



Present Scenario of English Language Teaching at a Bangladeshi School

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ENG 334 Project Paper Report submitted to the Faculty of Humanities and Social Sciences in partial fulfillment of the requirements of the degree of Bachelor of Arts in English

Declaration of Students

I hereby affirm and declare that the project report entitled "Present Scenario of English Language Teaching at a Bangladeshi School" give to the Department of English at Daffodil International University is an authentic representation of my own original work, conducted under the supervision of Mr. Mahmudul Hasan, Lecturer in the Department of English at DIU. This project submission serves as a partial fulfillment of the prerequisites for the attainment of a B.A. (Hons) degree in English, specifically for the course Project Paper (ENG 334).

Shanta Islam

.....

Signature of the Intern

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Certificate of the supervisor

I confirm that Shanta Islam Chaity, the intern with ID no 181-10-482, has successfully completed the course Project Paper (ENG 334) under my supervision. Throughout the course, she actively engaged with Daffodil Junior School, maintained regular communication with a facilitator, observed three classes, and conducted three classes herself. She consistently sought guidance from me, shared her progress, and provided updates on the project work. As a result, she has met all the requirements and fulfilled the necessary procedures of the course. I hereby certify that she is eligible to submit this report.



.....
Signature of the Supervisor

Mahmudul Hasan

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Acknowledgements

I would like to express my gratitude to the Almighty Allah for being my constant companion and source of guidance throughout my endeavors. With the Almighty's support, I have been able to carry out my responsibilities efficiently.

I extend my sincerest appreciation to Mahmudul Hasan, my esteemed mentor during my internship, for his invaluable counsel and impeccable time management. His sagacious guidance, unwavering assistance, and unwavering encouragement have proven to be indispensable during this arduous period. His unwavering support at every juncture and his astute direction have enabled me to triumphantly accomplish my assigned responsibilities.

The school teachers were friendly and shared their teaching materials, for which I am thankful. I extend my deep sense of gratitude to Md. Rubel Islam, the assistant teacher of Daffodil Junior School, for his assistance in observing and taking classes at the scheduled time. This study highlights the current scenario and teaching techniques used by Bangladeshi teachers at the mentioned school.

I am grateful to all the institutions that directly or indirectly helped me complete this study successfully. The students were cooperative and actively participated in the exercises, which I appreciate.

Abstract

This report aims to gain insight into the current state of language teaching in Bangladeshi schools. To achieve this, a visit was made to the Daffodil Junior School in Gazipur. In order to fulfill the responsibilities of this undertaking, various aspects were considered, including teaching materials, teaching styles, appraisal, and class observation. The objective of this report is to appreciate how teachers structure their lessons, the materials utilized in language teaching, the methods of communication with students, and to identify opportunities for improving language instruction. The report concludes with recommendations based on the findings and checklist derived from the observation, which highlight both the strengths and weaknesses of the observed teacher. These recommendations can be valuable for the institution, policy makers, and the teachers under evaluation..

Keyword: Teacher , class observation, English, Class, Student.

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Chapter-1

Introduction

Learning English provides us with the opportunity to observe the evolution of the modern world, as it is widely regarded as the most commonly spoken language. However, a distinct pattern emerges when examining how languages are taught in Asian schools. This trend is particularly evident in Bangladesh, where many students acquire English solely for the purpose of passing exams rather than for effective communication. Students who approach English in this manner fail to grasp the broader context of studying and comprehending the language on a daily basis. Nevertheless, the English Department offers a course called "Project Paper with Internship," which enables students to visit schools and gain a deeper understanding of the secondary English Language Learning and Teaching System in Bangladesh. The primary objective of the internship report is to explore the teaching methods employed by educators to engage students in the study and use of English within the classroom. During my internship, which lasted for over four weeks, I effectively managed my classes and focused closely on two specific courses to enhance the appeal and usefulness of my project paper. I would like to convey my thankfulness to my supervisor, Mr. Mahmudul Hasan, for his invaluable assistance in providing constructive feedback and ideas for my project paper. I successfully fulfilled all the requirements of the course.

Chapter-2

Objectives of the Internship

- The main goals of the teaching practicum are to establish the teaching materials and assess the current state of language teaching and learning.
- To gain insight into the current state of language instruction in a school in Bangladesh.
- To witness the lessons and observe the techniques utilized by educators to instruct their pupils.
- To determine how teachers facilitate students' listening and understanding comprehension.
- Understanding how to effectively handle classes and interact with students is essential.
- To witness firsthand the implementation of teaching methodologies such as TBLT (Text-based Language Teaching) and GTM (Grammar Translation Method), one can attend classroom sessions and observe the techniques employed by educators.

Chapter-3

Methodology

Selecting an institution : My Grandfather, a senior teacher at Daffodil Junior School, has fostered a strong bond between me and the institution, as I was once a student there. Consequently, obtaining permission to pursue my internship at the school was a seamless process. Each teacher graciously granted me the opportunity to observe and participate in their classes.

Selecting Classes: Having the privilege of my Grandfather being a teacher at Daffodil Junior School, I had the opportunity to persuade the school authority. I had the chance to observe two grade Seven classes and gain insights into effective teaching methods, student management, and time utilization. Subsequently, I independently managed the classes and discussed the lesson topics and proper teaching techniques with the regular teachers. I taught grade Seven classes under the guidance of the same teacher, Md. Rubel Islam, who is responsible for both the first and second papers of grade Seven.

Selecting a facilitator : Md. Rubel Islam, the assistant teacher of Daffodil Junior School, offered unwavering support throughout my internship phases. He imparted valuable insights on student and class management, proving to be an invaluable resource. His assistance and support were instrumental in ensuring the success of my entire internship experience. Additionally, he willingly provided me with all the necessary information I required.

Classroom observation : I collected the class routine from the administration after which Md. Rubel Islam provided me with the freedom to observe classes at my own schedule. During my observation of two classes at Daffodil Junior School, I noticed that the teachers employed both TBLT and GTM methods. They began the classes with a review of the previous lesson and utilised various techniques during the class. I observed an English Grammar class and an English First Paper class as part of my teaching practice, which allowed me to gain insight into effective teaching techniques. I sat at the back and in a corner bench with a checklist for class observation, which included assessing the teacher's teaching structure and style during the class. The classes lasted for 30 minutes, and at the end, the teacher assigned homework for the next day.

Interviewing the particular course teacher : After observing his classes, I conducted an interview with a specific teacher. During the interview, I inquired about his techniques for engaging inattentive students and fostering a friendly communication environment. The teacher responded warmly and shared his unique teaching methods with me.

Testing students and self-assessment : I carefully observed all classes and noticed that the teachers assigned tasks to the students, who were highly active and completed the tasks proficiently. Additionally, class tests were conducted by the teacher, and both the teacher and students displayed great enthusiasm in the classroom. During my observation, I had the opportunity to observe various aspects of teaching methods, such as time management and classroom management. With the assistance of a facilitator, I conducted two classes and thoroughly enjoyed my time with the students. As an intern teacher, it was challenging to obtain long-term feedback from the students. However, I randomly asked them questions, and some were able to provide answers, while others attempted to answer but were not entirely correct. A few students were unable to answer at all. My class observer provided valuable feedback, stating that my pronunciation was good and my voice was clear and loud. On the first day of my teaching, another teacher who was observing me expressed surprise at the quality of my teaching. Furthermore, I had the opportunity to observe other aspects of teaching methods, such as managing time and classes, overcoming obstacles when teaching special students, and fostering a warm and cooperative environment.

Chapter-4

Institution Details :

Name: Daffodil Junior school

Location: Mittibari, Tongi, Gazipur

Year of Establishment: 2002

Land: The campus premises encompass an area of 1 acre .

Number of Teachers: 20

Number of Students: 570

Teachers' Qualification: B.A, B.S.C ,MA

Student Dress Code : Male: White Shirt & Black Pant

Female: White Gown & White Pant and white hijab.

Tuition Fees: Tuition fees are collected in accordance with the regulations set forth by the education board.

Play Ground : Yes

Library : Yes

CCTV Monitoring : No

Cultural and Sports Activities: Yes

Daffodil Junior School, established in 2002 with the support of education enthusiasts, is located in a rural setting in Gazipur district. The school has gained an exceptional reputation in the village and surrounding areas for its contribution to local education. With a faculty of 20 teachers and 570 regular students, the school has been instrumental in helping many students successfully complete their Secondary School Certificate (SSC) examination. Notably, Daffodil Junior School is widely regarded as the most prestigious school in Tongi, Gazipur.

Chapter-5

Class Observation

Class observation report 1 : On 3th September 2023 (Sunday), I had the opportunity to observe an English First Paper class for grade seven at Daffodil Junior School. The selected topic for the class was the comprehension of both seen and unseen passages, as well as the art of paragraph writing. The class was conducted by the esteemed teacher, Md. Rubel Islam, who commenced the session promptly at 11.00 P.M, concluding it at 11:40 P.M. The classroom boasted 4 windows, 2 lights, and 4 fans, providing a conducive learning environment. It is noteworthy that the total number of students enrolled in the class amounted to 24, with 17 students in attendance on that particular day. The primary objectives of this lesson encompassed the students' ability to accurately determine true or false statements, skillfully fill in the gaps, and craft a well-structured paragraph focusing on the topic of tree plantation.

Strength: He captivated the students ,Time management was good.

Weakness: Everything was perfect.

Class observation report 2: On 04th September 2023 (Monday), I observed a grade seven English Grammar Class at Daffodil Junior School. The class was conducted by Md. Rubel Islam, who commenced the session at 11:00 A.M and concluded it at 11:40 A.M. The primary focus of the lesson was to provide an introduction to nouns and articles. The classroom, located on the 3rd floor of the building, was bathed in sunlight, creating a vibrant atmosphere. Out of the total of 24 students, 16 were present on that particular day. To assess the students' understanding of pronouns and their various types, the teacher extensively utilised the textbook, marker, whiteboard, and duster. The class commenced with a warm-up activity centred around the students' upcoming weekend plans, during which they shared their individual plans with the teacher. Following this, the teacher revisited the previous lesson on tenses and their classification. Subsequently, a twenty-minute test was administered to evaluate the students' ability to identify different tenses. This test constituted the sole written activity during the entire class. Due to confusion regarding certain sentences, the teacher provided two hints to assist the students. However, there were no opportunities for group work or the utilisation of colourful handouts to foster creativity.

After the test, the teacher engaged the students in an interactive discussion on the introduction to pronouns. Following this discussion, the teacher checked the students' class copies and distributed them among the students while elaborating on the topic of pronouns. Throughout the class, a positive rapport was evident between the teacher and students, enabling the students to freely express their problems and concerns without hesitation. In the final five minutes, the teacher signed the students' diary copies and collected their completed homework assignments.

Strength: He captivated the audience ,Time management was good.

Weakness: Everything was perfect.

Class observation report 3: On the same day, the 4th of 2023, I observed my Third class. It was class 8. The principal of the school introduced me to the teacher, Md Sagor who was prepared to take his scheduled class. I attended the class and had the opportunity to meet this modest man. He encouraged his students to focus on their studies. The topic of the class was Voice Change, and his goal was to teach the students how to make 'voice change' in sentences. During this class, he primarily spoke in Bangla with a little English. The class duration was 40 minutes, starting from 2 pm and ending at 2.40 pm. He initiated the lesson with greetings and then proceeded to provide a review of the previous session. He went over the text with the students and requested them to read the rules themselves in order to comprehend them. It took him 20 minutes to ensure that the students understood the lesson. The remaining time was spent with great enthusiasm by the students. Throughout the session, a few students posed questions, which the teacher answered. Furthermore, he posed some questions to his students regarding 'voice change'. The students were able to answer the questions he asked. Finally, he concluded the class by assigning homework to the students.

Strength: He captivated the students.

Weakness: Speak fast

Chapter-6

Teaching Experience

CLASS 1: On Tuesday , 05th September 2023, my inaugural class on Communicative English was conducted at Daffodil Junior School with grade Seven students. The class lasted for a duration of 40 minutes, commencing at 11a.m. and concluding at 11.40 a.m. Out of a total of 28 students, 20 were present during the session. The primary objective of the class was to assess the students' comprehension abilities. After consulting with the instructor, I opted to teach the "Articles" course, specifically focusing on "The Use of A and An." Furthermore, I introduced myself as the teacher to the class. As it was my first experience leading a class in a professional capacity, I must confess that I initially felt a sense of unease. The students were extremely cooperative and responded positively to my inquiries. Their kindness and support greatly boosted my confidence, enabling me to select the main topic. Given the time constraints, it was not feasible to cover all the rules pertaining to the usage of articles in a single class. Therefore, I exerted considerable effort to help the students comprehend the ten rules of using "A" and "An" individually, supplemented with relevant examples. I actively engaged the students by posing questions and assigning tasks. Additionally, I encouraged them to seek clarification by asking questions, and they expressed immense gratitude for my teaching approach. Throughout the class, I continued to guide them based on my knowledge of articles rather than relying solely on specific textbooks. In my opinion, this approach facilitated their long-term retention of the lesson. Moreover, I delivered several informative and inspiring speeches emphasising the importance of learning English and how we can overcome any fears associated with it. I also incorporated moral lessons based on real-life situations. Alongside these lessons, I provided guidance on the significance of learning English fearlessly.

Success: Can motivate students

Failure: Time management qualities was not good

Class 2: On 6th September 2023, my second session with the students of class seven was conducted. A total of 14 students were present in the class, and the topic of the session was 'tense'. The session commenced at 11 am and concluded at 11.40 am. Upon entering the class, the students showed their respect by standing up, and I introduced myself in a humble manner. They were aware that I was an intern from a prestigious university in Dhaka city. The students warmly welcomed me and paid full attention throughout the session. To begin with, I initiated the introduction by engaging in a conversation with the students and providing them with a brief explanation of the topic 'tense'. The students introduced themselves to me and actively assisted me in conducting the session. Following that, I inquired about their understanding of 'tense'. I utilized PowerPoint slides to illustrate the topic and presented a comprehensive view. After my inquiry, the students expressed their diverse opinions and shared their knowledge on 'tense'. Subsequently, I discussed the rules of 'tense' based on conventional English grammar. Additionally, I wrote on the board to emphasize the topic and requested the students to identify the three aspects of tense: past, present, and future. They responded excellently as they had been studying 'tense' since class Six. Furthermore, I encouraged the students to articulate the rules of tense and construct sentences using past, present, and future tenses. Moreover, I motivated them to freely express themselves through sentences. To make the session interactive, I distributed several key cards to the students, which required them to identify subject-verb agreement and tense-related dilemmas. At the end of the activity, prizes were awarded to the top 5 performers. However, to ensure the other students did not feel disheartened, I distributed chocolates to them. Lastly, I collected feedback from the students by providing feedback forms.

Success: Can motivate students

Failure: Time management qualities was not good

Class 3: On September 7th, 2023, I conducted a class on the topic of 'Voice Change' for the Eight grade. The session commenced at 2:00 p.m. and concluded at 2:40 p.m. Prior to the class, I prepared a lesson plan which was followed during the session. The lesson plan was designed to focus on the topic of 'voice change'. To begin with, I introduced myself to the students and initiated a discussion on their understanding of the topic. During the first five minutes, I provided a brief overview of the topic and proceeded to demonstrate slides to provide a comprehensive understanding of the subject matter. Throughout the session, I discussed various aspects of the topic and utilised the whiteboard to highlight key points. I also engaged the students by asking them questions related to the topic and noticed that they were attentive and actively participating in the class. During the oral test, I asked the students how to change their voice and conducted a quiz where the winners were awarded prizes. The students were enthusiastic about the gaming session and displayed a keen interest in the topic.

At the end of the class, I also encouraged them to approach me if they had any queries or concerns. Overall, the class was successful in achieving its objectives and the students left the class contentedly.

Success: Can motivate students

Failure: Nervousness

Chapter-7

Lesson plan : 1

Subject: English 2 nd Paper	Lesson Topic: Articles	Class Duration: 40 minutes
Class : 7	Total number of students: 24	Date: 5.9.23 Time: 11-11.40 am

Lesson Overview:

Phases of the Lesson	Teacher's Activities	Students Activities	Time Management
Introduction	The topic of articles will be briefly explained to the students by the teacher through communication.	At the beginning of the class, students will collaboratively initiate the session and introduce themselves to the instructor.	5 minutes
Warm-up Session	The teacher will inquire about the students' comprehension of the concept of Articles. Subsequently, the teacher will present slides pertaining to the subject matter of Articles to visually demonstrate a precise perspective on the topic.	At the teacher's request, students will share their thoughts. They will inform the teacher about their understanding and any uncertainties they have regarding the topic of articles.	10 minutes
Topic Discussion	The teacher will engage in a discussion regarding various rules pertaining to the topic of articles. The teacher will make use of the board to deliberately highlight the topic and prompt the students to identify the three aspects of articles.	Students will engage in focused communication with the teacher during class. They will actively concentrate on the subject matter being taught. Additionally, students will make note of any areas where they may be confused in order to better comprehend the rules being taught.	10 minutes
Oral Test	If feasible, the instructor shall display a PowerPoint presentation, or alternatively, furnish hard	Students will respond to the question vocally.	10 minutes

	copies of the material to the pupils and instruct them to identify relevant articles from the content.		
Short Review	The teacher will provide the students with a page on which they are required to mention their name and roll number, as well as provide their opinion.	Students will express their perspective on the form by discussing positive and negative aspects of their encounter with a novel instructor.	5 minutes

Lesson plan : 2

Subject: English 2nd Paper	Lesson Topic: Tense	Time Duration: 40 minutes
Class- 7	Total number of students:24	Date :6.09.23 Time:11-11.40 am

Lesson Overview:

Phases of the Lesson	Teacher Activities	Teacher Activities	Time Management
Introduction	The topic of 'tense' will be briefly explained to the students by the teacher through communication.	At the beginning of the class, students will collaboratively initiate the session and introduce themselves to the instructor.	5 minutes
Warm-up Session	The teacher will inquire about the students' comprehension of the concept of 'tense'. Subsequently, the teacher will present slides pertaining to the subject matter of 'Tense' and visually demonstrate a precise perspective on the topic.	At the teacher's request, students will share their thoughts. They will inform the teacher about their understanding and any uncertainties they have regarding the topic of 'tense'.	10 minutes
Topic Discussion	The teacher will engage in a discussion regarding various rules pertaining to the topic of 'Tense'. The teacher will make use of the board to deliberately highlight the topic and prompt the students	Students will engage in focused communication with the teacher during class. They will actively concentrate on the subject matter being taught. Additionally,	10 minutes

	to identify the three aspects of tense.	students will make note of any areas where they may be confused in order to better comprehend the rules being taught.	
Oral Test	The teacher will engage in a comprehensive discussion regarding various rules pertaining to the topic of 'Tense'. In order to emphasise the significance of the topic, the teacher will meticulously jot down relevant information on the board, prompting the students to actively identify and acknowledge the three fundamental aspects of tense.	Students will respond to the inquiry through spoken means.	10 minutes
Short Review	The teacher will provide the students with a page on which they are required to mention their name and roll number, as well as provide their opinion.	Students will express their perspective on the form by discussing positive and negative aspects of their encounter with a novel instructor.	5 minutes

Lesson plan : 3

Subject: English 2nd Paper	Lesson Topic: Voice Change	Class Duration: 40 minutes
Class: 8	Total Number of Students :30	Date: 7.9.2023 Time: 2-2.40 pm

Lesson Overview :

Phases of the lesson	Teaching Activities	Students Activities	Time Management
Introduction	The topic of 'Voice Change', will be briefly explained to the students by the teacher through communication.	At the beginning of the class, students will collaboratively initiate the session and introduce themselves to the instructor.	5 minutes

Warm-up Session	Teacher will inquire about the students' comprehension of the concept of 'tense'. Subsequently, the teacher will present slides pertaining to the subject matter of 'Tense' and visually demonstrate a precise perspective on the topic.	At the teacher's request, students will share their thoughts. They will inform the teacher about their understanding and any uncertainties they have regarding the topic of voice change.	10 minutes
Topic Discussion	During class, the teacher will cover various angles of the topic. They'll jot down notes on the board to keep everyone on track and pose a variety of questions to the class.	Students will engage in focused communication with the teacher. They will make note of any areas where they feel confused.	10 minutes
Oral Test	The teacher will ask the students to talk about active and passive voice and have them say sentences that can be either active or passive.	Students will naturally react to the sentences without any hesitation.	10 minutes
Short Review	The teacher will hand out pages where students can write their name and roll number, and also share their thoughts about the session.	Students will share their thoughts on the page.	5 minutes

Chapter-8

Observation Findings

Classroom management: During the class session, the instructor diligently roamed throughout the entire classroom, engaging in conversations with each student to address their inquiries and resolve any subject-related issues they may have had. However, the warm-up activities lacked appeal due to the instructor's lack of awareness. The conditions of the study halls were generally satisfactory for smooth progress, except for one. Throughout the class, the instructor managed to captivate the students' attention through an entertaining teaching style.

Students' involvement: Throughout the duration of the class, students actively participated as the educator encouraged them to inquire about any unclear concepts while also expressing their own requirements. The instructor displayed a friendly demeanour, allowing students to freely communicate with them. Additionally, the instructor aimed to stimulate critical thinking and evaluation among the students. Nevertheless, the students exhibited a high level of progressiveness throughout the entirety of the class.

Technological Support: During my visit to the classroom, I observed a lack of technology integration. The teaching approach followed traditional methods, and there were no projectors, technological tools, or Wi-Fi available for the students. The classroom only had a whiteboard, markers, and a duster. Additionally, I noticed that the teachers did not prioritize lesson planning for the class.

Chapter-9

Recommendations

The educators at Daffodil Junior School demonstrate a commendable level of education and knowledge. Through my observation of two of their classes, it became apparent that they execute their responsibilities with utmost professionalism. Nevertheless, there exist certain areas within their teaching methodology that could be further improved to enhance the delivery of lessons in a more effective manner,

- The teacher adeptly managed the classes, ensuring their completion without the aid of an illustration plan. However, it is imperative to establish an arrangement to enhance the scholarly and precise nature of the illustration.
- The classes had a strong focus on the relationship between educators and learners, but lacked the use of engaging materials. To enhance the learning experience, incorporating colourful papers and creative worksheets outside of the regular curriculum can stimulate imagination and make class time more enjoyable.
- It is imperative that we exercise caution and put in more effort to create an engaging warm-up activity that captures the attention of students right from the beginning of the class. Unfortunately, many teachers tend to overlook the importance of a captivating warm-up, which can serve as a valuable tool to pique the interest of students.
- The primary focus for students in Bangladesh is completing assessments, as determined by the instructors and educational system. Unfortunately, this emphasis often leads to students prioritising passing over actual learning. It is crucial for students to understand that passing should not be their sole objective. To address this issue, educators can encourage students to read books outside of their regular curriculum.
- We aim to enhance our communication skills in order to engage with students in a more friendly and approachable manner. Some students are extremely shy, to the extent that they hesitate to express their concerns to the teacher. In various countries, teachers individually address the needs of each student. As educators, we aspire to provide extra attention to these reserved students, ensuring their comfort in the classroom and facilitating their understanding.
- An educator should engage in discussions beyond the prescribed curriculum, providing authentic guidance to enhance the illustration's authenticity. Merely relying on the book for reading and activity instructions can render the example monotonous. Therefore, it is imperative to adopt a more practical approach in presenting a new illustration.
- We often experience a decline in learner interest. This is a common reality that can be effectively addressed through the implementation of technology, video clips, subject-specific animations, and visually appealing materials.
- A classroom solely centred around the instructor is not conducive to effective learning. The educational experience becomes truly remarkable when ample opportunities are provided for learners to engage in dialogue, express their thoughts, and interact with both their peers and the instructor. Therefore, it is our intention to allocate additional time and create an environment that fosters student participation and growth during class sessions.
- To enhance their vocabulary, we can provide them with gifts containing 5 new words to practice with their peers. This aspect is often overlooked, however, it can prove to be highly beneficial for their future.

Chapter-10

Conclusion

In conclusion, I would like to express my gratitude for the opportunity to build a bridge between myself and the learners. This connection will undoubtedly have a positive impact on my future. This achievement was made possible due to the meticulous handling of each and every issue by my supervisor, Mr. Mahmudul Hasan. Following the official selection, valuable guidelines were provided by him, which played a crucial role in my success. I am also grateful to the teachers of the institution who generously supported me in observing and conducting classes. Their assistance in managing students, time, materials, and other classroom details was invaluable. My internship has provided me with a wealth of experience, which I believe will greatly contribute to my future endeavours. This experience has imparted numerous valuable lessons to me, not just from my fellow learners in the intern-class but also from my own self.

Appendix-1: Sample of Worksheet

Name: Mussharfa Noor
Class: VII

Topic: Tense

1. The boy speaks the truth. (Present Continuous)

Ans: The boy is speaking the truth.

2. The boat sailed yesterday. (Simple Present)

Ans: The boat sails today.

3. Amy went to school yesterday. (Future Continuous)

Ans: Amy will be going to school tomorrow.

4. I have finished my assignment. (Past Perfect)

Ans: I had finished my assignment.

5. The baby cried for hours. (Present Perfect Continuous)

Ans: The baby has been crying for hours.

Name: Samzida Islam

Roll: 2

Class: 08

Topic: Voice change

1. Moni writes a letter.

Ans: A letter is written by Moni.

2. He likes people.

Ans: People are liked by him.

3. He does the job.

Ans: The job is done by him.

4. Someone has stolen my pen.

Ans: My pen was stolen.

5. The dog bit the boy.

Ans: The boy was bitten by the dog.

Name: Tonmoy Khan
Class: 07

(1) The

(2) a

(3) am

(4) a

(5) The

Appendix-2: photograph

Class observation



Teaching experience



Appendix-3: Class observation Checklist

Checklist for Class Observation

Instructor: Md. Rubiel Islam Program _____ Faculty: _____

Batch: Class- 07 No. of Students: 24 Semester _____

Course Title & Code: English 1st paper code: 107 Room no.: 303

Peer/Observer: Shamla Islam Chisty Date and Time 3-09-2023 Time: 11-11-40 am.

Objectives of the lesson (as perceived):

- i. To raise the capacity of comprehend.
- ii. To make learning more engaging for students.

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

Yes, several achievements were observed throughout the class, as he displayed a high level of dedication and seriousness towards teaching.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher took his classes very seriously and had a wealth of ideas about each lesson.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The instructor commenced the lecture punctually and flawlessly upheld the adherence to the schedule. The topic was elucidated with clarity.
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 facilitator's ability to captivate the student's attention was remarkable and he demonstrated a deep sense of responsibility towards his duties.
4	TEACHING METHODS	

	(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teaching approach utilized by him was Task-Based Language Teaching (TBLT)
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 facilitator curated a visually pleasing setting and fostered a sense of enthusiasm among the participants. The facilitator vocal delivery and consistent eye contact was impeccable.

MANAGEMENT

Did the time wisely spent?

Yes, He utilized his time efficiently.

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)

Introduction - 10 minutes
 Class activities - 15 minutes
 Lesson delivery - 15 minutes.

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, Everything was perfect.

Strengths observed:

He possesses an impressive knack for capturing the students attention.

Suggestions for improvement:

He can offer powerpoint slides.

Overall impression of teaching effectiveness:

He displayed exceptional brilliance in order to facilitate the acquisition of knowledge among students.

Checklist for Class Observation

Instructor: Md. Rubel Islam Program _____ Faculty: _____

Batch: class - 07 No. of Students: 24 Semester _____

Course Title & Code: English 2nd paper code: 108 Room no.: 303

Peer/Observer: Shanta Islam Chaity Date and Time 4-9-23 Time: 11.20 am - 12.00 pm

Objectives of the lesson (as perceived):

- i. To understand the use of article.
- ii. To use the rules of article.

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

Yes, several achievements were observed throughout the class as he displayed a high level of dedication and seriousness towards teaching.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher displayed an impressive understanding of the topic.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The instructor commenced the lecture punctually and flawlessly upheld the adherence to the schedule. The topic was elucidated with clarity.
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 facilitator's ability to captivate the student's attention was remarkable and he demonstrated a deep sense of responsibility towards his duties.
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)	Nothing creative in the classroom
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	He could ensure holding students attention.

MANAGEMENT

Did the time wisely spent?
Yes.

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

Start the class → review of the previous class lesson → question answer → discuss about article.

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, Everything was perfect-

Strengths observed:

He could holding students attention and interest.

Suggestions for improvement:

He can offer some interesting game about article.

Overall impression of teaching effectiveness:

He He did an excellent job.

Checklist for Class Observation

Instructor: Md. Sagor Program _____ Faculty: _____

Batch: Class : 8 No. of Students: 30 Semester _____

Course Title & Code: English 2nd paper. Room no.: 402

Peer/Observer: Shamta Islam Chisty Date and Time 4-9-23 time: 2-2:40 pm

Objectives of the lesson (as perceived):

- i. To learn the use of voice change.
- ii. To practice use of voice change.

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

yes

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher displayed an impressive understanding of the topic.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	Everything was perfect.
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)	He captivated the attention of students and demonstrated fairness in the classroom.
4	TEACHING METHODS	

	(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	the teaching approach utilized by him was Task-Based Language Teaching.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	He could ensure holding students attention.

MANAGEMENT

Did the time wisely spent? Yes.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) Introduction — 10 minutes class activities — 10 minutes Lesson delivery — 20 minutes.

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, Everything was perfect.

Strengths observed:

He could holding students attention.

Suggestions for improvement:

He can keep the gaming part in their class.

Overall impression of teaching effectiveness:

He did an excellent job.

Checklist for Class Observation

Instructor: Shanta Islam Chakky Program _____ Faculty: _____

Batch/Class: 07 No. of Students: 24 Semester _____

Course Title & Code: English 2nd paper Room no.: 303

Peer/Observer: md. Ruble Islam Date and Time 5-09-23 (11:00 - 12:40)

Objectives of the lesson (as perceived):

- i. to use the rules of article
 - ii. To make them clear on the topic
- Were the objectives achieved and to what extent (in your view)?

yes

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	<u>yes</u>
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	<u>yes</u>
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)	<u>she did an good job .</u>
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)	she employed the efl approach to instruction
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)	she created a welcoming classroom atmosphere and exuded a strong sense of self-assurance

MANAGEMENT

Did the time wisely spent?
yes

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

Introduction - 10 min.
class activities - 15 min.
delivery of lesson - 15 min.

CRITICAL EVENT (If took place)

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

yes

Strengths observed: she possesses the ability to motivate the students

Suggestions for improvement: she should be more cautious regarding time management

Overall impression of teaching effectiveness: she does a good job managing the class

05.05.20

Checklist for Class Observation

Instructor: Shanta Islam Chaity Program _____ Faculty: _____

Batch: Class: 07 No. of Students: 24 Semester _____

Course Title & Code: English 2nd Paper Room no.: 303

Peer/Observer: MD: Rubol Islam Date and Time 6-09-2023 (11-11-40)

Objectives of the lesson (as perceived):

- i. to learn rules of tense
 - ii. to learn the structure of tense
- Were the objectives achieved and to what extent (in your view)?

yes

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	<u>yes</u>
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	<u>yes</u>
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)	<u>She did an good job</u>
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)	In her class she employed the CLT approach to instruction
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)	She created a welcoming classroom atmosphere and exuded a strong sense of self-assurance

MANAGEMENT

Did the time wisely spent?
yes

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

Introduction - 10 minutes class activities - 15 minutes delivery of lesson - 15 minutes

CRITICAL EVENT (If took place)

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

Nothing

Strengths observed: she possesses - The ability to motivate the students

Suggestions for improvement: she should be more cautious regarding time management.

Overall impression of teaching effectiveness: she does a great job managing the class.

6/16/23

Checklist for Class Observation

Instructor: Shanta Islam Chaity Program _____ Faculty: _____

Batch: Class: 8 No. of Students: _____ Semester _____

Course Title & Code: English 2nd paper, (108) Room no.: 204

Peer/Observer: MD. Sagor Date and Time 7-09-23, (2-2.40 P.m)

Objectives of the lesson (as perceived):

- i. Structure of voice change
- ii. Practice of active and passive voice

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

Yes, she was achieved.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	<u>Yes</u>
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	<u>Yes</u>
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)	<u>Yes. She did very well.</u>
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)	She apply well the new method and it's helpful.
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)	Her Presentation was so good and She insure holding The student interest.

MANAGEMENT

Did the time wisely spent? <i>Yes</i>
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) <i>Yes Introduction - 10 minutes . Class activities - 10 minutes . Lesson delivery - 20 minutes .</i>

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?

<i>class continued steadily.</i>

Strengths observed: *She was so confident in his class. it was good for his future.*

Suggestions for improvement:

Cut out nervousness.

Overall impression of teaching effectiveness:

teaching was proper way

*Md. Saadul
07.09.23*

Appendix-4 :Certificate of Internship



ডেফোডিল জুনিয়র স্কুল

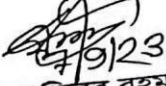
স্থাপিত- ২০০২ইং

বড় দেওড়া মন্ডি বাড়ী- হযরত শাহজালাল রোড, টঙ্গী গাজীপুর-১৭১১ ইন নং-১৩৪৯৮৬

Attestation Paper

This is to certify that Shanta Islam Chaity bearing ID 181-10-482 has been doing internship as an English teacher from 3September 2023 to 7 September 2023.She bears a good moral character. As a facilitator I can assure you that she did a good job in teaching.

May Allah bless her, with all success in life.


১৩/৯/২৩
মোঃ মজিবুর রহমান
প্রধান শিক্ষক
ডেফোডিল জুনিয়র স্কুল
বড় দেওড়া, টঙ্গী, গাজীপুর।
Headmaster

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Assignment: Journal Article

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Present Scenario of English Language Teaching at a Bangladeshi School Semester: Fall 2023
Submitted by Shanta Islam Chaity ID: 181-10-482 Program: B.A in English Department of English Daffodil International University Supervised by Mr. Mahmudul Hasan Lecturer Department of English Faculty of Humanities and Social Sciences Daffodil International University ENG 334 Project Paper Report submitted to the Faculty of Humanities and Social Sciences in partial fulfillment of the requirements of the degree of Bachelor of Arts in English © Daffodil International University Declaration of Students I hereby affirm and declare that the project report entitled "Present Scenario of English Language Teaching, at a Bangladeshi School" give to the Department of English at Daffodil International University is an authentic representation of my own original work, conducted under the supervision of Mr. Mahmudul Hasan, Lecturer in the Department of English at DIU. This project submission serves as a partial fulfillment of the prerequisites for the attainment of a B.A. (Hons) degree in English, specifically for the course Project Paper (ENG 334). Signature of the Intern Shanta Islam Chaity ID: 181-10-482 Department of English Daffodil International University © Daffodil International University ii Certificate of the supervisor I confirm that Shanta Islam Chaity, the intern with ID no 181-10-482, has successfully completed the course Project Paper (ENG 334) under my supervision. Throughout the course, she actively engaged with Daffodil Junior School, maintained regular communication with a facilitator, observed three classes, and conducted three classes herself. She consistently sought guidance from me, shared her progress, and provided updates on the project work. As a result, she has met all the requirements and fulfilled the necessary procedures of the course. I hereby certify that she is eligible to submit this report. Signature of the Supervisor Mahmudul Hasan Lecturer Department of English Daffodil International University © Daffodil International University iii Acknowledgements I would like to express my gratitude to the Almighty Allah for being my constant companion and source of guidance throughout my endeavors. With the Almighty's support, I have been able to carry out my responsibilities efficiently. I extend my sincerest appreciation to Mahmudul Hasan, my esteemed mentor during my internship, for his invaluable counsel and impeccable time management. His sagacious guidance, unwavering assistance, and unwavering encouragement have proven to be indispensable during this arduous period. His unwavering support at every juncture and his astute direction have enabled me to triumphantly accomplish my assigned responsibilities. The school teachers were friendly and shared their teaching materials, for which I am thankful. I extend my deep sense of gratitude to Md. Rubel Islam, the assistant teacher of Daffodil Junior School, for his assistance in observing and taking classes at the scheduled time. This study highlights the current scenario and teaching techniques used by Bangladeshi teachers at the mentioned school. I am grateful to all the institutions that directly or indirectly helped me complete this study successfully. The students were cooperative and actively participated in the exercises, which I appreciate. © Daffodil International University iv Abstract This report aims to gain insight into the current state of language teaching in Bangladeshi schools. To achieve this, a visit was made to the Daffodil Junior School in Gazipur. In order to fulfill the responsibilities of this undertaking, various aspects were considered, including teaching materials, teaching styles, appraisal, and class observation. The objective of this report is to appreciate how teachers structure their lessons, the materials utilized in language teaching, the methods of communication with students, and to identify opportunities for improving language instruction. The report concludes with recommendations based on the findings and

checklist derived from the observation, which highlight both the strengths and weaknesses of the observed teacher. These recommendations can be valuable for the institution, policy makers, and the teachers under evaluation.. Keyword: Teacher , class observation, English, Class, Student. © Daffodil International University v Table of Contents Contents Page No Declaration ii Certification of the Supervisor iii Acknowledgement iv Abstract v Table of Contents vi Chapter-1: Introduction 1 Chapter-2: Objectives of the Internship 2 Chapter-3: Methodology 3-4 Chapter-4: Institution Details 5 Chapter- 5: Class Observation 6-7 Chapter-6: Teaching Experience 8-9 Chapter-7: Lesson plan 10-13 Chapter-8: Observation Findings 14 Chapter-9: Recommendations 15 Chapter-10: Conclusion 16 Appendix-1: Sample of worksheet 17 Appendix-2: Photographs 18-19 Appendix-3: Class Observation Checklist 20-31 Appendix-4: Certificate of Internship 32 Appendix-5: Plagiarism Report 33 © Daffodil International University vi Chapter-1 Introduction Learning English provides us with the opportunity to observe the evolution of the modern world, as it is widely regarded as the most commonly spoken language. However, a distinct pattern emerges when examining how languages are taught in Asian schools. This trend is particularly evident in Bangladesh, where many students acquire English solely for the purpose of passing exams rather than for effective communication. Students who approach English in this manner fail to grasp the broader context of studying and comprehending the language on a daily basis. Nevertheless, the English Department offers a course called "Project Paper with Internship," which enables students to visit schools and gain a deeper understanding of the secondary English Language Learning and Teaching System in Bangladesh. The primary objective of the internship report is to explore the teaching methods employed by educators to engage students in the study and use of English within the classroom. During my internship, which lasted for over four weeks, I effectively managed my classes and focused closely on two specific courses to enhance the appeal and usefulness of my project paper. I would like to convey my thankfulness to my supervisor, Mr. Mahmudul Hasan, for his invaluable assistance in providing constructive feedback and ideas for my project paper. I successfully fulfilled all the requirements of the course. © Daffodil International University 1 Chapter-2 Objectives of the Internship - The main goals of the teaching practicum are to establish the teaching materials and assess the current state of language teaching and learning. - To gain insight into the current state of language instruction in a school in Bangladesh. - To witness the lessons and observe the techniques utilized by educators to instruct their pupils. - To determine how teachers facilitate students' listening and understanding comprehension. - Understanding how to effectively handle classes and interact with students is essential. - To witness firsthand the implementation of teaching methodologies such as TBLT (Text-based Language Teaching) and GTM (Grammar Translation Method), one can attend classroom sessions and observe the techniques employed by educators. © Daffodil International University 2 Chapter-3 Methodology Selecting an institution : My Grandfather, a senior teacher at Daffodil Junior School, has fostered a strong bond between me and the institution, as I was once a student there. Consequently, obtaining permission to pursue my internship at the school was a seamless process. Each teacher graciously granted me the opportunity to observe and participate in their classes. Selecting Classes: Having the privilege of my Grandfather being a teacher at Daffodil Junior School, I had the opportunity to persuade the school authority. I had the chance to observe two grade Seven classes and gain insights into effective teaching methods, student management, and time utilization. Subsequently, I independently managed the classes and discussed the lesson topics and proper teaching techniques with the regular teachers. I taught grade Seven classes under the guidance of the same teacher, Md. Rubel Islam, who is responsible for both the first and second papers of grade Seven. Selecting a facilitator : Md. Rubel Islam, the assistant teacher of Daffodil Junior School, offered unwavering support throughout my internship phases. He imparted valuable insights on student and class management, proving to be an invaluable resource. His assistance and support were instrumental in ensuring the success of my entire internship experience. Classroom observation : I collected the class routine from the administration after which Md. Rubel Islam provided me with the freedom to observe classes at my own schedule. During my observation of two classes at Daffodil Junior School, I noticed that the teachers employed both TBLT and GTM methods. They began the classes with a review of the previous lesson and utilised various techniques during the class. I observed an English Grammar class and an English First Paper class as part of my teaching practice, which allowed me to gain insight into effective teaching techniques. I sat at the back and in a corner bench with a checklist for class observation, which included assessing the teacher's teaching structure and style during the class. The classes lasted for 30 minutes, and at the end, the teacher assigned homework for the next day. Interviewing the particular course teacher : After observing his classes, I conducted an interview with a specific teacher. During the interview, I inquired about his techniques for engaging inattentive students and fostering a friendly communication environment. The teacher responded warmly and shared his unique teaching methods with me. 3 Testing students and self-assessment : I carefully observed all classes and noticed that the teachers assigned tasks to the students, who were highly active and completed the tasks proficiently.

Additionally, class tests were conducted by the teacher, and both the teacher and students displayed great enthusiasm in the classroom. During my observation, I had the opportunity to observe various aspects of teaching methods, such as time management and classroom management. With the assistance of a facilitator, I conducted two classes and thoroughly enjoyed my time with the students. As an intern teacher, it was challenging to obtain long-term feedback from the students. However, I randomly asked them questions, and some were able to provide answers, while others attempted to answer but were not entirely correct. A few students were unable to answer at all. My class observer provided valuable feedback, stating that my pronunciation was good and my voice was clear and loud. On the first day of my teaching, another teacher who was observing me expressed surprise at the quality of my teaching. Furthermore, I had the opportunity to observe other aspects of teaching methods, such as managing time and classes, overcoming obstacles when teaching special students, and fostering a warm and cooperative environment.

4 Chapter-4 Institution Details : Name : Daffodil Junior **school Location :** Mittibari, Tongi, Gazipur Year of Establishment: 2002 Land: The campus premises encompass an area of 1 acre . Number of Teachers: 20 Number of Students: 570 Teachers' Qualification: B.A, B.S.C ,MA Student Dress Code : Male: White Shirt & Black Pant Female: White Gown & White Pant and white hijab. Tuition Fees: Tuition fees are collected in accordance with the regulations set forth by the education board. Play Ground : Yes Library : Yes CCTV Monitoring : No Cultural and Sports Activities: Yes Daffodil Junior School, established in 2002 with the support of education enthusiasts, is located in a rural setting in Gazipur district. The school has gained an exceptional reputation in the village and surrounding areas for its contribution to local education. With a faculty of 20 teachers and 570 regular students, the school has been instrumental in helping many students successfully complete their Secondary School Certificate (SSC) examination. Notably, Daffodil Junior School is widely regarded as the most prestigious school in Tongi, Gazipur.

Chapter-5 Class Observation

Class observation report 1 : On 3th September 2023 (Sunday), I had the opportunity to observe an English First Paper class for grade seven at Daffodil Junior School. The selected topic for the class was the comprehension of both seen and unseen passages, as well as the art of paragraph writing. The class was conducted by the esteemed teacher, Md. Rubel Islam, who commenced the session promptly at 11:00 P.M., concluding it at 11:40 P.M. The classroom boasted 4 windows, 2 lights, and 4 fans, providing a conducive learning environment. It is noteworthy that the total number of students enrolled in the class amounted to 24, with 17 students in attendance on that particular day. The primary objectives of this lesson encompassed the students' ability to accurately determine true or false statements, skillfully fill in the gaps, and craft a well-structured paragraph focusing on the topic of tree plantation. **Strength:** He captivated the students ,Time management was good. **Weakness:** Everything was perfect.

Class observation report 2: On 04th September 2023 (Monday), I observed a grade seven English Grammar Class at Daffodil Junior School. The class was conducted by Md. Rubel Islam, who commenced the session at 11:00 A.M and concluded it at 11:40 A.M. The primary focus of the lesson was to provide an introduction to nouns and articles. The classroom, located on the 3rd floor of the building, was bathed in sunlight, creating a vibrant atmosphere. Out of the total of 24 students, 16 were present on that particular day. To assess the students' understanding of pronouns and their various types, the teacher extensively utilised the textbook, marker, whiteboard, and duster. The class commenced with a warm-up activity centred around the students' upcoming weekend plans, during which they shared their individual plans with the teacher. Following this, the teacher revisited the previous lesson on tenses and their classification. Subsequently, a twenty- minute test was administered to evaluate the students' ability to identify different tenses. This test constituted the sole written activity during the entire class. Due to confusion regarding certain sentences, the teacher provided two hints to assist the students. However, there were no opportunities for group work or the utilisation of colourful handouts to foster creativity. After the test, the teacher engaged the students in an interactive discussion on the introduction to pronouns. Following this discussion, the teacher checked the students' class copies and distributed them among the students while elaborating on the topic of pronouns. Throughout the class, a positive rapport was evident between the teacher and students, enabling the students to freely express their problems and concerns without hesitation. In the final five minutes, the teacher signed the students' diary copies and collected their completed homework assignments. **Strength:** He captivated the audience ,Time management was good. **Weakness:** Everything was perfect.

Class observation report 3: On the same day, the 4th of 2023, I observed my Third class. It was class 8. The principal of the school introduced me to the teacher, Md Sagor who was prepared to take his scheduled class. I attended the class and had the opportunity to meet this modest man. He encouraged his students to focus on their studies. The topic of the class was Voice Change, and his goal was to teach the students how to make 'voice change' in sentences. During this class, he primarily spoke in Bangla with a little English. The class duration was 40 minutes, starting from 2 pm and ending at 2.40 pm. He initiated the lesson with greetings and then proceeded to provide a review of the previous session. He went over the text with the students and requested them to read the rules themselves in order to comprehend them. It took him 20 minutes to ensure that the students

understood the lesson. The remaining time was spent with great enthusiasm by the students. Throughout the session, a few students posed questions, which the teacher answered. Furthermore, he posed some questions to his students regarding 'voice change'. The students were able to answer the questions he asked. Finally, he concluded the class by assigning homework to the students. Strength: He captivated the students. Weakness: Speak fast 7 Chapter-6 Teaching Experience CLASS 1: On Tuesday, 05th September 2023, my inaugural class on Communicative English was conducted at Daffodil Junior School with grade Seven students. The class lasted for a duration of 40 minutes, commencing at 11a.m. and concluding at 11.40 a.m. Out of a total of 28 students, 20 were present during the session. The primary objective of the class was to assess the students' comprehension abilities. After consulting with the instructor, I opted to teach the "Articles" course, specifically focusing on "The Use of A and An." Furthermore, I introduced myself as the teacher to the class. As it was my first experience leading a class in a professional capacity, I must confess that I initially felt a sense of unease. The students were extremely cooperative and responded positively to my inquiries. Their kindness and support greatly boosted my confidence, enabling me to select the main topic. Given the time constraints, it was not feasible to cover all the rules pertaining to the usage of articles in a single class. Therefore, I exerted considerable effort to help the students comprehend the ten rules of using "A" and "An" individually, supplemented with relevant examples. I actively engaged the students by posing questions and assigning tasks. Additionally, I encouraged them to seek clarification by asking questions, and they expressed immense gratitude for my teaching approach. Throughout the class, I continued to guide them based on my knowledge of articles rather than relying solely on specific textbooks. In my opinion, this approach facilitated their long-term retention of the lesson. Moreover, I delivered several informative and inspiring speeches emphasizing the importance of learning English and how we can overcome any fears associated with it. I also incorporated moral lessons based on real-life situations. Alongside these lessons, I provided guidance on the significance of learning English fearlessly. Success: Can motivate students Failure: Time management qualities was not good Class 2: On 6th September 2023, my second session with the students of class seven was conducted. A total of 14 students were present in the class, and the topic of the session was 'tense'. The session commenced at 11 am and concluded at 11.40 am. Upon entering the class, the students showed their respect by standing up, and I introduced myself in a humble manner. They were aware that I was an intern from a prestigious university in Dhaka city. The students warmly welcomed me and paid full attention throughout the session. To begin with, I initiated the introduction by engaging in a conversation with the students and providing them with a brief explanation of the topic 'tense'. The students introduced themselves to me and actively assisted me in conducting the session. Following that, I inquired about their understanding of 'tense'. I utilized PowerPoint slides to illustrate the topic and presented a comprehensive view. After my inquiry, the students expressed their diverse opinions and shared their knowledge on 'tense'. Subsequently, I discussed the rules of 'tense' based on conventional English grammar. Additionally, I wrote on the board to emphasize the topic and requested the students to identify the three aspects of tense: past, present, and future. They responded excellently as they had been studying 'tense' since class Six. Furthermore, I encouraged the students to articulate the rules of tense and construct sentences using past, present, and future tenses. Moreover, I motivated them to freely express themselves through sentences. To make the session interactive, I distributed several key cards to the students, which required them to identify subject-verb agreement and tense-related dilemmas. At the end of the activity, prizes were awarded to the top 5 performers. However, to ensure the other students did not feel disheartened, I distributed chocolates to them. Lastly, I collected feedback from the students by providing feedback forms. Success: Can motivate students Failure: Time management qualities was not good Class 3: On September 7th, 2023, I conducted a class on the topic of 'Voice Change' for the Eight grade. The session commenced at 2:00 p.m. and concluded at 2:40 p.m. Prior to the class, I prepared a lesson plan which was followed during the session. The lesson plan was designed to focus on the topic of 'voice change'. To begin with, I introduced myself to the students and initiated a discussion on their understanding of the topic. During the first five minutes, I provided a brief overview of the topic and proceeded to demonstrate slides to provide a comprehensive understanding of the subject matter. Throughout the session, I discussed various aspects of the topic and utilised the whiteboard to highlight key points. I also engaged the students by asking them questions related to the topic and noticed that they were attentive and actively participating in the class. During the oral test, I asked the students how to change their voice and conducted a quiz where the winners were awarded prizes. The students were enthusiastic about the gaming session and displayed a keen interest in the topic. At the end of the class, I also encouraged them to approach me if they had any queries or concerns. Overall, the class was successful in achieving its objectives and the students left the class contentedly. Success: Can motivate students Failure: Nervousness Chapter-7 Lesson plan : 1 Subject: English 2nd Paper Lesson Topic: Articles Class Duration: 40 minutes Class : 7 Total number of students: 24 Date: 5.9.23 Time: 11-11.40 am Lesson Overview: Phases of Time the Lesson Teacher's Activities Students Activities Management Introduction The topic of articles will be briefly explained to students

by the teacher through communication. At the beginning of the class, the students will collaboratively initiate the session introduce themselves instructor. and to the 5 minutes Warm-up Session The teacher will inquire about the students' comprehension of concept of Articles Subsequently, the teacher will present slides pertaining to the subject matter of Articles visually demonstrate precise perspective on the topic. At the teacher's request, students will share the thoughts. They will inform the teacher about understanding and uncertainties they regarding the topic to articles. a their their any have of 10 minutes Topic Discussion The teacher will engage in a discussion regarding various rules pertaining to the topic of articles. The teacher will make use of the board to deliberately highlight the topic prompt the students identify the three aspects of articles. Students will engage focused communication the teacher during class. They will actively concentrate on the subject matter taught. Additionally, students and will make note of any areas to where they may be confused in order to better comprehend the rules being taught. in 10 minutes with being Oral Test If feasible, the instructor shall display a PowerPoint presentation, alternatively, furnish hard Students will respond question vocally. or to the 10 minutes © Daffodil International University 10 copies of the material to the pupils and them to identify relevant articles from the content. Instruct Short Review The teacher will the students with a page on which they are required to mention their name and roll number, as well as provide their opinion. provide Students will express their perspective on the form by discussing positive and negative aspects of their encounter with a novel instructor. 5 minutes Lesson plan : 2 Subject: English 2nd Paper Lesson Topic: Tense Time Duration: 40 minutes Class- 7 Total number students:24 of Date :6.09.23 Time:11-11.40 am Lesson Overview: Phases of the Lesson Teacher Activities Teacher Activities Time Management Introduction The topic of 'tense' will be briefly explained to the students by the teacher through communication. At the beginning of the class, students will collaboratively initiate the session and introduce themselves to the instructor. 5 minutes Warm-up Session The teacher will inquire about the students' comprehension of the concept of 'tense'. Subsequently, the teacher will present slides pertaining to the subject matter of 'Tense' and visually precise perspective on the topic. demonstrate a At the teacher's request, students will share their thoughts. They inform the teacher about their understanding and any uncertainties they have regarding the topic of 'tense'. will 10 minutes Topic Discussion The teacher will engage in a discussion regarding various rules pertaining to the topic of 'Tense'. The teacher will make use of the board to deliberately highlight the topic and prompt the students Students will engage in focused communication with the teacher during class. They will actively concentrate on the subject matter being taught. Additionally, 10 minutes © Daffodil International University 11 to identify the three aspects of tense. students will make note of any areas where they may be confused in order to better comprehend being taught. the rules Oral Test The teacher will engage in a comprehensive discussion regarding various rules pertaining to the topic of 'Tense'. In order to emphasise the significance of the topic, the teacher will meticulously jot down relevant information on the board, prompting the students to actively identify and acknowledge the three fundamental aspects of tense. Students will respond to the inquiry through spoken means. 10 minutes Short Review The teacher will provide the students with a page on which they are required to mention their name and roll number, as well as provide their opinion. Students will their perspective on the form by positive and aspects of encounter with a novel instructor. express 5 minutes discussing negative their Lesson plan : 3 Subject: English 2nd Paper Lesson Topic: Voice Change Class Duration: 40 minutes Class: 8 Total Number of Students :30 Date:7.9.2023 Time:2-2.40 pm Lesson Overview : Phases of the lesson Teaching Activities Students Activities Time Management Introduction The topic of 'Voice Change ,will briefly explained the students by teacher through communication. the the session introduce themselves to the instructor. be to At the beginning of the class, students will collaboratively initiate and 5 minutes © Daffodil International University 12 Warm-up Session Teacher will inquire about the students' comprehension of the concept 'tense'. Subsequently, teacher will present slides pertaining to the subject matter of 'Tense' and visually demonstrate precise perspective on the topic. At the teacher's request, students will share their of thoughts. They of inform the teacher about their the understanding and uncertainties they have regarding the topic of voice change. a will any 10 minutes Topic Discussion During class, teacher will various angles of the topic. They'll down notes board to everyone on and pose a variety of questions class. the Students will engage in cover focused communication with the teacher. They jot will make note of any on the areas where they feel keep confused. track to the 10 minutes Oral Test The teacher will ask the students to about active passive voice have them sentences that be either active or passive. Students will naturally talk react to the sentences and without any hesitation. and say can 10 minutes Short Review The teacher hand out where students write their name and roll number, also share thoughts about session. will Students will share their pages thoughts on the page. can and their the 5 minutes Chapter-8 Observation Findings Classroom management: During the class session, the instructor diligently roamed throughout the entire classroom, engaging in conversations with each student to address their inquiries and resolve any subject-related issues they may have had. However, the warm-up activities lacked appeal due to the instructor's lack of awareness. The conditions of the study halls were generally satisfactory for

smooth progress, except for one. Throughout the class, the instructor managed to captivate the students' attention through an entertaining teaching style. Students' involvement: Throughout the duration of the class, students actively participated as the educator encouraged them to inquire about any unclear concepts while also expressing their own requirements. The instructor displayed a friendly demeanour, allowing students to freely communicate with them. Additionally, the instructor aimed to stimulate critical thinking and evaluation among the students. Nevertheless, the students exhibited a high level of progressiveness throughout the entirety of the class. Technological Support: During my visit to the classroom, I observed a lack of technology integration. The teaching approach followed traditional methods, and there were no projectors, technological tools, or Wi-Fi available for the students. The classroom only had a whiteboard, markers, and a duster. Additionally, I noticed that the teachers did not prioritize lesson planning for the class. © [Daffodil International University](#) 14 [Chapter-9 Recommendations](#) The educators at Daffodil Junior School demonstrate a commendable level of education and knowledge. Through my observation of two of their classes, it became apparent that they execute their responsibilities with utmost professionalism. Nevertheless, there exist certain areas within their teaching methodology that could be further improved to enhance the delivery of lessons in a more effective manner. • The teacher adeptly managed the classes, ensuring their completion without the aid of an illustration plan. However, it is imperative to establish an arrangement to enhance the scholarly and precise nature of the illustration. • The classes had a strong focus on the relationship between educators and learners, but lacked the use of engaging materials. To enhance the learning experience, incorporating colourful papers and creative worksheets outside of the regular curriculum can stimulate imagination and make class time more enjoyable. • It is imperative that we exercise caution and put in more effort to create an engaging warm-up activity that captures the attention of students right from the beginning of the class. Unfortunately, many teachers tend to overlook the importance of a captivating warm-up, which can serve as a valuable tool to pique the interest of students. • The primary focus for students in Bangladesh is completing assessments, as determined by the instructors and educational system. Unfortunately, this emphasis often leads to students prioritising passing over actual learning. It is crucial for students to understand that passing should not be their sole objective. To address this issue, educators can encourage students to read books outside of their regular curriculum. • We aim to enhance our communication skills in order to engage with students in a more friendly and approachable manner. Some students are extremely shy, to the extent that they hesitate to express their concerns to the teacher. In various countries, teachers individually address the needs of each student. As educators, we aspire to provide extra attention to these reserved students, ensuring their comfort in the classroom and facilitating their understanding. • An educator should engage in discussions beyond the prescribed curriculum, providing authentic guidance to enhance the illustration's authenticity. Merely relying on the book for reading and activity instructions can render the example monotonous. Therefore, it is imperative to adopt a more practical approach in presenting a new illustration. • We often experience a decline in learner interest. This is a common reality that can be effectively addressed through the implementation of technology, video clips, subject-specific animations, and visually appealing materials. • A classroom solely centred around the instructor is not conducive to effective learning. The educational experience becomes truly remarkable when ample opportunities are provided for learners to engage in dialogue, express their thoughts, and interact with both their peers and the instructor. Therefore, it is our intention to allocate additional time and create an environment that fosters student participation and growth during class sessions. • To enhance their vocabulary, we can provide them with gifts containing 5 new words to practice with their peers. This aspect is often overlooked, however, it can prove to be highly beneficial for their future. Chapter-10 Conclusion In conclusion, I would like to express my gratitude for the opportunity to build a bridge between myself and the learners. This connection will undoubtedly have a positive impact on my future. This achievement was made possible due to the meticulous handling of each and every issue by my supervisor, Mr. Mahmudul Hasan. Following the official selection, valuable guidelines were provided by him, which played a crucial role in my success. I am also grateful to the teachers of the institution who generously supported me in observing and conducting classes. Their assistance in managing students, time, materials, and other classroom details was invaluable. My internship has provided me with a wealth of experience, which I believe will greatly contribute to my future endeavours. This experience has imparted numerous valuable lessons to me, not just from my fellow learners in the intern-class but also from my own self. 16 Appendix-1: Sample of Worksheet [Appendix-2](#): photograph [Class observation](#) Teaching experience [Appendix-3:Class observation](#) Checklist © [Daffodil International University](#) 30 [Appendix-4 :Certificate of Internship](#) Plagiarism Report © [Daffodil International University](#) © [Daffodil International University](#) © [Daffodil International University](#) 5 © [Daffodil International University](#) 6 © [Daffodil International University](#) © [Daffodil International University](#) 8 © [Daffodil International University](#) 9 © [Daffodil International University](#) 13 © [Daffodil International University](#) 15 © [Daffodil International University](#) © [Daffodil International University](#) 17 © [Daffodil International University](#) 18 © [Daffodil](#)

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