

Scenario of English Language Teaching in a Bangladeshi School

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An Internship Report

Submitted by

Mimihla Chowdhury

ID:151-10-1148

Daffodil International University

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**Scenario of English Language
Teaching in a Bangladeshi school**

Declaration

I hereby declare that for the completion of the course “Project Paper” Course Code: ENG-334. I was asked by my supervisor Ms Shamsi Ara Huda Assistant Professor of Department of English, to visit a school and compile a report on “The Scenario of English Language Teaching in Bangladesh”

Mimihla Chowdhury

ID No: 151-10-1148

Department of English

Daffodil International University

Certificate

This is certify that Ms.Mimihla Chowdhury is a Final semester student of the department of English.She has been approved for presentation and viva voce project on “The Scenario of English Language Teaching in a Bangladeshi school”

I wish her the very best in all her future endeavours.

Ms. Shamsi Ara Huda

Assistant Proffessor

Department of English

Daffodil International University

Acknowledgements

First of all ,I am very glad to be a part of DIU for giving me many opportunities to explore myself in a different way.It was a good news for me when I come to know that Ms. Shamsi Ara Huda Ma`am (Assistant Proffessor of Department of English) will supervised me . As I expected she helps me very positively to complete my “Teaching Internship” love for her.Then I would like to give honor my fathers grandfather Mr. Pangowaja Chowdhury who established the school.Then I want to thank Mr. Akhaimong Chowdhury, Head teacher of Bangal Halia High School who gave me the opportunity to teach as an intern on his school .I am also very satisfied to those teachers who gave me the chance of observation and taking the classes with their guidance and assist me with their loving behaviour.

Abstract

As Bangladeshi we are not English native speaker but in our country English has dominated a lot. We have to speak English in every sector of multinational job, without knowing English language we can not compete with a foreigner for a multinational job as a result foreigner taken away huge amount of salary from our country.

Scenario of English language Teaching

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Scenario of English Language Teaching

Introduction

From childhood we are learning how to things to be understand, how to connect the dots of thought for the communication. To communicate with others it requires an initiator and the bridge does that. Language is the bridge of communication. But everything has some limitation. Certain type of language helps certain amount of people to communicate with each other. We are living in most advanced and civilized era where people are crossing the borders, pushing themself to exchange their cultures through language. And one language has maximum dominance in this area, that is English. According to Wikipedia, 59 nations are using English as their communication language. With 29 nations French are far behind from English. So there is no strong competitor yet which can replace English.

In Bangladesh English has importance too. But the scenario of English in this country is not up to the mark. Most of the higher education studies are in English here. We need to learn english properly. Not only for the communication but English is the most using language for academic purpose. We can speak language but to learn a language we need to go through the language learning process. And the purpose of the teaching English language lies here. It is a social and academic responsibility to teach the most used language so that the future generation can travel into the biggest universe of knowledge. And vice versa without learning English there is a great possibility to keep myself in the cave where most people are living and under the same cloud.

Scenario of English Language Teaching

Objectives

- 1) To learn about the present Scenario of English Language teaching in Bangladeshi schools.
- 2) To use English in language teaching at real classroom situations.
- 3) To know about the real classroom environment during teaching.
- 4) To deal with 6 English classes, 3 classes for observation and 3 classes for, to apply my own methods as teacher.
- 5) To study and get information about the institution where I visited.
- 6) To know about the impacts of technical applications upon the learners.

Scenario of English Language Teaching

Methodology

I have selected a school in rural areas for my internship. The school name is Bangal Halia High school. I have completed my internship from 9th October to 15th October in 2018. At the first day of my internship I met with the Head teacher and showed my recommendation letter which is given by my department. Then I ask him to take an interview and took permission to observe three different english teachers class in his school. After that I taught them in the same class. The classes which I dealt with class 8,9,10.

Scenario of English Language Teaching

Institution Details

The name of the school is Bangal Halia High School which is located out side of Dhaka. The name of place is Rangamati which is my home town as well. Mr. Pangwaja Chowdhury is the founder of the school. It was established in 1973. The school is located around 12k square feet. This school is non-government. There are 3 types of teaching sectors General, Vocational and open school all sectors are organized by bangla medium. There are 20 classrooms in this school, two office rooms for the teachers and one separate room for the Head teacher, one room for the Digital lab which is called "Shekh Rasel Digital Lab" and also one room for Library. The best part of this school is , it has huge playground in front of the school surrounded by trees. The school committee arrange the annual sports, debate club, farewell and educational culture functions in every year. The school committee also arrange picnic to visit out of the town. New teacher will be selected by the school managing committee and with the Govt. rules as well. All the permanent teachers education background should have BA and B.A.D and part time teachers should have graduation from any University. There are 11 permanent teachers including the headteacher and assistant headteacher 13 part time teachers ,one librarian, one accountant, one lab trainer ,one female and one male peon and two security guard. The number of the students are almost 1100.

Class Observation Report

1st class observation

In my first observation class, the head teacher introduced me to the students they were class eight students. There were 86 students. A female teacher was teaching in the class named Suiching Ma Marma. She was teaching "Tag questions" from the grammar book. She has very presentable attitude towards students about clarifying the construction of grammar and the implications. She maintains professionalism in teaching. She takes break while studying so that she can hold the impression throughout the class. She uses easy words so that the students can easily catch the following that she gives example from life experience. She is very friendly with the students and that makes a good bonding between student and teachers. She managed her class in time.

2nd class observation

My 2nd class observation was with the teacher named Jamal Uddin in class ten. He attended his class at scheduled time. He started his class by saying good morning and for warming up he ask students how is going their time and how they are? There were from section "A" only 35 students were present in the class. He taught about the English language and its prospects and also taught about the formal construction of language and how can it make the difference in professional and personal life. Then he gave students to do class work the task was from grammar. They were asked to solve "Narration" which the teacher was writing on the board. He has enough knowledge to teach class ten students but to develop teaching he need to practise a lot with the students.

The Scenario of English Language Teaching

3rd class observation

.In my 3rd observation class A teacher named Ratan kumar was teaching “English first paper” the chapter is about “Love for Humanity”.In that chapter,the author have discussed about many great people,who have made a lot of contribution to Humanity but that time he was teaching about Mother Teresa.He started his lesson in English then says Mother Teresa stands out as one of the greatest humanitarians of the 20th century. He was very fluent in English though he did not took any help from books.He also did eye contact with students and ask to read from the board.The way he taught,it was good but I have noticed that maybe he was trying to show off in front of me.He was very helpful because during his teaching he also taught me how to teach.It was good experience to work with him.

Scenario of English Language Teaching

Teaching Experience

A diagram to show main stages of the lesson and time spent on each:

Class No.	Topic	5 Minutes	5 Minutes	10 Minutes	10 Minutes	10 Minutes
1 st Class	Grammar (Tag Question)	Intruduced myself and warmed up them.	Gave lature on particular topic.	let them do a task(Tag questions)from practise book.	Students practised the task given by the teacher.	Helped to find the errors and solve those.
2 nd Class	Dialogue (Importance of reading news paper)	Talked about myself and questioned the topic what the teacher taught in previous class.	Asked some of students aim to speak in english.	Two girls and two boys shared their future plan.Then talked about definition of dialogue.	Taught about deffrence between formal and informal conversation and why we need to learn about them.	Called two students to perform a dialogue about importance of reading news paper by using book.
3 rd Class	English for Today(Media and modes of E-Communication)	Started like a permanent teacher.	Odered them to open their book and requested to see the pictures.	Discussed which of the pictures they are related to E-communication.	A student read the whole passage.then asked them some questions regarding topic.	Answered those questions which students could not solve properly.

Scenario of English Language Teaching

1st Class

At my first English class I taught student of class nine. The number of students were 57. First 5 minutes I introduced myself and warmed up them. Since it was the first teaching in my life so my voice was a little lower. When I started to teach Tag Questions they were excited to learn from me. Some students were good in grammar they solve easily which I had given them to as class work. I will always remember the first English class I ever taught.

2nd Class

It was 14th October when I took my 2nd class with class eight. They were 86 students. This class was challenging for me because my voice was low in the last class and in this class the number of students is more than ever. I greet to my students at the door to my classroom. I thought it will be fun, if I will ask some interesting questions instead of taught something. Then I Asked some of students aim to speak in English. They responded with a lot of enthusiasm.

3rd Class

At my last class I dealt with class 10. When I enter to the classroom they started asking, as it is a rural area I thought they would be silent but they respond a lot which I didn't expect from them. The kids were excited to learn something new and meet for a new teacher. I was very confident though a teacher is observing me and that was not a reason to make me nervous.

Scenario of English Language Teaching

Overall Findings

- Insufficient classroom so that students could not sit comfortably.
- There is no main gate in this school like other schools.
- The number of teachers are less than the students.
- Fourth-class employees are irresponsible that's why teachers faced many problems.
- There is no common room for students.
- Students do not use toilet properly.
- Teachers are very friendly and also they are very busy with school work.
- There is only one tubewell which is near to the school office room.
- Part-time teachers are very young to handle the students.
- Have only one digital classroom.

Scenario of English Language Teaching

Recommendations

The school I observed it is a non-government organization. As it is a non-government high school I have many recommendations. The government should take many steps because this is the most famous school in this union. This school is placed in the middle of this Union, that's why all villagers students can attend class daily. So, because of the huge number of students, school Head teacher can not give the place of sitting to everyone. Government should give financial help to make more buildings including the main gate. This school needs to add a common room for students where students could spend their leisure time by doing many fun activities. This school needs digital classroom because digital materials can support classroom learning topics and, introduce different teaching methods for each student's unique learning needs. The school authority should take steps that how can the students use toilet properly. There is only one tubewell it is difficult to serve for 1100 students should have one more Tubewell. The managing committee should appoint more teacher. I think they have to improve their security system by using CCTV.

Scenario of English Language Teaching

Conclusion

Specific reasons enable certain measure of individuals to speak with one another in English. There is no solid contender yet which can supplant English. As indicated by Wikipedia, 59 nations are using English as their first language, as well as English is the most broadly used language for academic purpose. We have to learn english legitimately English learners should be instructed exclusively in English.

This internship program allowed me to engage in a real classroom environment. Through this program I have learnt a lot. It was new experience for me as a teacher. It feels great when someone can learn something from me. Now I can understand how much the joy of getting more honor than getting more money. Before I interned I wasn't excited about having to do it but after completing my internship I realized this was probably the best thing DIU made me to do.

Daffodil International University
Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

✓ School / College: Bangal Halia High School

Teacher's Name: Seiching Ma Marma

Class: Eight Section: A/B No. of Students Present: 86

Course Title & Code: 'Tag question' Room No: Eight A/B

Peer/Observer: Mimikha Chowdhury

Date and Time: 10-10-2018

Objectives of the lesson (as perceived):

- i. Rules of "Tag question"
- ii. Match tag questions to sentences.
- iii. Gap-filling exercises.

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

Her objectives were very specific. It helped the students to think about the English language and its prospects.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She taught about the formal construction of language and how can it make the difference in professional and personal life.
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)	She maintains professionalism in teaching. She takes break while studying so that she can hold the impression throughout while studying so that she can hold the impression the class.

	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)	Very presentable attitude towards students about clarifying the construction of grammar and the implications.
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 uses easy words so that the students can easily catch that following that she gives example from life experience.
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)	Holding the attention of the students is a very tough job. And she did it nicely.

MANAGEMENT

Was the time spent properly? 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)

She took 5 minutes warming up to the students. Then 10 minutes discussed about the rules of "Tag question". Students got 15 minutes to solve the different examples of question tag. Last 10 minutes for the correction.

CRITICAL EVENT (If took place)

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

No

Strengths observed:

She is very friendly with the students. And that makes a good bonding between student and teachers.

Suggestions for improvement:

No suggestions from her.

Overall impression of teaching effectiveness:

Overall impression of teaching was good.

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Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

✓
 School / College: Bangal Halia High School
 Teacher's Name: Jamal Uddin
 Class: 10 Section: _____ No. of Students Present: 35
 Course Title & Code: Narration Room No: 2~~5~~
 Peer/Observer: Mimiha Chowdhury
 Date and Time: 11-10-2018

Objectives of the lesson (as perceived):

- i. Define direct speech and indirect speech.
 - ii. Distinguish between direct and indirect speech.
 - iii. List the rules for converting direct speech and indirect speech to direct speech.
- Were the objectives achieved and to what extent (in your view)?

He have done his lesson by the given objectives.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	He shows good command towards his students in a very simply way.
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)	He meets class at scheduled time and he starts and finishes the lesson properly.

	<p>today)</p> <p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The relationship between teacher and student were not so good.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>He uses board for giving task to the students.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>Presentation was average. As a teacher, a better presentation can be expected.</p>

MANAGEMENT

Was the time spent properly?
 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)

First 10 minutes he saw the homework which was previous class activities. Then 10 minutes discussed about the rules of 'Narration'. Last 20 minutes for students practise task and helped them to solve the errors.

CRITICAL EVENT (If took place)

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

No

Strengths observed:

Had good knowledge about the topic.

Suggestions for improvement:

Need To be more confident in the classroom.

Overall impression of teaching effectiveness:

Overall impression was positive and significant.

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Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

✓
 School / College: Bangal Halia High School
 Teacher's Name: Ratan Kumar Barua
 Class: Nine Section: _____ No. of Students Present: 57
 Course Title & Code: English for Today Room No: _____
 Peer/Observer: Mimika Chowdhury
 Date and Time: 13-10-2018

Objectives of the lesson (as perceived):

- i. Identify Mother Teresa.
- ii. Summarize key facts about the life and work of
- iii. Mother Teresa.

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

Discussed about the whole passage and also gave some information about Mother Teresa's whole life story which is even not given on the book.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	He had enough knowledge about the subject matter
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned)	He was well organized in teaching and summarized all the main points.

	<p>Today)</p> <p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The Students looked very nervous maybe they could not able to understand the teachers instruction.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>He uses book to readout the passage. Wrote difficult word on the board so that students could memorize easily.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>Yes, His lecture was too good and it was standard English.</p>

MANAGEMENT

Was the time spent properly? 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)

10 minutes for readout the whole passage.
 10 minutes for to discuss the passage and what was the history behind this topic. Last 20 minutes for the questions of regarding the topic those teacher ~~set~~ gives answer.

CRITICAL EVENT (If took place)

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

NO

Strengths observed:

Very good in English history and also fluent in English.

Suggestions for improvement:

Speech should be made for the learners themselves. That speech will not have any value if the students do not understand.

Overall impression of teaching effectiveness:

Overall was good but as a senior teacher he should show friendly attitude towards his students.

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Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Bangal Hlia High School
 Teacher's Name: Mimika Chowdhury
 Class: Nine Section: _____ No. of Students Present: 57
 Course Title & Code: Grammar (Tag question) Room No: 8 A/B
 Peer/Observer: Suding Ma Marma
 Date and Time: 11/10/2018

Objectives of the lesson (as perceived):

- i. To develop students insight into the structure of English language.
- ii. To teach grammar as a rule governed behaviour.
- iii. To use the English language effectively.

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

The teacher was very strict with grammatical rules, helps students with the structure of English language and made them understand how effectively this language can be used both in speaking and writing.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She was really good with speech and making the students comfortable with 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)	Very organized with daily lessons, syllabus and time management.

	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)	Very keen and cheerful to catch attention of the students.
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)	Group involvement was the best among all.
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)	Voice should be louder

MANAGEMENT

Was the time spent properly? 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)

The teacher divided the lesson in three stages. On the first stage of 20 minutes she gave lecture on particular topics. Then the next 10 minutes she let them do a task regarding the topic and another 10 minutes she errors and helped them solve those

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?

When the microphone wasn't working all of a sudden, she didn't panic but handled it cleverly which is very appreciable.

Strengths observed: Can handle things by words which is really needed to deal ^{with} any kind of situation.

Suggestions for improvement: Voice should be clear and loud.

Overall impression of teaching effectiveness: Very spontaneous with students. Which helped her get students attention. She made the lessons very interactive that students were enjoying while learning. So, overall impression is very satisfactory.

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Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

✓ School / College: Bangal Heliya Sec High School

Teacher's Name: Nimitta Chowdhury

Class: Eight Section: _____ No. of Students Present: 86

Course Title & Code: Dialogue Room No: _____

Peer/Observer: Jamal Uddin

Date and Time: 14-10-2018

Objectives of the lesson (as perceived):

- i. *Definition of Dialogue.*
- ii. *Difference between formal and informal dialogue.*
- iii. *Pair work.*

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

Teacher explained the concepts very well and was able to explain things until she knew that students understood.

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)	<i>She had a good knowledge about the topic and gave a brief definition about dialogue.</i>
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)	<i>She was well organised and finished her lesson in time.</i>

	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 very friendly that's why she gets more attention from the students. Every student was memorized and they correctly answered.
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)	Her teaching techniques was good.
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)	As a teacher she should maintain her eye contact with the all students.

MANAGEMENT

Was the time spent properly? *Yes, she did.*

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) *The class was 40 ~~min~~ minutes.*

Introduced herself and ask the topic what the teacher taught in previous class.

Definition of Dialogue, Difference between formal and informal and why we need to learn about dialogue.

Taught about importance of reading newspaper. She called two students to perform a dialogue about importance of reading newspaper by using book.

CRITICAL EVENT (If took place)

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

No.

Strengths observed:

She has the tendency to teach the students.

Suggestions for improvement:

She should talk loudly.

Overall impression of teaching effectiveness:

She was enough careful about her students. She delivered her speech politely and softly. Her physical expression was also good. She spoke fluently but sometimes she looked nervous. Overall impression was quite good.

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Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Bangal Halia High School
 Teacher's Name: Ro Minilla
 Class: Nine X Section: _____ No. of Students Present: 74
 Course Title & Code: English 1st Paper X Room No: _____
 Peer/Observer: Ratan Kumar Barua
 Date and Time: 10.09.18

Objectives of the lesson (as perceived):

- i. Basic knowledge about internet.
- ii. Use of information & communication in schools.
- iii. The reflection of technological development and the impacts in the society.

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

I think she has achieved her primary goal. She is good at teaching. Her performance is at satisfactory level.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She has the capability to demonstrate the facts.
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 strong point is she knows how to teach. Maintaining schedule and punctuality is her priority.

<p>today)</p> <p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>She maintains ^{transparency} in terms of communicating with the every students. She is good at both verbal and non-verbal communication,</p>
<p>4</p> <p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She prefers story telling method for teaching. And tries to give relevant examples as much as possible.</p>
<p>5</p> <p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>She can easily holds catch the attention of students & probs that till the end of the class.</p>

MANAGEMENT

Was the time spent properly? *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)

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graph TD
    A[40] --> B[5]
    A --> C[5]
    A --> D[10]
    A --> E[10]
    A --> F[10]
    B --> B1[Introduction]
    C --> C1[Topics from previous class]
    D --> D1[Giving Reading]
    E --> E1[Analyze the text]
    F --> F1[Practical test]
    
```

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 think there wasn't any. But she spent more time where students were in trouble.

Strengths observed: *In-depth knowledge and confidence.*

Suggestions for improvement:

Need to synchronize the body language with the teaching methods.

Overall impression of teaching effectiveness:

Hope she could spend some more time with the students.



BANGAL HALIA HIGH SCHOOL

Est: 1973

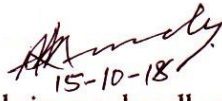
Upazila: Rajasthali, Dist. Rangamati Hill Tracts.

Ref:

Date: 15-10-18

"TO WHOM IT MAY CONCERN"

This is to certify that **Ms. Mimihla Chodhury**, ID No- 151-10-1148 is a Final year student of the Department of English, Daffodil International University. She has successfully completed six days from 9th October to 15th October Internship programme at this school. During the period of her internship programme with us she was found punctual, hard working and inquisitive.


15-10-18
(Akhaimong chowdhery)
Head Teacher
Bangal halia High School
Rajasthali, Rangamati.

