structure: Subject + will / shall + verb 1

Example:

I **shall go** to the park for a walk.

She **will perform** his duty

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?

A student was sleeping during class and the teacher was singing to him.

Checklist for Class Observation 2 :

School / College: __Dr. Sadeq Dakhil and Hifjo

Madrasa _____

Teacher's Name: _Emran _____

Class: __Nine_____ Section: _____ No. of Students Present: _10_____

Course Title & Code: __English 2nd paper_____

Room No:

Peer/Observer: _____ Date and Time: _14-2-2023 , 10:00 – 10:45 A.M

Objectives of the lesson (as perceived):

i.right form of verb

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

Yes , the objectives of the class were achieved .The teacher took target to give an idea about right form of verb and he finished his target.

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)	He came to the class with full preparation and he tried to solve their all problems.
2	ORGANIZATION (organizes subject matter; states clear	He started and finished the classes on time. He emphasized his topic and finished. In the class,

	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 student got an overall idea about right form of verb.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Since, teacher is very popular with student so, communication system between the students and the teacher was very good. When the student did not get any problems, they asked it and the teacher would explain it to them well.
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)	During the question and answer and another time he used GTM method. He asked some questions to the student. For instance, what is parts of speech, what is tense? - they replied the answer of the question In Bangla. Then the teacher explained all kind of rules in Bangla. First of all, he gave the idea about tense and then he gave the idea about parts of speech which is related to this topic and finally he gave the idea about right from of verb.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The tone of the teacher and eye contact was very good, but the attention of the student was not good.

MANAGEMENT

Was the time wisely spent?

Yes, the time was wisely spent.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The main stage of the lesson was to teach right from of verb. He explained the topic with examples and took feedback from the student.

In the first,he discussed about tense and discussed about parts of speech and then discussed about right from of verb.

He gave some examples. Such as -

If your subject is 3rd Person & singular number and the verb is in Simple Present Tense, then Add 's'/'es' to the verb to make it plural.

Example: He drinks coffee.

If the work is continuing at present:

The verb is in the present continuous. Indicative words: now, at present, at this moment, etc.

Example: She is singing now.

If a sentence contains just, just now, already, yet, ever, lately, recently, etc., then:

The verb will be in the present perfect tense.

Example: He has just left the house

If a sentence contains words indicating past time, such as yesterday, ago, long since, etc., then:

The verb will be in the past form.

Example: I went to my village home last week.

Thus, he completed his class

CRITICAL EVENT (If took place)

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

No, there was no critical event in the lesson.

Checklist for Class Observation 3:

School / College: __Dr. Sadeq Dakhil and Hifjo

Madrasa _____

Teacher's Name: _Emran _____

Class: __Six _____ Section: _____ No. of Students Present: _11_____

Course Title & Code: __English 2nd paper_____ Room No:

Peer/Observer: _____ Date and Time: _23-2-2023 , 10:00 –
10:45 A.M

Objectives of the lesson (as perceived):

i.Dialogue

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

Yes , the objectives of the class were achieved .The teacher took target to finish a dialogue and he finished it.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>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)</p>	<p>Teacher tried to finish a dialogue and he completed it. Teacher had a sufficient knowledge about this topic and student benefited a lot of from this topic.</p>
2	<p>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)</p>	<p>He started and finished the classes on time. He emphasized on his topic and finished.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>Student and teacher interaction was good. When the student did not understand anything they asked it to teacher and teacher solved their problem.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Teacher used DM method. First of all, he explained it in English then student practiced it. Student practiced this conversation among them. Here, teacher met her student in a shopping mall. Then he continued her conversation with her student in English. The conversation they have is somewhat like this: Jahid: Hello, Ma'am!</p>

		<p>Ms. Shakina: Hey, Jahid! How are you?</p> <p>Jahid: I'm fine, Ma'am. I hope you are also fine.</p> <p>Ms. Shakina: I'm fine too.</p> <p>Shopping for the winter, I guess?</p> <p>Jahid: Yes, Ma'am.</p> <p>Ms. Shakina: Me too. Are you with your parents?</p> <p>Jahid: No, Ma'am. I'm with my uncle.</p> <p>Ms. Shakina: Give my regards to your parents, will you?</p> <p>Jahid: Of course, Ma'am.</p> <p>Ms. Shakina: Well, enjoy your shopping.</p> <p>Jahid: Thank you, Ma'am. You too enjoy your shopping.</p> <p>Ms. Shakina: See you later.</p> <p>Jahid: Yes, Ma'am.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The tone of the teacher and eye contact was very good, but the attention of the student was not good.</p>

MANAGEMENT

Was the time wisely spent?

Yes, the time was wisely spent.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The main stage of the lesson was to teach a conversation and he finished it very well. First of all, he presented tense and then explained dialogue. In the last, he organised it among student. Students were divided into different groups and practiced.

CRITICAL EVENT (If took place)

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

No, there was no critical event in the lesson.

Checklist for Class Observation 4:

School / College: __Dr. Sadeq Dakhil and Hifjo

Madrasa _____

Teacher's Name: _Emran _____

Class: __Five _____ Section: _____ No. of Students Present: _12 _____

Course Title & Code: __English 2nd paper _____ Room No:

Peer/Observer: _____ Date and Time: 26-2-2023 , 10:45 –
11:30 A.M

Objectives of the lesson (as perceived):

I. Paragraph

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

Yes , the objectives of the class were achieved .The teacher took target to finish a paragraph and he finished it.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>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)</p>	<p>Teacher tried to finish a paragraph and he completed it. Student enriched their knowledge through learning paragraph.</p>
2	<p>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)</p>	<p>He started and finished the classes on time. He emphasized on his topic and finished.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>Student and teacher interaction was good. When the student did not understand any word meaning, and did not utter any word they asked it and teacher solved their problem.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Teacher used GTM method. First of all, he explained paragraph in bangla and then student memorized this.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The tone of the teacher and eye contact was very good, and the attention of the student was good.</p>

MANAGEMENT

Was the time wisely spent?

Yes, the time was wisely spent.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The main stage of the lesson was to teach a paragraph which name is The Flu. In the first, he gave definition of the paragraph. And he explained for which it happens. In the last, he depicted if any person attacked by this disease, how will he be able to recover.

CRITICAL EVENT (If took place)

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

No, there was no critical event in the lesson.

Checklist for Class Observation 5 :

School / College: __Dr. Sadeq Dakhil and Hifjo

Madrasa _____

Teacher's Name: _Emran _____

Class: __Seven _____ Section: _____ No. of Students Present: _18_____

Course Title & Code: __English _____ Room No:

Peer/Observer: _____ Date and Time: _3-3-2023 , 10:00 –
10:45 A.M

Objectives of the lesson (as perceived):

i. Passage

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

Yes , the objectives of the class were achieved .The teacher took target to finish a passage and he finished it.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<p>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)</p>	<p>Teacher tried to finish a conversation and he completed it. Teacher had a good preparation about this topic and student benefited a lot of from this topic.</p>
2	<p>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)</p>	<p>He started and finished the classes on time. He emphasized on his topic and finished.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>Student and teacher interaction was good. When they faced any kind of problem, they would ask it and the teacher would solve it.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Teacher used GTM method. He read a few lines and then explained them in Bangla. After explaining, he gave the students some task. He was walking around the class while the students were writing. The questions were from the passage. The questions were:</p> <ul style="list-style-type: none"> a) Where was the prize giving ceremony held? b) Who was the chief guest of the function?

		<p>c) How was the auditorium decorated?</p> <p>d) What did the Headmaster do in the beginning of the function?</p> <p>He checked on everyone to ensure that everyone was writing. Thus, he finished his class.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The tone of the teacher and eye contact was very good, but the attention of the student was not good.</p>

MANAGEMENT

<p>Was the time wisely spent?</p> <p>Yes, the time was wisely spent.</p>
<p>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)</p> <p>The main stage of the lesson was to give an idea about a passage and he finished it very well. He read the passage and explained in Bangla.</p>

CRITICAL EVENT (If took place)

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

<p>No, there was no critical event in the lesson.</p>

Lesson Plan -1

Class	Eight
Date	16 March 2023
Class Time	12.15PM to 1.00 PM
Topic	Giving the idea of Verbs
Subject	English 2 nd Paper

Lesson Plan -2

Class	Nine
Date	18 March 2023
Class Time	12.15PM to 1.00 PM
Topic	Basic patterns of Sentences
Subject	English 2 nd Paper

Lesson Plan -3

Class	Seven
Date	19 March 2023
Class Time	12.15PM to 1.00 PM
Topic	Transformation of Sentences
Subject	English 2 nd Paper

Lesson Plan -4

Class	Six
Date	23 March 2023
Class Time	12.15PM to 1.00 PM
Topic	Dialogue
Subject	English 2 nd Paper

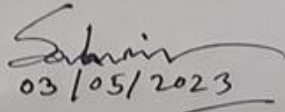
DR. SADEQ DAKHIL & HIFZ MADRASAH

To Whom It May Concern

This is to certify that MD HANZALA, ID : 192-10-444, a student of Daffodil International University, Department of English has successfully completed his internship. He has observed some classes and conducted some classes.

We are satisfied with his work. May Allah help him to succeed in future.

Salahuddin
Super
Dr. Sadeq Dakhil & Hifz Madrasah
Tongabari, Ashulia, Savar, Dhaka-1341


03/05/2023
Thanks to
Salahuddin
Super of Dr.SadeqDakhil and Hifz Madrasah

Address: Hakim poltryroad ,Tongabari , Ashulia ,Savar ,Dhaka – 1341
Mobile: 01632798879 .

Ref: Internship Placement//223

Date: 11/2/2023

Mr. Salauddin
Dr. Sadeq Dakhil and Hifzo Madrasa

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. HANZALA, ID Number 192-10-444 has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow her an Intern at your esteemed organization.

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

With best regards,



..... 11/2/2023
Dr. Liza Sharmin
Associate Professor and Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



Turnitin Originality Report

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192-10-444 By Md. Hanzala

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Assignment: Student Project
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Assignment: Journal Article
Paper ID: [941492167](#)

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<https://www.eenglishgrammar.com/2017/05/kinds-of-verbs-in-hindi.html>

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Class: Article 2018

Assignment: Journal Article

Paper ID: [941474827](#)

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[Katherine Crawford-Garrett, Stephen Anderson, Andrew Grayson, Chrissy Suter.](#)

["Transformational practice: critical teacher research in pre-service teacher education".](#)

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<https://openresearch-repository.anu.edu.au/bitstream/1885/49397/2/02whole.pdf>

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[Submitted to University of Mindanao on 2021-08-30](#)

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<https://info.ncdhhs.gov/dhsr/facilities/nh/2016/20160622-923270.pdf>

Internship Report on "English Language Teaching in the classroom in Dr. Sadeq Dakhil and Hifz Madrasa." Prepared by MD. Hanzala Batch: 14th Semester: Spring-2023 Course title: Project Paper with Internship. Course code: ENG431 [Department of English Faculty of Humanities and Social Science Daffodil International University Under the Supervision of Ms. Fatema Begum Laboni](#) Assistant [Professor Department of English Faculty of Humanities and Social Science Daffodil International University](#) Date of Submission: 30 May 2023 1 Declaration [I am](#) Hanzala, [a student of](#) the [Department of English](#), 14th batch, ID Number - 192-10-444, at Daffodil International University, confirming that this internship report was completed [under the guidance of Ms. Fatema Begum Laboni, Assistant Professor of English](#) department at [Daffodil International University](#). It is crucial to note that this work is entirely unique and was done as part of the coursework for [the course Project Paper with Internship \(Eng 431\) in the program of BA \(Hon's\) in English](#). MD Hanzala ID: 192-10-444 Batch:14th [Department of English Daffodil International University](#) i Certification [I am glad to certify that](#) Md. Hanzala, ID: 192-10-444, [a student of](#) English [Department, Daffodil International University, has completed the](#) project [report on](#) " English language teaching in the classroom in Dr. Sadeq Dakhil and Hifz Madrasah" successfully under my supervision. All information and facts that he has mentioned in this project paper are written by him from his personal experience and not copied from anywhere else. I wish him all the happiness and success in his future endeavor. Ms. Fatema Begum Laboni Assistant [Professor Department of English Faculty of Humanities and Social Science Daffodil International University](#) ii [Acknowledgment](#) First of all, [I would like to thank](#) my [Almighty Allah](#) SWT, who has given me the ability to complete my internship program and prepare my internship report perfectly. [Then, I am](#) also [thankful to my](#) respected [supervisor](#) Ms. [Fatema Begum Laboni, Assistant Professor, Department of English, Daffodil International University](#), who always helped me with valuable and ample guidance and unlimited encouragement to prepare my internship report successfully. Thanks also to Mr. Salahuddin super of Dr. Sadeq Dakhil and Hifz Madrasa, for allowing me to work in the madrasa. [I would like to express](#) thanks to [the English teacher of](#) this madrasa, Emran Khan, for his cooperation. He helped me a lot with teaching. Overall, I'm very happy to have completed my internship program. iii Abstract English teaching standard in Bangladesh has been subjected to questions for years. Many experts claim that the teaching method has not been upgraded over the years, and it has been a barrier to the language development of students. The project paper is to highlight my experience of observing and conducting classes at Dr. Sadeq Dakhil and Hifz Madrasah during my three-month internship period. The paper also aims to demonstrate the traditional method of teaching English in Bangladesh, as well as the effectiveness of applying newer methods. English teaching is not given much priority in Madrasa, and the teachers are not much qualified either. During my internship period, I conducted classes in both traditional method GTM, as well as Direct Method and CLT to see the effectiveness of these methods as many claims that these methods are not convincing in the context of Bangladesh. This project paper is a practical experience of applying and checking the results of different methods. iv [Table of contents](#) Declaration i Certification ii Acknowledgment iii Abstract iv [Table of contents](#) v [Introduction 1](#) Objectives 3 Methodology 4 Institution details 6 My experience of class observation 8 My class conducting experience 21 Overall findings 35 Recommendations 36 Conclusion 37 Appendices 38 v Chapter 1 Introduction Education can enlighten people.

Education should be such that students enjoy it. However, English is a scary thing for students, especially in the context of Bangladesh. Students do not enjoy learning the way they are taught. Though there are several methods have been established over the years for teaching a second language, in Bangladesh, the only method that is used is GTM. [The Grammar Translation Method is a traditional method of teaching](#) English in Bangladesh. It has been in practice for over a century. Surely, it is an effective method. However, there are other methods that can make lessons more interesting and enjoyable. Sadly, however, teachers are mostly uninterested in applying newer methods. In most cases, they show excuses like these methods are not suitable in our context. During [my English Language Teaching course](#), I got to learn [about](#) various methods of teaching English. Some of them make learning very interesting and enjoyable. A common issue that students complain about is that they find teachers' lectures boring and monotonous. During my internship period for the course Project Paper with Internship, I took advantage of applying other methods along with the traditional GTM. The intention was to find out if other methods, such as Direct Method or Communicative Language Teaching, were really unsuitable for our students. Before taking classes, several classes were observed by the teachers of the Madrasa. It was evident the teachers had good knowledge; however, they lacked experience and enthusiasm. Teachers themselves do not enjoy teaching as they have to give almost the same lectures repeatedly in different classes. It also makes teaching boring for them. There is no room for creativity or creative activities. I intended to follow a different path of teaching, mixing GTM with DM and CLT, to see if it could make the lesson interesting for the students. While planning the lessons, they were discussed with my Supervisor and also with the course teacher of the Madrasa so that I could design the class in an interesting way and also keep them relevant to the syllabus. The outcome was satisfactory, and the overall experience of my teaching has been intimidating. [I am thankful to my university and the](#) Madrasa [for](#) providing me with [the](#) opportunity to apply the lessons I learned in my ELT course.

Objectives a) To understand the pedagogical methods employed in teaching by observing and exploring approaches, strategies, and techniques employed by teachers to effectively deliver educational content to their students. b) Investigating the common challenges faced by students in their learning journey and devising appropriate measures to help them overcome them. c) Actively participating in the teaching process, the aim is to develop practical skills, enhance classroom management abilities, and gain firsthand experience in delivering lessons, interacting with students, and fostering a conducive learning environment. d) Gaining a comprehensive understanding of the fundamental principles and techniques that constitute successful teaching. e) Exploring and evaluating the present condition of Madrasa education by examining various aspects such as curriculum, pedagogy, resources, and institutional practices. Methodology To achieve the objectives of my internship, I applied and got selected for an internship opportunity at Dr. Sadeq Dakhil and Hifz Madrasah. It was one of the most renowned Madrasa in Ashulia, Dhaka. It has a reputation for being a good institution and matches all my requirements. During my internship period, I observed and conducted classes with high school students from classes six to ten. The reason behind choosing these classes was to get feedback from the students. As they are a little more mature, they would be able to compare different methods and could compare among methods. Therefore, I decided to work with them. In the beginning, I observed several English classes conducted by the teacher of the madrasa of different classes. The reason was to find out what different approaches teachers apply for different age groups. I also noticed what method was used, and necessary notes were taken about the reaction, response, and class participation of the students. Afterward, I conducted several classes to improve my communication and other class management skills. I mostly covered the initial parts of the grammar syllabus. Grammar is given a high priority in Bangladesh during English teaching. Still, students find it difficult to perform well and write well using correct grammar. Therefore, I decided to teach grammar but not in an orthodox manner. The intention was to see if mixing GTM with DM and CLT could solve the problems I pointed out while observing classes. Since I was a stranger to the students and had a very limited number of classes to conduct, I used different ice-breaking sessions in different classes to reduce the distance between me and the students. Ice-breaking sessions are a great way to start a friendly interaction. I was concerned about the feeling of the students during the classes. I applied different approaches to ensure that ©Daffodil International University 4 the students were not becoming bored or felt monotonous. To do so, I sat with my supervisor to plan my class activities. I noticed that students were not much interested in volunteering to answer when teachers asked any questions. They would only answer when they were asked by their names. The students were afraid of their teachers and did fear of making errors. Motivation is an effective technique to encourage students' participation in class spontaneously. I applied motivation, appreciation, and positive reinforcement to the students to make them interested in participating in class discussions and interactions. Institution Details Dr. Sadeq Dakhil and Hifz Madrasa is a very well-known educational

institution in Ashulia, Dhaka. It has a good reputation among the parents for being caring and friendly towards the students. The institution has performed well in the board examinations and offers a good educational environment. Institution Name Dr. Sadeq Dakhil and Hifz Madrasa Location Hakim Poultry, Tongabari, Ashulia, Savar, Dhaka - 1341 Time of Establishment 2008 Building 1 Number of Teacher 18 Students 400 Teachers Qualification Average: teachers have decent educational background and average presentation skills. They do not intend to use additional tools other than duster and marker. Shift No Economic Status Private Playground Yes Library No CCTV Monitoring No Students Common Room No Canteen No Staff Room Yes Cultural Activities Yes Sports Activities Yes Computer Lab Yes Garden Yes Security Yes Prayer Room Yes My Overall Experience of Class Observation Mr. Emran Khan took me with him to witness five of his classes. Mr. Khan was meticulous in his timing. He always arrived on time and finished his lesson one or two minutes earlier. It helped him depart for the next class as soon as the bell rang and be on time. I noticed that there were no multimedia systems in the classroom, which may have helped the teachers make their lessons more engaging. In addition, despite the size of the classrooms, there was no sound system. To guarantee that everyone could hear him, the teacher always had to talk at a high pitch. The classrooms have good ventilation. However, the rooms should have been more colorful to prevent pupils from becoming bored while sitting there. Overall, the seating arrangement was acceptable and not particularly comfy. I chatted with a few of the students to learn about their thoughts on the matter. They stated that they were usually bored during English courses, despite enjoying Mr. Khan's class. I observed both English First & Second Paper classes and witnessed how grammar and comprehensive passages are taught. As I noticed as there were not many pupils in the classrooms, making it easy for the professors to keep track of everyone. However, the class time was insufficient to check on every pupil. Due to time constraints, teachers were unable to review everyone's answer script. Another thing I saw was that most of the pupils were terrified of their teachers. They would pay attention in class not because they liked it but to avoid being reprimanded. Many students, however, reported that there were only a few teachers they did not dread, and Mr. Khan was one of them. I was fortunate to be in Mr. Khan's class and observe how he taught. It brought back memories of my school days. Observing lessons was a fascinating experience; I learned so much about teaching as well as the problems of the students that will help me conduct classes in the future. Class Observation 1 Mr. Emran Khan took me with him to a class for observation on 12 February 2023. It was the English Second Paper class of grade (viii). The classroom was not very large, and the student number was only fifteen, which I thought was ideal for a teacher. The classroom had a good ventilation system with two windows, one door, two fans, and three electric lights. The class time was from 10.00 am to 10.45 am. Mr. Khan entered the room on time. I discussed the objectives of the class with Mr. Khan. He told me that the objectives were to provide the students with a basic idea about tenses and help them understand the differences among the tenses. He took chalk and a duster with him in the class. Mr. Khan began his class by exchanging greetings with the students. He then wrote the lesson name on the board. He then demonstrated the structures of three types of tenses and explained the differences among them. He was conducting the class in Grammar Translation Method, meaning that he was using the Bangla language to conduct the class as well as translating any English words or sentences into Bangla so that students could understand them easily. He asked the students to memorize the structures. After explaining the structures, he asked the students to take notes. Then he inquired about their confusion. Students shared their problems, and Mr. Khan answered them. In the next stage of the class, Mr. Khan asked the students to open their guidebooks and gave them a task to do. It was identifying tense from an exercise. Towards the end of the class, he solved the problem by announcing the answers loudly. Mr. Khan gave some homework from the exercise book and wrapped up the class. The class started and ended on time. I think the objectives of the class were achieved. Students could identify the tenses, and they also understood the lesson properly. Mr. Khan was confident and had a deep knowledge of the topic. ©Daffodil International University 9 His presentation skill was also pretty good. However, it would have been better if he had not encouraged the students to memorize the rules. The lesson plan can be described with the following table: Greetings exchanged 2 minutes Describing structures of tense in Bangla 15 minutes Solving students problems 5 minutes Students exercise 15 minutes Solving exercise 5 minutes I observed another class conducted by Mr. Khan on 14 February 2023. It was English Second Paper Class of grade (ix). The room was identical to the previous class I went to. There were ten students present in the class. The class duration was 45 minutes which was scheduled to begin at 10.00 am and end at 10.45 am. The objective of the class was to teach the students a grammar topic named right forms of verbs. To achieve the goal, the teacher used chalk and a duster. Mr. Khan entered the class on time and exchanged greetings with the students. He checked the homework on parts of speech from the previous class and then started the new lesson. He asked the students to open their guidebook, which is not provided by the NCTB.

He read aloud some of the rules from the book and explained them. The teaching method was GTM, as usual. After explaining the rules, he asked the students to memorize them. After some moments, he told the students to solve an exercise from the book, and the students followed his command. Mr. Khan checked everyone's answer script and marked the correct and wrong answers. Most of the students were able to answer them correctly. He then gave another exercise of filling the gaps using right form of verbs for homework and ended the class on time. The students were able to write the answers correctly, so the objectives were achieved. However, teachers should not encourage students to memorize the rules without understanding them properly. As there were fewer students, Mr. Khan was able to check all the answer scripts. Besides, following a particular book will lead students to memorize the answers as well. The lesson plan is described in the following table: Greetings exchanged 2 minutes Describing the rules in Bangla 15 minutes Solving students' problems 5 minutes Students exercise 15 minutes Checking answer scripts 5 minutes I observed another class of Mr. Khan at Dr. Sadeq Dakhil and Hifz Madrasa on 23 February 2023. It was an English Second Paper class for grade six. There were eleven students present in the class. The class was scheduled to start at 10.00 am and end at 10.45 am. The objective of the class was to help the students learn a dialogue so that they could write it in the examination and get a good grade. The dialogue was between two friends talking about environment pollution. Mr. Khan entered the class on time and interacted with the students of the class. Next, he described the purpose of the class. The class was conducted in the Grammar Translation Method. Mr. Khan first read the dialogue from the book and translated it into Bangla so that everyone could understand it. Then he asked the students to memorize the dialogue. He gave students time to learn the dialogue. Two students were gossiping instead of reading. Mr. Khan asked them to stand up but did not scold them. Instead, he asked them politely to read attentively. After some time, he asked the students to say the dialogue without looking at the book. Most of the students were able to learn the dialogue in the class. He then told them to write the dialogue once at home as homework. The primary objective of the class was to help the students understand the dialogue. As Mr. Khan explained line by line by translating them in Bangla and the students were able to understand them, the goal was achieved. However, the class could have been more interesting for the students. Besides, there could be better ways for students instead of memorizing. As there were not so many students, the teacher could pay attention to everyone. The lesson plan is described in the following table: Greetings exchanged 2 minutes Teacher read the dialogue and translated 10 minutes Students read themselves the dialogue 15 minutes Teacher checked on the students 15 minutes I observed an English Second Paper class conducted by Mr. Emran Khan of class (vii) on February 26, 2023. The class started at 10.45 am and ended at 11.30 am. There were 12 students present in the class. The objective of the class was to help the students learn a paragraph, which was a part of their syllabus. And revise the grammar part of the last class which was identification of parts of speech. Mr. Khan entered the classroom and exchanged greetings with the students. First, Mr. Khan read the paragraph for the class. Then he explained the meaning of the paragraph in Bangla. As usual, it was the Grammar Translation Method that he followed. He pointed out the difficult words that the students would find a problem to pronounce. He pronounced those words a few times so that students could understand how to pronounce them. However, he did not ask the students to pronounce it aloud. Mr. Khan also marked the new words for the students. He asked them to remember the new words to enrich their vocabulary. After reading the paragraph, he asked the students to read it themselves and share their problems with them. The students followed his command and kept reading the paragraph. They asked him the pronunciation of some words which they found difficult. When the students said that they did not have any more problems, Mr. Khan said that he would like to check on the grammar they studied in the last class. Mr. Khan checked their homework from the previous class. Next, he gave them some tasks to do in the class but did not check them. The students solved the problems, and Mr. Khan checked them. He ended the class by giving them some more homework. The objectives of the class were partially achieved. Students did not learn the paragraph. They were only instructed about the difficult words and got to know the meaning. However, they were told to memorize the paragraph. This way, students won't be able to improve their writing ability. Besides, all the students will write from the same book; there will be no variations. Also, judging by the expression of the students, it was clear that they did not enjoy doing their homework. Also, the students did not practice the new words they learned. There is little chance that they would remember the words this way. There needs to be some better and more interesting way of teaching. The class activities are described in the following table: Greetings exchanged 2 minutes Teacher read the paragraph and translated 10 minutes Students read the paragraph 15 minutes Checking homework 5 minutes Exercise 12 minutes I observed Mr. Khan's English First Paper class with grade (vii) on 03 March 2023. There were 18 students present in the class. Mr. Khan made proper preparation before the beginning of the class. The class

schedule [was 10.00 am to 10.45 am](#). He reached [the](#) class just in time. The objective of the class was to teach the students a new passage that was part of their syllabus so that they could get a good score on the examination. Mr. Khan entered the class and talked to the students for a few moments. He wanted to refresh the students from the previous class. He then told the students about their lesson plans for the day. Next, he took a book from a student and started reading the passage he wanted to teach the class. He followed the Grammar Translation Method. He read a few lines and then explained them in Bangla. The students were silent during this time. Mr. Khan was standing in the front where he could see every student. The students were polite and gentle; they did not disturb the teacher while he was explaining the passage to them. After that, Mr. Khan asked the students if they had any problems regarding the passage. Some of the students started asking questions which became a noise. Mr. Khan immediately took control of the situation. He commanded the students to raise their hands, and he would ask them one by one. The questions were mostly about the pronunciation and meaning of difficult words such as auditorium, praises, outstanding, etc. The students shared their problems, and Mr. Khan solved them. He showed good expertise over the lesson as he was able to solve all of their problems without any hesitation or confusion. Mr. Khan then [asked the students to open their](#) guidebooks, [and](#) he gave them [some questions](#) to solve from [the](#) book. He was walking around the class while the students were writing. The questions were from the passage. The questions were: a) Where was the prize giving ceremony held? b) Who was the chief guest of the function? c) How was the auditorium decorated? d) What did the Headmaster do in the beginning of the function? He checked on everyone to ensure that everyone was writing. Mr. Khan got a call on his mobile, and he picked it up and went outside the class to talk over the phone. The students became a little noisy seeing their teacher going out. Some of the students also checked the answer from the model question solution book. Mr. Khan returned, and the classroom became silent again. Mr. Khan then asked everyone to stop writing. He then asked students what they wrote as answers for a particular question. Most of the students gave the correct answers. He praised the students who were able to write the correct answers but did not scold or motivate the students who could not give the correct answer. Mr. Khan then gave them some homework and ended the class. The objectives of the class were achieved to a certain extent. There was no focus on students' speaking and reading skills. The teacher followed a certain book for giving exercises which motivated the students to memorize the answers. The class activities are described in the following table: Greetings exchanged 2 minutes Teacher read the passage and translated 15 minutes Students asked questions 5 minutes Exercise 15 minutes Checking answers 7 minutes Chapter 6 My Experience of Teaching I was finally informed that I was going to teach classes myself after observing a few classes of Mr. Khan. I was assigned to take classes from (vi) to (ix). I felt both excitement and fear. Mr. Khan gave me the assurance that he would help me if I needed it. He and I talked about a lot while I planned my lessons. I also spoke with my boss, who provided me with advice and suggestions for running a good lesson. Instead of using the conventional Grammar Translation Method in my classes, I wanted to use other ELT strategies. To study how instructors teach in other nations, especially in USA, India, and Australia, I looked at some classes online and developed some fresh concepts. The institute's students were incredibly courteous and helpful. They significantly facilitated my job. Their friendly nature helped me get rid of my nervousness, as well as their enthusiasm for learning motivated me to work harder for them. The majority of them also picked up new lessons quickly. I taught several topics in different classes, which include basic sentence pattern, sentence transformation, comprehension passages, and types of verbs. Students paid close attention in class and questioned me whenever they had any issues. Students were amazed when I used various teaching strategies because it was a novel experience for them as well. They appreciated my efforts and that they had fun in my lesson. I was quite proud of them for responding favorably. I took enough preparation before the class. I also checked on different guidebooks to see what are the common types of questions that students can face problem with so that I can be prepared to help them during the class. I also discussed with Mr. Khan and my supervisor about lesson planning. I conducted ice-breaking session [to make the students comfortable with me. I](#) mostly used Grammar Translation Method since students are habituated with the method. However, I also mixed DM and CLT with GTM to make my lessons more interesting. In one class, I also took pictures with me to help students learn newer words. I tried to engage the students as much as possible. I ensured that it was not being a one-way communication. To engage them, I used to ask simple questions and providing examples using their names. I encouraged students about asking questions and to share their problems. I also used encouraging words or phrases like "a great question," "thank you for asking such an important question," "that's a brilliant question," etc. They worked as positive reinforcement on the students to be more active in the class. I give thanks to the Almighty for allowing me to carry out all of the classes as I had intended. The internship program gave me the confidence I needed. Along

with time management and public speaking skills, it helped me hone my presentation skills. I am positive that this experience will benefit my career in the long run. I want to express my gratitude to my university and the madrasa once more for giving me a chance to complete such a useful and productive internship.

Self-Reflection: 1 I was assigned to take my first class at Dr. Sadeq Dakhil and Hifz Madrasa on March 16, 2023. I took the English Second Paper class for the grade (viii). The class is usually taken by Mr. Khan. He gave me the necessary instructions about what I had to cover in the class. The class duration was 45 minutes. It started at 12.15 pm and ended at 1.00 pm. The objectives of the class were to teach the students about verbs in detail and to make students comfortable with me as I was not familiar with them. I conducted the class in Grammar Translation Method and took the chalk and a duster with me. After entering the class, I told them about myself and my purpose of being there. Then I wanted to break the ice between me and the students. To do so, I asked each of them to name their best friend in the class. As there were only fifteen students in the class, it did not take much longer. By then, I also learned about everyone's name. Next, I talked about the importance of verbs in the English language and why they had to be sincere during the class. I wrote some sentences on the blackboard and asked them if they could identify the verbs. While doing so, I used the name of the students so that they paid attention. My technique worked, and they found it very amusing. The students were able to identify the common verbs as they had them memorized. I showed them the technique of identifying a verb without memorizing them. They were amazed by it. Then I lectured about different types of verbs that include transitive, intransitive verbs, principle verbs, auxiliary verbs, and linking verbs. I showed them the characteristics of different types of verbs and their differences. I gave enough examples for each type of verb and wrote sentences with them. I wrote a sentence on the board and asked them to identify which is the verb. The sentence was - She wrote a letter. They could define 'wrote' as a verb. I told them there are mainly 4 types of verbs. Then, I discussed it in detail. The first one is - Transitive Verb: It is an action verb that has a direct object. Example - She loves birds. Here, the word "loves" is a verb. Next, I taught them about the intransitive Verb and explained that it is an action verb that has no direct object. I gave them the following Examples for better understanding: The girl is crying. Here, Intransitive Verb - is crying. I spent a few more minutes on the topic and then moved on to linking verbs. I defined the verb and gave some examples. Some of the examples were: (a) My father was a player. (Linking verb - was) (b) She is beautiful. (Linking verb - is) Then I provided them with the following list of auxiliary verbs: Common Auxiliary verbs are : (i) be: is, are, am, was, were, are not, etc. (ii) do: do, does, did, did not, etc. (iii) have: has, have, had, had The students were attentive throughout the class, and they were cooperative too. I made sure that I was not the only one who was doing all the talking. I kept asking them questions during the lecture so that they felt involved and did not get bored. I also used some fun sentences to hold their attention. When I finished my lecture, I asked them if they had any inquiries. Some of them raised their hands, and I listened carefully to their questions. Then, instead of answering the questions myself, I let other students solve the problems. I helped them to solve the questions when their friends were solving the questions. It made the class more interesting, and everyone became more attentive. When a student volunteered to answer but gave the wrong answer, I did not say that he was wrong. Instead, I said that he was "almost close" and then explained the answer myself. Then I gave them a creative task as homework, which was to make a list of different types of verbs that they regularly use with meaning. I ended the class by telling a joke to make the environment casual again. I cleaned the blackboard before leaving the classroom. The objectives of the class were achieved. Most of the students were engaging in conversation. They were asking questions, and others were able to solve them.

Self-Reflection: 2 I took my second class on 18 March 2023. I was told to take the English Second Paper class for the grade (ix). In this class, I taught the students about the basic patterns of sentences. I conducted the class in Grammar Translation Method so that students could understand the rules properly. I introduced myself to the students and then asked the names of the students. Next, I conducted an ice-breaking session in which we played a game. The game was about naming countries with the letter I gave them. For example, when I said C, one of the students replied Canada. Then I said I, they answered Iran and so on. Then I went on to carry my lesson plan. I demonstrated what sentences were and their basic patterns. I wrote the structures on the board. Students paid attention and took the necessary notes. I started with the basic pattern of sentence: subject + verb + object + extension. I explained to them that there are three parts to a sentence. The first part is the subject, the second part is the verb, and the 3rd part is the object/complement/extension. I described each component of the sentence in the following manner: Subject: In a sentence, the thing about which something is said and on which the different forms of the verb are derived is the subject. Example: Nadiya goes to College by bus. Here, 'Nadiya' is the subject. Verb: In a sentence, the word that means doing something, being something, having something with someone, and where it is located

is called a verb. Example: He goes to College by bus. Here, goes is a verb. Object: In a sentence - when the verb is questioned by 'what' or 'whom,' what follows the verb is called the object. Example - We phoned them. Here, they are objects. Complement: These are two types. Subjective and objective complement. Subjective complement: If the part after the verb means the subject, it is the subjective complement. Example: Rupa looks coy. Here, 'coy' means Rupa, So coy is a compliment. Objective complement: If the next part of the object in a sentence refers to the object itself, it is an objective complement. Example: The people elected him Chairman. Here, Chairman means him. So, Chairman is complemented. Extension: In any sentence, Subject + verb + obj /compliment. Besides that, there are extra parts that are normally called extensions Example: She works hard. Here, hard is an extension. Therefore, from the above discussion, we get the following structures. Then, I summarized the structures writing the following list again on the board: [Structures: 1. Subject verb + object.](#) [2. Subject+ verb + complement.](#) [3. Subject + verb + extension.](#) [4. Subject + verb + object + complement.](#) [5. Subject + verb + object + extension.](#) 6. Subject + verb + complement + extension. Examples of maintaining the above structures: 1. The boy took coffee. (S+V+O) 2. The boy looks smart. (S + V + Comp) 3. Rupa dreams at night. (S + V + Ext) 4. Rupa called me sweetheart. (S + V + O + Comp) 5. Rupa called me yesterday. (S + V + O + Ext) 6. Sumaiya was smart in her childhood. (S + V + Complement + Extension) Thus, I completed my class and gave them some examples to do as homework. I thanked the students for being such nice children. They were pleased with the compliment and thanked me back. I went to take another English Second Paper class with grade (ix) on 19 March 2023. The students were very happy to see me again. My lesson plan was to teach the students transformation of sentences which is an important topic for their examination. [At the beginning of the class, I](#) checked on [the students](#) about the previous class lesson, which was about basic sentence pattern. I wrote some sentences on the board and inquired if they could identify them. All of them were able to identify them correctly. They said that they enjoyed the previous class, so they looked at the lesson at home on their own. Then I said about the lesson of that day. They were afraid of transformation as they learned it in previous classes but always found it very difficult. Some of them said that they used to memorize sentence transformations without understanding them. I explained to the students why they should not memorize and try to understand the rules properly. They told me that they would be attentive throughout the class. I started with some sentences. I told them to remember the structures we learned in the last class. Then I showed them how they could change one sentence pattern to another very easily. They loved the techniques and said that they seemed pretty easy. But before transformation, I demonstrated the structures of assertive and interrogative sentences. 1. Assertive Sentence: Sentence Structure: Subject + Verb + Object Example: The teacher uses interactive teaching methods. Explanation: An assertive sentence makes a statement or expresses a fact. It presents information in a straightforward manner without seeking to question, command, or express any particular emotion. 2. Interrogative Sentence: Sentence Structure: Auxiliary Verb + Subject + Main Verb + Object + ? Example: Do the students face any challenges in their learning? Explanation: An interrogative sentence asks a question to seek information or clarification. It is characterized by the use of auxiliary verbs (like "do," "does," "is," etc.) before the subject. Next, I taught them about three transformation rules on transforming assertive sentences into interrogative sentence. 1. Subject-Auxiliary Inversion: To transform a simple assertive sentence into an interrogative sentence, the first step is to [invert the position of the subject and the auxiliary verb](#). [If the sentence does not contain an auxiliary verb](#), we use the appropriate form of the auxiliary verb "do" to create the inversion. Example: Assertive: She sings beautifully. Interrogative: Does she sing beautifully? 2. Use Interrogative Words: Another way to transform an assertive sentence into an interrogative sentence is by using interrogative words the beginning of the sentence. These words include who, what, where, when, why, how, etc. The subject and verb order remains the same in this case. Example: Assertive: They went to the park. Interrogative: Where did they go? 3. Add Question Mark: To complete the transformation from an assertive sentence to an interrogative sentence, always end the sentence with a question mark. This punctuation mark indicates that the sentence is a question. Example: Assertive: You have completed the task. Interrogative: Have you completed the task? I asked the students to transform the following sentences for exercise: a) They are coming to the party. b) She plays the piano beautifully c) She visited Paris last summer. d) The train arrives at 8 AM. Then I checked on their notebooks and they were able to solve them correctly. I also gave them some sentences to transform as homework. I ended the class by appreciating and thanking them for their attention and cooperation. I was assigned to take my fourth class with grade (vii) on March 23. My lesson plan was to teach them a dialogue using Direct Method. The class duration was forty-five minutes which began [at 12.15 pm and ended at 1.00 pm](#). [There were 14 students present in the class](#). After entering [the](#) class, I told [the](#) students that we were going to conduct the class in total English. The students became nervous initially since

they were not habituated to doing classes in English completely. I assured them it was not going to be very difficult. I asked them to open their book and find the dialogue we were going to read. Then I asked two students to volunteer to read the dialogue. Two students raised their hands, and I assigned each of them a role to play from the dialogue. They performed the dialogue. Then I corrected some of the words they pronounced wrong. Next, I asked the students to take some notes on the new words. I did not say any Bangla synonyms for the words. Instead, I gave them hints through English synonyms. For example, the students did not know the meaning of the word "yacht." I told them that it referred to medium-sized boats they would see in movies used for vacation. Students got the meaning. Then I asked the students to write sentences using the new words they learned. I checked everyone's notebooks, and almost all of them did very well. They were speaking to me in English, though there were some grammar errors, but I ignored them. I did not correct them initially as it would demotivate me to speak again in the class with me. So, I kept a mental note of the grammar mistakes they made. Before ending the class, I pointed out their mistakes and corrected them. Then I asked the class to pair up and practice the dialogue. Then I asked a pair to perform it, and they did it well. Two pairs wanted to perform willingly, and I let them. All of them did a great job. The objective of my class was successfully achieved. I helped them learn the dialogue and new words and also helped them in improving their speaking skill.

Chapter 7 Overall Findings

- There is no touch of modernity in the classroom.
- The bond between teachers and students is very good.
- The values of the students are commendable.
- Students have a lot of awareness of time management.
- Although it is far away from the city, it has beautiful surroundings.
- Teachers are mostly concerned about completing the syllabus.
- Speaking skill is mostly overlooked.
- Fewer students make it easy for teachers to check on every student.
- All the classes are conducted in the same manner.
- Students often become bored with the monotonous teaching system.
- The syllabus is too large for the students.

Chapter 8 Recommendations

- The institution should have all modern facilities.
- Teachers should use English more in class than in Bengali.
- A library and canteen should be provided.
- More focus should be given to weaker students.
- Improving communication systems.
- All four language skills should be given equal focus.
- Classrooms can be more education-friendly.
- Teachers need to use different techniques and methods to make their lessons interesting.
- Teachers need to focus on developing students' skills rather than completing the syllabus.
- Group discussions should be encouraged.

Chapter 9 Conclusion

The internship helped me to learn a lot of things. It helped me to become more responsible and sincere, which will help my future life. It was a huge opportunity to enhance my knowledge and develop my skills. I was also an interesting experience through which I was able to go back to my school life. I realized that a teacher works hard to conduct a class. Finally, I bow my head to my Lord for enabling me to complete the task successfully.

Appendices

Appendix: Class Observation Checklist

[Checklist for Class Observation 1 : School / College](#): __Dr. Sadeq Dakhil and Hifjo Madrasa. [Teacher's Name](#): _Emran

[Class](#): _ Eight

[Section](#): _____ [No. of Students Present](#): _15_____ [Course Title & Code](#):

[English](#) 2nd [paper](#)

[Room No](#):

[Peer/Observer](#):

[Date and Time](#): _12-2-

2023 , [10:00 – 10:45 A.M](#)

[Objectives of the lesson \(as perceived\)](#): [i](#)

.Tense [Were the objectives achieved and to what extent \(in your view\)?](#) [Yes](#) , the objectives of the class [were](#) achieved .[The](#) teacher took target 3 kinds of tense and he completed his target. [S/N Review Section In what ways? \(Specific examples/ clarifications\)](#) [1 SUBJECT MATTER CONTENT \(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students\)](#) Although, [the teacher](#) is [a](#) running student he has sufficient knowledge of grammar. He has a good ability to understand the student. [2 ORGANIZATION \(organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today\)](#) [He started](#) and finished [the](#) classes on time. [He](#) emphasized his topic and finished. In the class, the student learnt three kinds [of tense](#). [3 RAPPORT \(holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude\)](#) The communication system [between the students and the teacher](#) was very good. [The teacher](#) is very popular with students. When the student did not understand any topic they asked it and the teacher would explain it to them well. [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) During the question and answer he used the DM method and another time he used the GTM method. He tried to explain the topic through real-life examples. He asked some questions. For instance, what is tense? - they replied A tense is a form of the verb that allows us to express time. Did the teacher ask - How many types of tenses? They said - it has 3 types. Present, past and future. And they gave some examples such as - I eat rice. (present) - I ate rice. (past) - I will eat rice. (future) Then, the Teacher explained tense in Bengali structure - how they will be able to identify to see the Bengali sentence. He wrote structure and explain in Bangla. He wrote I eat rice, here I am the subject eat is a verb and rice is an object. And he said what the meaning of Bangla is in this sentence.

5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) The tone of the teacher and eye contact was very good, but the environment of the classroom was not good the students are deprived of modern technology and since the decoration of the class was not beautiful the attention of the students was not high.

MANAGEMENT ©Daffodil International University Was the time wisely spent? Yes, the time was wisely spent. What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) The main stage of the lesson was to teach tense. He explained three tenses with examples and took feedback from the student. First of all, he showed the structure of 3 tenses and then he gave examples. Likewise, 1. Present Indefinite: Structure: Subject + Verb (vI) + s/es Examples: I take exercise daily. She reads a book in the library. 2. Past Indefinite : Structure: Subject + Verb (v2) or irregular verb: Examples: He completed the assignment. I read the newspaper. 3. Future Indefinite : Structure: Subject + will / shall + verb 1 Example: I shall go to the park for a walk. She will perform his duty.

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? A student was sleeping during class and the teacher was singing to him.

Checklist for Class Observation 2 : School / College: ___ Dr. Sadeq Dakhil and Hifjo Madrasa _____ **Teacher's Name:** _____
 _Emran _____ **Class:** _____
 _Nine _____ **Section:** _____ **No. of Students Present:** 10 _____ **Course** _____
Title & Code: English 2nd paper _____ **Room No:** _____
 _____ **Peer/Observer:** _____ **Date and** _____
Time: 14-2-2023 , 10:00 - 10:45 A.M _____ **Objectives of the lesson (as perceived):** i.right form of verb Were the objectives achieved and to what extent (in your view)? Yes , the objectives of the class were achieved .The teacher took target to give an idea about right form of verb and he finished his target. 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) He came to the class with full preparation and he tried to solve their all problems. 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) He started and finished the classes on time. He emphasized his topic and finished. In the class, the student got an overall idea about right form of verb. 3 **RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude) Since, teacher is very popular with student so, communication system between the students and the teacher was very good. When the student did not get any problems, they asked it and the teacher would explain it to them well. 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) During the question and answer and another time he used GTM method. He asked some questions to the student. For instance, what is parts of speech, what is tense? - they replied the answer of the question In Bangla. Then the teacher explained all kind of rules in Bangla. First of all, he gave the idea about tense and then he gave the idea about parts of speech which is related to this topic and finally he gave the idea about right form of verb. 5 **PRESENTATION** (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) The tone of the teacher and eye contact was very good, but the attention of the student was not good. **MANAGEMENT** Was the time wisely spent? Yes, the time was wisely spent. What were the main stages of the lesson? What

tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) The main stage of the lesson was to

teach right from of verb. He explained the topic with examples and took feedback from the student. In the first,he discussed about tense and discussed about parts of speech and then discussed about right from of verb. He gave some examples. Such as - ★ If your subject is 3rd Person & singular number and the verb is in Simple Present Tense, then Add 's'/'es' to the verb to make it plural. Example: He drinks coffee. ★ If the work is continuing at present: The verb is in the present continuous. Indicative words: now, at present, at this moment, etc. Example: She is singing now. ★ If a sentence contains just, just now, already, yet, ever, lately, recently, etc., then: The verb will be in the present perfect tense. Example: He has just left the house ★If a sentence contains words indicating past time, such as yesterday, ago, long since, etc., then: The verb will be in the past form. Example: I went to my village home last week. Thus, he completed his class CRITICAL EVENT (If took place) Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation? No, there was no critical event in the lesson.

Checklist for Class Observation 3: School / College: __Dr. Sadeq Dakhil and Hifjo Madrasa _____ Teacher's Name:
_Emran _____ Class: __Six
_____ Section: _____ No. of Students Present: _11 _____ Course Title & Code: English 2nd paper _____ Room No:

_____ Peer/Observer: _____ Date and Time: _23-2-2023 , _10:00 - 10:45 A.M _____ Objectives of the lesson (as perceived): i. Dialogue Were the objectives achieved and to what extent (in your view)? Yes ,

the objectives of the class were achieved .The teacher took target to finish a dialogue and he finished it. S/N Review Section In what ways? (Specific examples/ clarifications) 1 SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students) Teacher tried to finish a dialogue and he completed it. Teacher had a sufficient knowledge about this topic and student benefited a lot of from this topic. 2 ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today) He started and finished the classes on time. He emphasized on his topic and finished. 3 RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude) Student and teacher interaction was good. When the student did not understand anything they asked it to teacher and teacher solved their problem. 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) Teacher used DM method.First of all, he explained it in English then student practiced it.Student practiced this conversation among them. Here, teacher met her student in a shopping mall. Then he continued her conversation with her student in English. The conversation they have is somewhat like this: Jahid: Hello, Ma'am! Ms. Shakina: Hey, Jahid! How are you? Jahid: I'm fine, Ma'am. I hope you are also fine. Ms. Shakina: I'm fine too. Shopping for the winter, I guess? Jahid: Yes, Ma'am. Ms. Shakina: Me too. Are you with your parents? Jahid: No, Ma'am. I'm with my uncle. Ms. Shakina: Give my regards to your parents, will you? Jahid: Of course, Ma'am. Ms. Shakina: Well, enjoy your shopping. Jahid: Thank you, Ma'am. You too enjoy your shopping. Ms. Shakina: See you later. Jahid: Yes, Ma'am. 5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) The tone of the teacher and eye contact was very good, but the attention of the student was not good. MANAGEMENT Was the time wisely spent? Yes, the time was wisely spent. What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) The main stage of the lesson was to teach a conversation and he finished it very well.First of al, he presented tense and then explained dialogue. In the last, he organised it among student. Students were divided into different groups and practiced. CRITICAL EVENT (If took place) Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation? No, there was no critical event in the lesson.

Checklist for Class Observation 4: School / College: __Dr. Sadeq Dakhil and Hifjo Madrasa _____ Teacher's Name:
_Emran _____ Class: __Five

Section: _____ No. of Students Present: 12 Course Title & Code: English 2nd paper Room No: _____

Peer/Observer: _____ Date and Time: 26-2-2023, 10:45 – 11:30 A.M _____

Objectives of the lesson (as perceived): I. Paragraph Were the objectives achieved and to what extent (in your view)? Yes, the objectives of the class were achieved. The teacher took target to finish a paragraph and he finished it. S/N Review Section In what ways? (Specific examples/ clarifications) 1 SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students) Teacher tried to finish a paragraph and he completed it. Student enriched their knowledge through learning paragraph. 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) He started and finished the classes on time. He emphasized on his topic and finished. 3 RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude) Student and teacher interaction was good. When the student did not understand any word meaning, and did not utter any word they asked it and teacher solved their problem. 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) Teacher used GTM method. First of all, he explained paragraph in Bangla and then student memorized this. 5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) The tone of the teacher and eye contact was very good, and the attention of the student was good. MANAGEMENT Was the time wisely spent? Yes, the time was wisely spent. What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) The main stage of the lesson was to teach a paragraph which name is The Flu. In the first, he gave definition of the paragraph. And he explained for which it happens. In the last, he depicted if any person attacked by this disease, how will he be able to recover. CRITICAL EVENT (If took place) Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation? No, there was no critical event in the lesson. Checklist for Class Observation 5 : School / College: Dr. Sadeq Dakhil and Hifjo Madrasa _____ Teacher's Name:

Emran _____ Class: Seven

Section: _____ No. of Students Present: 18 Course Title & Code: English Room No: _____

Peer/Observer: _____ Date and Time: 3-3-2023, 10:00 – 10:45 A.M _____

Objectives of the lesson (as perceived): i. Passage Were the objectives achieved and to what extent (in your view)? Yes, the objectives of the class were achieved. The teacher took target to finish a passage and he finished it. S/N Review Section In what ways? (Specific examples/ clarifications) 1 SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students) Teacher tried to finish a conversation and he completed it. Teacher had a good preparation about this topic and student benefited a lot of from this topic. 2 ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today) He started and finished the classes on time. He emphasized on his topic and finished. 3 RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude) Student and teacher interaction was good. When they faced any kind of problem, they would ask it and the teacher would solve it. 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) Teacher used GTM method. He read a few lines and then explained them in Bangla. After explaining, he gave the students some task. He was walking around the class while the students were writing. The questions

were from the passage. The questions were: a) Where was the prize giving ceremony held? b) Who was the chief guest of the function? c) How was the auditorium decorated? d) What did the Headmaster do in the beginning of the function? He checked on everyone to ensure that everyone was writing. Thus, he finished his class. 5 PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English) The tone of the teacher and eye contact was very good, but the attention of the student was not good. MANAGEMENT Was the time wisely spent? Yes, the time was wisely spent. What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) The main stage of the lesson was to give an idea about a passage and he finished it very well. He read the passage and explained in Bangla. CRITICAL EVENT (If took place) Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation? No, there was no critical event in the lesson. Chapter 2 Chapter 3 Chapter 4 Chapter 5 Class Observation 2 Class Observation 3 Class Observation 4 Class Observation 5 Self-Reflection: 3 Self-Reflection: 4 ©Daffodil International University ©Daffodil International University ©Daffodil International University ©Daffodil International University ©Daffodil International University ©Daffodil International University ©Daffodil International University ©Daffodil International University 1 ©Daffodil International University 2 ©Daffodil International University 3 ©Daffodil International University 5 ©Daffodil International University 6 ©Daffodil International University 7 ©Daffodil International University 8 ©Daffodil International University 10 ©Daffodil International University 11 ©Daffodil International University 12 ©Daffodil International University 13 ©Daffodil International University 14 ©Daffodil International University 15 ©Daffodil International University 16 ©Daffodil International University 17 ©Daffodil International University 18 ©Daffodil International University 19 ©Daffodil International University 20 ©Daffodil International University 21 ©Daffodil International University 22 ©Daffodil International University 23 ©Daffodil International University 24 ©Daffodil International University 25 ©Daffodil International University 26 ©Daffodil International University 27 ©Daffodil International University 28 ©Daffodil International University 29 ©Daffodil International University 30 ©Daffodil International University 31 ©Daffodil International University 32 ©Daffodil International University 33 ©Daffodil International University 34 ©Daffodil International University 35 ©Daffodil International University 36 ©Daffodil International University 37 ©Daffodil International University 38 39 ©Daffodil International University 40 ©Daffodil International University 41 ©Daffodil International University 42 ©Daffodil International University 43 ©Daffodil International University 44 ©Daffodil International University 45 ©Daffodil International University 46 ©Daffodil International University 47 ©Daffodil International University 48 ©Daffodil International University 49 ©Daffodil International University 50 ©Daffodil International University 51 ©Daffodil International University 52