



Internship Report

On

The Present scenario of English Language Teaching in a Bangladeshi School

Submitted By

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B.A. (Honors) in English**

Submitted To

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Dhaka, Bangladesh

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Declaration

I hereby declare that the internship report entitled “**The Present Scenario of English Language Teaching in a Bangladeshi School** ” submitted to Department of English, Daffodil International University is a record of original work done by me for the completion of my course “Project Paper” (Course Code: ENG-334). This internship report is formed under the supervision of Ms. Sadia Zafrin Lia. I further declare that the work reported in this project paper has not been submitted, either in part or in full, for the award or any other degree or diploma in this institute or any other institute or university.

Dew Rani Saha

Program: B.A. (Honors) in English

Batch: 35th

Department of English

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Certificate

It is certified that the Internship report on “The Present Scenario of English Language Teaching in a Bangladeshi School” submitted by Dew Rani Saha, ID: 152-10-1216 to the English Department, Daffodil International University is a unique record of her work based on her useful experience. She has effectively finished her work under my supervision.

I am satisfied for credibility of her work and I recommended this work for submission to the Department of English, Daffodil International University.

I wish her each fulfillment in life

Sadia Zafrin

Lecturer

Department of English

Daffodil International University

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Acknowledgement

At first, I would like to express my deep gratitude to my supervisor Ms. Sadia Zahan Lia for her patient guidance, enthusiastic encouragement and useful critiques of this project paper. I am also thankful to other teachers who encouraged me and support me for this work.

Then, I would like to offer my special thanks to the Head Master (Mr. Hasanujjaman Mir) of Taherpur River View Girls High School. Furthermore, I would like to thank the Department of English for providing me necessary facilities to successfully carry this internship report on “The Present Scenario of English Language Teaching in a Bangladeshi School”.

Finally, I am extremely grateful to my parents for their love, prayers and sacrifices for educating and preparing me for my future. I am thankful to all those people who have been giving me any kind of assistance in the making of this Internship Report.

Abstract

The internship project is centralized on the present scenario of English Language Teaching in Bangladeshi School. To finish the report, a three-day-field visit is necessary. All the information are gathered from perception of three unique classes. After sharp observation and gathering essential data with respect to the subject matter, three classes have been led with the assistance of educators, students and the Head Master of the institution. The report conveys a completely clear picture of English Language instructing in school particularly for students of class 7, 8 and 9. A note of class size and personal feelings is composed in this report. This report contains the conceivable result of the work and the criticism of the institution. The teaching institute has a cluster on deficiencies in the language teaching field. So there ought to be all the preparing degree for the teachers with the refreshed techniques and framework of encouraging that would help the upcoming age for a brilliant future.

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Introduction

In the post-modern time, English language plays an eminent role in globalized context. As a language English play a vital role all over the world for a long time and it is considered as a worldwide language. It is fair at that point to state that throughout history foreign language learning has always been an important practical concern. As a rising nation, Bangladesh do not have the opportunity to think twice to nourish the language in order to remain associated with economic, cultural, educational, social and political changes. The government of Bangladesh has understood the vital of English in all circles of life and recently made it the second language. At present, Bangladeshi students learn English as a second language since the very beginning of their primary education and English is a compulsory subject both primary and secondary education. In the authentic learning process the educators assume a crucial job. So to teach and to analyze the present situation of English language teaching in Bangladesh I was told by my supervisor Ms. Sadia Zafrin Lia to visit a school, gather some valuable data and prepare an internship report on the present scenario of English language teaching in Bangladeshi school. As my advisor exhorted, I visited a school, met diverse educators and students and endeavored to the discoveries and finally composed them in this report.

Chapter-2

Objectives

The objectives of the proposed internship were:

1. To learn about the present scenario of English language teaching in Bangladeshi school.
2. To get a view on the impact and viability of English language.
3. To figure out how to apply language teaching skill in real classroom.
4. To observe the utilization of English as a technique for correspondence.
5. To focus center around the students and educators method for utilizing English language in an English classroom.
6. To have the pragmatic experience of educating.
7. To apply language teaching skill in actual classroom.
8. To direct classes and apply strategies and procedures.

Chapter-3

Methodology

To fulfill my goals, I had to go through several techniques which was fruitful for making the report. For the internship report on “The Present Scenario of Language Teaching in Bangladeshi School” I needed to discover a school which could enable me to accomplish my activities and touch my goals through a sharp observation of three classes and leading three classes. In order to complete my project I have chosen Taherpur River View Girls High School. After that, with the authorization of that schools Headmaster, I observed three distinct classes and took notes about showing methods, techniques of teaching, and utilization of English in classroom, students’ comprehension and reaction. I additionally conversed with educators and students and encountered their assessment about the present scenario of English language teaching in school. Subsequent to watching, I decided to take those classes and for that I made three unique lesson plan.

Then, I directed three classes on Seen Comprehension, Narration and Right form of verbs. The majority of the students seemed to be entirely connected with the dialogue and found a positive yield after the finish of the class. Finally I asked for some feedback from both the educators and students. Without a doubt it was an astonishing knowledge for me.

Institution Details

One of the popular schools in Taherpur is Taherpur River View Girls High School.

Foundation and Location: It was founded in 1984, 19 January. Located in Taherpur, Rajshahi.

Building Ownership: private funding

School Web Address: taherpurriverviewgirlshighschool@yahoo.com

Number of Students: 630

Number of Teachers: 24

Qualifications of Teacher: B.A and M.A in particular field

Other Information

The school is a huge building with two entryways. One is for entry and another is for exist. It is one-storied building and another one-storied building is under development. It has a substantial playground and the environment of the school is immaculate with legitimate lights and air. The school is worthy of remark for gardening.

It has a library but not so big. The school has a canteen and it is famous for snacks. The tragic thing of the school is that there is no laboratory for the science group students' and the utilization of modern technologies is not that much solid. This school has no arrangement for transportation and has no CCTV security.

The institution has both Science and Arts group but has no commerce group. The passing rate of this school is closely 98.00% in the JSC and near 96% in SSC level. The dress code of the school is maroon dress and white pant. Consistently the school organize price giving service and different projects. Every year this school organize this prize giving ceremony to keep the students engaged with extra-curricular activities. This school also get little fund from the MP and the local chairman. The most noticeable point is that all classes' people are allowed in this school and there is no religious distinction for students and also for the teachers.

Chapter-5

Class Observation Report

5.1. Class-1

At first I observed the class of seven. The quantity of students was 50 and the class teacher was Ms. Salina Iasmin. At first, she revised the previous class then started her lecture on Tense. Her main goal was to provide a clear knowledge about tense. She talked about the significant of tense and how it added to learn remedy English or what the role it performed in English. The conduction of the classroom was great yet there was no warm up session and according to my point of view, it is an extraordinary mix-up of any educator. There was a decent eye to eye connection between students and teacher. She urged her students to participate only in subject matter. The most noticing point was that she used GTM (Grammar Translation Method) to conduct the class not the DM (Direct Method). She was amazing to give the practical example on board from several tenses. Students also followed that example and rules enthusiastically and took notes. Her projection was interesting but her pronunciation was not so standard. The teacher was efficient in giving various task and activity including fill in the gaps, writing paragraph, sentence correction to students but she was not active in giving enough feedback. Though she was not perfect however she invested her energy admirably in the entire class.

5.2. Class-2

For observing the second class I went to class 8. The aggregate number of students were 40 and the teacher was Mrs. Krisna Saha. Her main talk was on Narration. Additionally, her principal objective was to enable learner's in narrating any sentence correctly. She demonstrated a descent direction of information about the topic. Her warm-up session was noticeable because she told an interesting story and asked students to share their most happiest or sad moment. Students were so excited and shared their feelings in an interesting manner. The teacher was hardly observed to utilize English as a mechanism of correspondence in classroom. She provided enough example to understand the rules of the topic and most of the students took notes. But some students were quite naughty and disturbed the teacher. The most noticeable point was that she could not involve the students in an incredible way and absence of appropriate strategy to make the classroom interesting. The primary lacking of the classroom that there was no condensation. But the feedback session was excellent and the class finished with a positive notes for students that they would improve their condition in coming days. Although it was not an excellent class but overall an effective class because students achieved a clear knowledge about the topic.

5.3. Class-3

The third class that I delighted in observing was a class of 9. The number of the students were 35 and the name of the teacher was Ms. salina Iasmin. Her fundamental objective was to enable students to utilize the positive, comparative and superlative degrees of comparison of regular and irregular adjectives. She revised the previous class then started new class straightforwardly with the subject matter and did not give any warm-up to students. She was exceptionally conscious towards the students yet the collaboration level was contradictory. The teacher organized the subject matter in an effective way but she did not summarize the main point. Her voice level and projection were great but the class was completely directed in Bangla. The teacher was fair in her treatment with students because all the time she encouraged students to converse with her and gave the permission to ask questions which was related with the topic. Moreover she was active in giving various activities including fill in the gaps, sentence correction, and discussion the topic in group. Finally, she gave an overview of the class and asked questions from students. In fine, the class finished conveniently and students were given a home undertaking. The positive image of the class was that it was pretty calm.

Chapter-6

Teaching Experience

6.1. class-1

After observing three classes I got the opportunity to take three classes. At first I went to class 7. There were 45 students. I discussed with the class teacher about their syllabus and chose a topic Seen Comprehension from “English For Today” Book. It was Unit-9, Lesson-5 and the name of the Text was “Likes and Dislikes”. At first, I introduced myself to the students. Then in the warm-up session I asked students to tell about their favorite food, favorite player and their likes and dislikes. All of the students responded interestingly and enthusiastically. As they were nearly cheered up with that then I began to teach them. My main goal was to give them the exact knowledge about the topic. I asked them about the passage and endeavored to comprehend their insight about the topic. After that, I started to give my lecture. Moreover, I used direct method (DM) to conduct the class. Then, I saw countless reaction from students which motivated me to run the class with my energy. In order to know how much they gathered knowledge I provided them some activities including fill in the gaps, true and false, writing paragraph and students completed those tasks within 15 minutes. However I noticed that 70% students corrected all the answers and 30% was unable to correct all. So, I gave them feedback how to improve and motivated them to practice more. Lastly, I repeated the class and inquired question if they had any perplexity related to the topic. I expressed my thankfulness towards the students and finished the class.

6.2. Class-2

After finishing my first class, I took my second class on the same day. It was class 8. The quantity of students were 40. I chose an extremely important topic Narration. At first, I introduced myself and then warmed-up students by showing a video. It was a wonderful video and students not only enjoyed it but also acquired some knowledge about the topic. Students observed that video in an enthusiastic manner. After that, I started to give my lecture and made a few questions with respect to the topic. A few students endeavored to answer my questions. To provide a clear idea I gave many practical and genuine examples on board. My main goal was to enable students to narrate any sentence. Students also heard my lecture attentively and took notes. I kept up eye to eye connection extremely well. The manner in which they turning in to me appeared that I was the most essential individual in their life. After finishing my lecture I provided them some fill in the gaps and sentence correction activities on narration and asked them to complete that. At last, I checked their answers and provided them sufficient feedback. Some of the students were not so good in understanding so, I advised them to practice more and more. With a wonderful feelings I ended the class and said “Good Bye” to students. Students were also thanked me for my teaching and it was the best achievement from the students as a teacher.

6.3. Class-3

For my third and last class I went the class of 9. The quantity of students were 35. I selected a significant topic Right Form of Verbs from their syllabus. For the warm-up session I asked them to sing their favorite song and all of students were so much excited with that things. Some of the students sang extremely well. They also requested me to sing a song and I tried my best to sing a song though it was not impressing. Hereafter, I asked them some questions about the topic and got some information from them. After gathering some information from students I started to give my lecture moreover I wrote different types of example on white board to give a clear idea about the topic. Students followed my lecture attentively. As some students were little naughty and disturbed the class I provided them some group work then told them to discuss among themselves and solve the problem. However I was surprised when I saw they did all the activity perfectly but 20% of them were unable to complete all the activity. So, I encouraged them how they would improve themselves. At last, I conveyed a bit of inspirational discourse regarding learning English cleverly. I was truly delighted in the class and felt proud after taking the class.

Chapter-7

Overall Findings

Overall this field work not only helped me to discover other educators' shortcomings and qualities but also helped me to discover my impediment and excitement about teaching the students. It, likewise gave me the chance to comprehend the present scenario of English language teaching in Bangladeshi school. The general discoveries of the school are given beneath:

1. The circumstances of the school is very great to win a strong learning.
2. The school has a library. It is not so big but is fulfilled with different categories of books. Students can also obtain books from there.
3. The school consistently arranged scholarship not only for brilliant students but also for poor students. So that, poor students also get the opportunity to read well.
4. The institution has a wonderful garden where different types of flowers are cultivated and students can spend great times with friends in the off time.
5. The school has one- storied building and another one-storied building is under development.
6. Most of the instructors are graduated from prestigious college or university in Bangladesh. They are especially fastidious to run with advanced time.
7. The classroom is not so impressive because of its old construction. There is no laboratory room for students. So that, the students of science group facing many problems. This school has also no multimedia classroom for students benefit.
8. The students are maintained under strict control, tenets and directions and the pass rate in English of this school is 95% in each year.
9. The institution has no CCTV security.
10. The school has a canteen and it is famous for snacks.
11. This school is not so strict to maintain student's dress code. Some of the students avoid to use their dress code regularly. This institution is also not active in using students ID card.

Chapter- 8

Recommendation

The entire condition of the school was great however I might want to suggest few things that I found less utilized. These are:

1. The school does not have adequate teachers, so the authority needs to enlist more teachers.
2. The classroom condition of this school is not acceptable. The extent of the classroom ought to be more extensive than present size. At present the school needs somewhere around one computerized classroom, computer lab, multimedia classroom and numerous different things. Moreover the decoration of the classroom should be improved.
3. The school must open an English language club where students can rehearse language for a specific time and English must be utilized as a technique for correspondence.
4. The school need to publish monthly magazine so that students can send their composition for publishing. On the other hand, the school must sort out different projects. For example, imaginative composing, arrange dramatization, debate competition and so on.
5. There ought to be a course of special English.
6. The school have to maintain strong security system. They can arrange ID card inside the school compulsory.
7. The school has no transport system and it should be arranged because some of the teacher and students come from outside the town.
8. Finally, the authority of the school is not so strict about student's dress code. Some of the students does not maintain their dress code. So the authority have to be careful about this matter.

Chapter-9

Conclusion

It was clearly an excellent field work since I could learn such a significant number of things that I did not know previously. This was an incredible open door for me to watch my confinements and others as well. Also, it has given a brilliant chance to associate with individuals with various thoughts, logic and conviction. It really helped me to enhance my abilities as well as roused me to chip away at those impediments conveniently. Amid the season of my visit, I felt a calming feeling being with the students. I can't help realizing that instructing something what the students need is the best things on the planet. It is my precious inclination when I see somebody is tuning in to me with his / her highest focus. Moreover, I am thankful to my Department of English because of this internship report on the present scenario of English language teaching in Bangladeshi school. It was really a wonderful opportunity for me. Finally, I want to say that it was an educative and charming experience for me.

Chapter- 10

Appendices

1. Class Observation Check List
2. Certificate of Internship
3. Photograph

Checklist for Class Observation

School / College: Taherpur River view Girdly High school

Teacher's Name: Ms. Salina Jasmin

Class: Seven Section: A No. of Students Present: 50

Course Title & Code: English second paper (Tense) Room No: 20

Peer/Observer: Dev Rani Saha

Date and Time: 13/10/2018 (10:00-11:00)

Objectives of the lesson (as perceived):

- i. Differentiate present, past, and Future tense of the verb.
- ii. Students will have the capacity to write a sentence utilizing present, past and future tense.
- iii. Students will be motivated to use their own intuition and their mental abilities to analyze and comprehend the given lesson and doing the exercise.

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

Objectives were partly achieved because it was a big class. So, teachers could not make sure of making all understand the topic.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher showed good command and knowledge of the subject matter by providing clear example and rules. Moreover she demonstrated tenses in her depth of mastery but her knowledge of seeking was less.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned	The teacher's capacity of summarization was helpful. she showed practical example to understand the topic. As she ^{does not} enter the classroom in exact time she could not able to organize the class impressingly. There were no warm up session. As, the subject matter was clear students were able to ^{get} of all tenses.

today)		
RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)		Teacher was respectful and encouraged students to ask questions. But she did not provide enough ^{much} feedback. she focused only in subject matter and unable to maintain proper manner, appropriate etiquette and attitude .
4 TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)		she used GTM (Grammar Translation method) in the classroom and used white board, pencil, handout and book that was helpful for students. There was no group work or pair work for students. Her encouragement toward students, & shown real life example were fantastic.
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 class was held in a friendly way. Teacher's projection level was excellent but the pronunciation was not so standard. she maintained eye contact with students in an interesting way. Her voice level was excellent.

MANAGEMENT

Was the time spent properly?
Yes. The time was spent properly.

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

5 mins	10 mins	20 mins	10 mins	10 mins	5 mins
Roll-calling	Discussed previous topic	Written example on board and started to give lecture on new topic	Written Activities	checking	Given little feedback

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

Yes. There was little disruption because of entering an unknown poor person. He was wanted some help for his daughter's treatment.

Strengths observed:
There was a decent communication between teacher and students. Teacher's pronunciation level was not so standard. ~~but~~ Her class association level was incredible and she led the class by giving relevant examples about the topic.

Suggestions for improvement:

- (1) Teacher's own ~~di~~ regional dialect should be avoided as much as possible.
- (2) she should be concerned about ~~proper~~ time management.
- (3) Teacher should follow Direct method to conduct the classroom.

Overall impression of teaching effectiveness:

Overall, it was an acceptable class but teachers needed to be more spontaneous and active about giving proper feedback. ~~she~~ Her pronunciation level should be improved.

Checklist for Class Observation

School / College: Taherpur River view Girls High school

Teacher's Name: Mrs. Krishna Saha

Class: 8 Section: B No. of Students Present: 40

Course Title & Code: English Second paper (Narration) Room No: 25

Peer Observer: Dew Rani Saha

Date and Time: 13/10/2018 (12:00 - 1:00)

Objectives of the lesson (as perceived):

- i. Students will be able to define direct and indirect speech.
- ii. Learners will be able to narrate any sentence.
- iii. List the rules for converting direct speech to indirect speech and indirect speech to direct speech.

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

Objectives were successfully achieved because after completing the class students could easily identify direct and indirect speech in sentences and they were able to narrate any sentence clearly.

SN	Review Section	In what ways? (Specific examples/clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher provided exact knowledge of subject matter but she did not able to show good command. At one moment she shouted to a student for simple matter and showed her arrogance.
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)	Her organization of the subject matter was impressive. Her summarization was helpful. She gave a wonderful warm-up to students and made an impressive lesson plan for students that was effective.

today)		
RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)		she was fair in her treatment to students. Students were seen to be satisfied because she provided enough feedback. Both teacher and students were ready for the class not only in subject matter but also in manner, etiquette and attitude.
4 TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)		she did not use any specific strategy or method to make the class interesting. She use many materials, including, white board, pencil, handouts, images to make the idea clear and book. The were group works for student. open ideas were missing in that classroom only focused on subject matter.
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 environment was greatly conducive to learning, no outside chaos come in. She ensured learning by asking many questions and her eye-contact was fantastic.

MANAGEMENT

Was the time spent properly? The time was spent properly						
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)						
7 mins	7 mins	3 mins	20 mins	10 mins	10 mins	3 mins
Discussed previous topic	Gave warm-up	Gave wrote example about new topic on whiteboard	provided Lecture on Narration	Written Activity	checking and feedback session	Roll-calling

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?

There was no critical event or disruption.

Strengths observed:

- (1) The capacity of controlling students was excellent.
- (2) she was very attentive and hard working
- (3) Her voice quality was not friendly

Suggestions for improvement:

- (1) Teacher should improve her pronunciation.
- (2) Teacher had to give more attention to weak students.
- (3) She should use direct method in the classroom.
- (4) She had to emphasize more on giving activities to students.

Overall impression of teaching effectiveness:

Overall, It was an impressive classroom. There was a good interaction between teachers and students but other matters should be included like time management, ~~use~~ proper pronunciation and the classroom techniques and strategy should be improved.

Checklist for Class Observation

School / College: Taherpur River view Girls 1st High school

Teacher's Name: Ms. Salina Iasmin

Class: 9 Section: A No. of Students Present: 35

Course Title & Code: English second paper (Degree) Room No: 18

Peer/Observer: Dew Rani saba

Date and Time: 13/10/2018 (3:00-4:00)

Objectives of the lesson (as perceived):

- i. To enable students to use the positive, comparative and superlative degrees of comparison of regular and irregular adjectives.
- ii. Identify the degrees of comparison used in sentences.
- iii. students will able to illustrate the rules in forming the degrees of comparison by answering correctly the given exercise.

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

Objectives were partially achieved and students were able to identify the degrees of comparison used in sentences after the class.

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 subject matter was clear and teachers tried hard to develop a knowledge seeking behavior among students. She demonstrated clear example with depth of mastery.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	The class started and finished timely. She organized the classroom impressively because she made an effective lesson plan. But there was no warm up session and no brainstorming.

	today) RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	She took the class in a communicative method. Teacher hold interest of students and encouraged students. Some students were not look attentive. The was feedback session in this classroom were less and students participation were not so high.
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 used GTM method so, there was code-switching. No group works, no open ideas but tried to stay focused on the topic. Again she encouraged questions from the students and responded with interest.
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)	It was natural environment. She taught students with a smiling face. Eye contact was fine but pronunciation was not well.

MANAGEMENT

Was the time spent properly? The time was spent properly.						
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)						
5 mins	10 mins	5 mins	25 mins	10 min	5 mins	5 mins
Revised previous topic	Written activity on previous topic	checking answers	Started to give lecture on new topic and given example.	Written Activity and checking answer	Given home work	roll-calling

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?

There was no critical event or disruption.

Strengths observed:

- (1) She was well-planned with class organization.
- (2) Teachers unable to hold ^{some} students attention.
- (3) Her capacity to interact with students was excellent.

Suggestions for improvement:

- (1) There should be a warm-up session.
- (2) pronunciation should be improved.
- (3) Teachers needed to give more attention to the weak students.

Overall impression of teaching effectiveness:

Everything was quite okay but she had to use more practical example for the improvement of students basic structure on grammar. ^{Teacher} she should use Grammar Translation method not the Direct method in classroom and there should be more concerned about students interest.

তাহেরপুর রিভার ভিউ বালিকা উচ্চ বিদ্যালয়

তাহেরপুর পৌরসভা

ডাকঘর : তাহেরপুর, উপজেলা : বাগমারা, জেলা : রাজশাহী, বাংলাদেশ।

স্থাপিত : ১৯৮৪ ইং

বিদ্যালয় কোডঃ ১২৮০

প্রধান শিক্ষক

মোবাঃ ০১৭১৯-৮৬৪০২০

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স্মারক নং-

প্রেরকঃ প্রধান শিক্ষক/সম্পাদক।

প্রাপকঃ



তারিখ : ২০/১০/২০২৪-২২

To Whom It May Concern

This is to certify that Dew Rani Saha, ID: 152-10-1216, Department of English, Daffodil International University has completed her internship project on "The Present Scenario of English Language Teaching in Bangladeshi School" from 13-15 October.

Her stirring activities and energetic lectures have encouraged both teachers and students to concentrate more on English language teaching. I am highly proud to cooperate and spend quality time with him. I would like to thank the Department of English, Daffodil International University to send her to my institution.

I wish her each achievement in her journey.



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তাহেরপুর রিভার ভিউ বালিকা উচ্চ বিদ্যালয়
ডাকঘর: তাহেরপুর, উপজেলা: বাগমারা, জেলা: রাজশাহী





