



Daffodil
International
University

Internship Report

On

“The Scenario of English Language Teaching in Bangladesh”

Submitted By:

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ID: 151-10-1163

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Course Code: Eng334

Submitted To:

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Terms of Reference

For the completion of the course ENG-334, I was asked by my Supervisor Ms. Asma Alam to visit a school and compile an internship report on the scenario of English language teaching in Bangladesh.

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Name: Md. Abul Bashar

Program: B.A (Hons) in English

Batch: 34th

ID: 151-10-1163

Department of English

Daffodil International University

Certificate:

Certificate of approval

I am pleased to certify that the Internship Report on “The Present Scenario of English Language Teaching in Bangladeshi School” conducted by Md. Abul Bashar, bearing ID: 151-10-1163 of the department of English has been approved for viva-voce. He completed his work under my supervision during the Fall Semester 2018. I am pleased to hereby certify that this work is an authentic work of Md. Abul Bashar. I recommend his work for further academic commendation and viva-voce. It was indeed a great pleasure working with him. I wish his every success in life.

.....

Asma Alam

Assistant Professor

Department of English

Daffodil International University

Acknowledgment:

At First I am very grateful to my respected supervisor Ms. Asma Alam who has helped me a lot in time of any difficulty I face to complete my internship. I am especially thankful to the Headmistress Ms. Sabina Yesmin and Assistant Headmistress Ms. Forida Yesmin of “Dhanmondi Government Boys’ High School.” Then I would like to thank Md. Sakhawat Hossain sir and Md. Abul Kalam Azad sir, and Anima Korim madam as they helped me to complete my internship. I am also thankful to Md. Aminul Islam sir who provide me the Journal “Ankur” which carried a lot of information about the school. I am grateful to my friends who helped me to make my plan for the class. At last I would like to thank every person who helped me to complete my internship report.

Abstract

The purpose of the internship report was to find out “The Present Scenario of English Language Teaching in Bangladeshi school”. To accomplish this internship one need to find out a high school to observe and conduct class. In order to do this a recommendation letter was also provided by the university. Dhanmondi Government Boys’ High School was selected by the intern as a field to complete the project. Almost all of the information of the school was provided by class teachers and the facilitator. Teacher way of applying methods and techniques observed by the intern in three classes. In preparing the lesson, class teacher instruction was followed. Three classes were conducted to gather experience in which new methods and techniques were applied. The future course of action was developed by the teacher and student feedback. Altogether, the internship was done under a supervisor with honesty and sincerity.

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Introduction

English language has become the language of many people all around the world. The importance of it, is beyond any doubt. So, learning this language has become important for any person who wants to communicate with the people who stay outside of his nation or religion. According to capitalism, the world is a global village and a nation is like a house of that village. So, the good relation between many countries will open the path of Trade and Commerce. If it's an underdeveloped country financial help is must from the developed countries across the globe. But to get that they have to know their benefactors language which is nearly impossible for anyone to know every countries language. English makes the path easier here. We are living in a developing country so learning English is must for us but if we look into our education system our eyes will in our forehead. Traditional way of memorizing thing made our students talking like a parrot whatever we teach them they memorized it. From the primary level to Higher secondary level a student does not know the language, they are only memorized some lines and write it in the exam script that may lead them to get good grade. So what is the necessity of learning a language? But for the higher education in abroad? Where English is the medium of learning and communication. What will they do their? Students practice reading skill a little in their primary level. If we ask any student to speak something in English he/she will say some memorized words or sentences. So, Reading, Writing, Speaking, And Listening skills practice is beyond imagination. Students who are admitted into English department come to know the reality. When they came to read in English department 1st of all every teacher teaches them how to unlearn what they learned so far which is full of mistakes. They also have almost no listening skill and it is better not to talk about speaking skill. But students learned English language with time. People who do not have this realization will suffer in the long run. So a lot of works to do to improve this. First of all teachers are need to trained and monitored. Classroom will be learner centered and practicing time will assure by the teacher. Teaching materials must be provided by the Authority. Creativity of a teacher must focus on recruitment. In interviewing some of the teachers, I came to know that they chose teaching profession as they failed to get 1st class job. So, Passionate teacher must recruited by the Authority. If these things are done we can hope that our English language will be best from the primary level.

Objectives

The objectives of this internship are:

- To know the Present Scenario of English Language Teaching in Bangladeshi Schools.
- To learn how to implement language teaching technique in real classroom and the impact of the method.
- To know the result of the technical application upon the learners

In order to achieve the objectives, the intern need to do:

- To work with cooperation of a facilitator and gather information about the institution
- To observe classes and see the ways teacher apply method and technique
- To take three classes to apply methods and techniques
- To test students to find out impacts on them and assess their own his performance
- To keep in touch with the Supervisor at every possible time to get necessary guideline and help

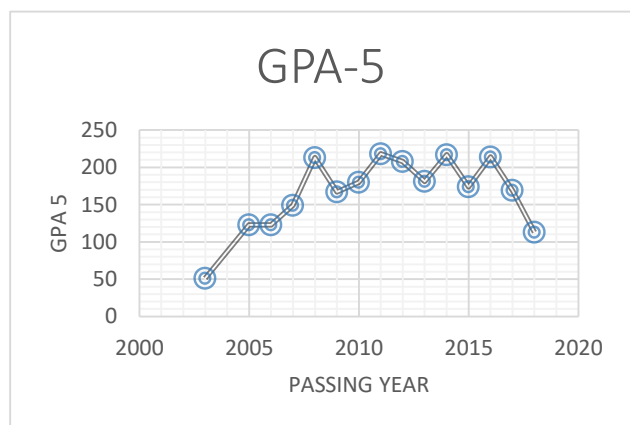
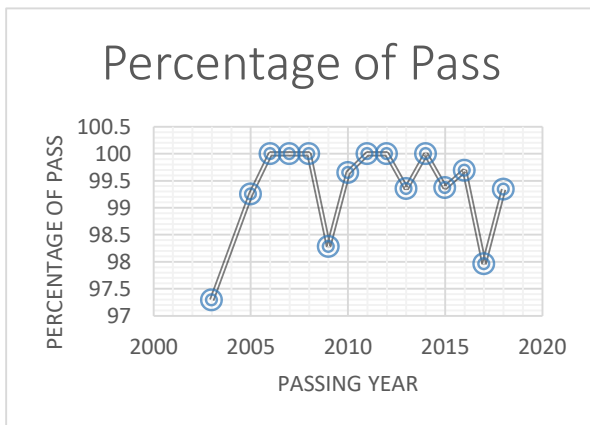
Methodology

With a view to complete the objectives, the below procedures were followed:

- Selected school named ‘Dhanmondi Government Boys’ High School’
- The classes were class-VI (Section-A), Class-VII (Section-B), Class-IX (Section-A)
- The facilitator was Ms. Sabina Yesmin Headmistress of ‘Dhanmondi Government Boys’ High School’
- Three classes were observed
- Class teachers were interviewed
- Testing students and Self-Assessment with the help of the Facilitator

Background of the Institution

Dhanmondi Government Boys’ High School is the name of the institution. It is situated at 27 Mirpur Rd, Dhaka-1207. It was established on 25th March in 1965. It’s one of the finest Government School in Dhaka district. From 1965 it’s started its journey as government high school where class-6 to class-10 students were taught only. Later, in 1973 its open the primary section where separately teachers were recruited by the government. In 1991 two shift were created known as “Provati” and “Diba”. Every class has three sections. This school has one headmistress and two assistant headmistress. There are seventy five teaching staff work here. The financial condition of the teachers is not very solvent. Almost all of the teachers were complete their post-graduation. This institution has three storied building with a rectangle space in the middle for the sports and other activities. There are two thousands six hundreds and forty students study here in this school. In every year there is a conference between teachers and guardians to find out any problem related to the school. There is a big library in this school in which a lots of book kept. “Ankur” is the name of the school magazine. In this magazine, every details about the development of the school is given. The publication of the magazine inspires students a lot as it contains their creativity. Students are not bound to academic studies only but are encouraged to participate in games, athletes, arts and science and cultural activities. There are several club and societies where this intuition also has its part. Though it is a Bangla medium school but the hard work of students along with teacher dedication in teaching make the institution best. In SSC results from 2003 to 2018, passed students number move between 97% and 100%. Passing Percentage against Passing Year and GPA-5 against the Passing Year Graph is given below:



Class Observation Reports

In order to do my internship report I was instructed to observe at least three classes in my chosen school named Dhanmondi Government Boys' High School. I observed Class-6(A), Class-7(B), and Class-9(A). Observation reports are given below-

First Class Observation:

First I observed class-7 (section-B). It was an English Second Paper class and 'Using Right form of Verbs' was the main topic and there were some other topics such as 'Question Making' and 'Voice Change'. When the teacher entered into the class, students greeted him saying 'Good Morning'. Then I saw him commanding students to stand up and sit down several times as a part of his warm up session. The teacher did it to awake the team spirit among the students and to get their attention. After that attendance was taken by him. After finishing it he asked three students to come forward and recite Fatihah from Al-Quran, then the Oath and at last the National Anthem. The whole class was following them. According to me as it was their first class so assembly was must. Assembly was taken to every class room separately in their first period as the school didn't have the space for so many students in the school field. At the beginning of the class, the teacher asked the students whether they completed their assignment or not which was given in the previous class. It was an essay on the Village Market. Some of the students said that they completed it but other requested the teacher to extend the deadline as they all wanted to submit it. Teacher asked students who did the assignment to speak out the essay. Among them only one student was able to speak some memorized lines. So, the teacher extended the deadline till the next class and also asked them to memorize it fully. Then he started with the using of Right form of verbs, he wrote a sentence "He (go) to school regularly" on the white board and asked the students who could change the verb accurately? Some students raised their hand teacher chose one to write his answer on the board. The student was able to write the right answer. By this way class was going on. The answer which they could not give or give wrong, teacher himself gave the right answer. He discussed every sentences so deeply that proved his good grip on the topic.

Not only he taught right form of verbs but also sometimes he asked them to change a sentence into a question or to change a sentence from active voice to passive voice.

The classroom environment was good for learning. At last teacher asked the student whether they had had any problem about the lesson what they learnt. Students replied in negative. The class was conducted in Bengali language though it was an English class. According to the teacher, the effective way of communication would only possible through the native language and students also feel free to learn. In overall perspective the class was effective and participatory. Time management was excellent and presentation was also satisfactory.

Second class observation:

I observed class-6 (section-A) and it was also an English Second Paper. Main focus of the class was not only in Translation from Bangla to English but also in Transformation of Sentence. The teacher discussed a little bit about intransitive and transitive verb. When he entered into the class room he greeted the students with a smile. Then he started to teach translation form Bangla to English. At first he wrote the Bangla sentence then he asked students to translate it into English. After finishing it, he asked students to transform it into negative. Teacher tried hard to teach the students but the class was over crowded. The room did not have enough light and haziness was also present. Students disturbed the teacher in several times to seek permission to go to the washroom. But some of the students were very much attentive and their responsive nature astonished me. I observed that class six students had more curiosity than the students of class seven. Though the teacher was struggling to teach but that effect a little. I was informed by some of the students that the model test of class Eight and Class Ten was the cause of their alteration. So, it was a matter of some days. Teacher also gave a little information about the transitive and intransitive verb during the class. Teacher tried to make the class interesting and also tried his best to teach effectively. It seemed that teacher was well prepared for the class. But as it was the class before the last class, restlessness was found among the student. They were very happy that the class was over. It was a tough class with so many learners.

Third class observation:

I observed class-9 (section-A). It was an English first paper class. The lesson was the Shat Gambuj Mosque from 'ENGLISH FOR TODAY.' First of all teacher asked the students to find the lesson. Then before reading the text, he asked the students to give the answer to some questions which was related to their own experience. The task was to look at the picture and answer the given question such as: what is this building? Do you have a building like this in your town/village? Actually connecting the texts with real life experience was the purpose of the task. Students did it in pair. He moved through the student and asked if they had any problem.

By giving the example of 'Tara Mosque' in Dhaka teacher connect the lesson with real life. After that the teacher was read one line from the lesson and translated it into proper Bangla to make them understand perfectly. In the meantime, he gave the students the definition of the words that seemed difficult to understand and wrote it down on the board. First he gave the definition of the words in simple English if students failed to understand then he used Bengali language. By this way teacher read the full text and also complete the translation. I was happy to see that teacher was conducting the class in simple English. Then he asked the students to read the text two times. After that he asked students to complete the given table. But before completing it the bell rang. So he assigned it as home work. I found the teacher very friendly and fair enough to all students. Classroom environment was very good. Teacher was looked confident from the beginning of the class. I was happy to see that teacher was asking students to share their travelling experience with all.

Teaching Experience:

I was instructed to teach at least three classes for my internship program. After completing my observation I went to take three classes in the same institution and tried my best to give my best performance. My teaching experience is given below-

First class Experience:

Class teacher gave me last twenty five minutes of his class to take my class. So, I had to cut short each and everything that I went to do in the class.

Here is my 25 minutes lesson plan

Stage/Time	Content/Task	Teacher Activity	Student Activity	Evaluation
1) 3 minutes	Introduction	I asked students about their name and aim in life	Student responded	We know each other which reduce the learning barrier
2) 4 minutes	Past Tense	I asked them about Past tense	Student answered what they know about the context	I came to know what did they know about the context
3) 12 minutes	Demonstration	Introduced them with Past tense, different kinds of it with example, showed the use of before and after	Student listen attentively	They were able to understand the context effectively
4) 6 minutes	Production	I asked them to make some sentences.	Student did the task attentively	A few correction was needed and I inspired them to practice more.

I had no experience of teaching in a big classroom with a lot of students before. So, it was my first experience of teaching in a school. The first class that I took was class-7, Section-B.

It was 7th October, I reached the school early in the morning at 7.20 a.m. and met with the English teacher Md. Sakhawat Hossain. We entered into the classroom at 7.30 a.m. He introduced me and told them I would take class after him. A tension was in my mind that whether I would be able to teach them properly or not. When the time came I told myself “I can do it”. As the time was short so we introduced each other briefly. Teacher taught Present Tense before me. So I started with Past Tense and asked “what is past tense?” I had some reply like ‘what already happened is in Past Tense.’ I accepted it as a positive approach. I described Past Tense with several examples such as ‘I used to bath in a river,’ ‘Rahim was reading a novel when I went to meet him’ etc. Then I defined different kinds of Past tense chronologically from indefinite tense to Perfect Continuous tense. I gave several examples of each kind and try to connect it with the real classroom example. For the better understanding, I used the traditional example ‘I ate rice’ in the indefinite tense. I told them in which place we could use Past Indefinite Tense. I also added that the example I gave in the beginning (I used to bath in the river) was the example of Simple Past tense and I also gave some other examples. Then I described Past Continuous Tense. To find out the real example of it, I asked students who did not do the Home Work which was assigned by their teacher. Some of them raise their hands and I asked one of them what were you doing in your reading time yesterday? He replied “I was playing video games” in Bengali language. So I translated it into English and told students that it was an example of Past Continuous tense. Then I went to Past Perfect Tense and after finishing it I went to Past Perfect Continuous Tense. I also showed the use of ‘before’ and ‘after’ in a sentence. That’s how my demonstration was ended. Then I asked students to speak an example of different kinds of Past Tense but not chronologically. First I started with Past Perfect Tense then Simple Past after that Perfect Continuous and Progressive at the last. When someone provided the example I asked other students that whether he is right or wrong. I was happy to see that they were able to produced right sentences as well as they were able to find out the right or wrong sentences too. The Bell rang at 8.15 a.m. I exclaimed with joy when I had a lots of good comments from the students about my class.

Second Class Experience:

The class teacher gave me first twenty five minutes of his class time to take my class. So I made a short lesson plan for the class.

My 25 minutes lesson plan

Stage/ Time	Content/ Task	Teacher Activity	Student Activity	Evaluation
1) 3 minutes	Introduction	I asked students their name and aim in life	Students responded very well	We know each other which reduce the learning barrier
2) 4 minutes	Future Tense	I asked them about Future Tense	Students answered what they know about the context	I came to know what did they know about the context
3) 12 minutes	Demonstration	I described in details about the future tense and it's different kinds with example, the use of 'since' and 'for'	Students listened very attentively	They were able to understand the context effectively
4) 6 minutes	Production	I asked them to do fill in the gaps and completing sentence task etc.	Students did the task smartly	Astonished to find almost no mistakes

My second class was with class-VI (Section-A) during the same day I took my first class.

First I met with the class teacher Ms. Anima Korim and I went with her and entered into the classroom of six.

Madam gave me 1st half of her class time means twenty five minutes to take class. So, I introduced myself and asked the students about their name and origin very briefly. Then I asked them what they knew about Future Tense. As they were the beginner of the High school they gave simple answer that ‘what will happen is in Future tense.’ I accepted their answer and gave full definition of the Future Tense and used several examples. After that I went to the Future Indefinite Tense where I described the tense with several examples such as ‘I will do the Math’ along with the traditional example ‘I shall eat rice’. Then I described future continuous tense. This way I complete future perfect tense and future perfect continuous tense with examples. I tried to give some examples from the classroom. I described the use of ‘since’ and ‘for’ in a sentence. In this class I was very happy to see that students had so much curiosity about the context. It is a good sign for a teacher that students listen to him attentively. Though I was disturbed by their seeking permission to go to the washroom several times. Their innocence can be considered. I gave two types of task that was fill in the gapes along with completing sentence to find out whether they understand or not. I could not believe that very few of them made mistakes. After completing the task their happy face gave me the satisfaction of a good teacher. I asked them to comments on my class and they replied ‘excellent sir.’

Third class Experience:

In the third class I had the permission to take full class. Listening to it my joys knew no bound as I would have a full class time to do everything that I planned. So, I prepared a good lesson plan.

Here is my 40 minutes lesson plan

Stage/ Time	Content/ Task	Teacher Activity	Student Activity	Evaluation
1) 5 minutes	Introduction	I asked students about their name, place of birth and aim in life	Students responded nicely	Reducing the gap between teacher and students
2) 20 minutes	Demonstration	ENGLISH FOR TODAY: The Somapura Mahavihara, read out the text loudly with proper meaning.	Students attentively listened the reading and getting its meaning	Their listening skill developed along with they learnt correct pronunciation
3) 5 minutes	Lectured	Difficult words from the text and their meaning with real life example	Students understood difficult words meaning effectively	Learned how to read a text and getting its meaning in every possible way
4) 10 minutes	Production	Match words with their meaning in a table and find out Multiple Choice questions answer	Students did both the task attentively	How much they understood the text? evaluated here

My third teaching experience was with class-IX, Section-A. I prepared myself to the best level to teach efficiently within a full class time. Early in the morning, I went to the school and met with the class teacher Md. Abul Kalam Azad. Sir introduced me with the students. First I explained why I was there. Then I asked the students about their name, place of origin

and aim in life. After listening it, I started with 'The Somapura Mahavihar' from the Text Book. It is in Unit: 9, Lesson: 2.

In the last class the teacher was taught 'The Shat Gambuj Mosque' which was just before this text. First, I read out the Text loudly and tried to give the proper meaning of each and every lines. In the meantime, I gave the meaning of the difficult words. By this way I complete reading the text and asked them to read it. They read attentively. During their reading time, they asked me to give some difficult words meaning which I provided before but they did not understand. It is one of the common character of the weak students that is very harmful not only for the students but also for the teachers. As the teacher will criticize later by this way that they are not able to teach properly. So, I gave them the meaning of those difficult words precisely and also used Bengali language if needed. Then they went to the task like match the word with their meaning. After reading the task they found some new unknown words such as 'rubbles', 'extensive', and 'debris'. I provided them meaning of these words and I was very happy to see that they themselves able to do the task. There were another task like read the text and choose the correct answer. Actually it was multiple choice question answer. They complete 4 of the 5 questions nicely but failed to do the last; i.e.

The word 'benefactors' in the text means:

- A. banks B. famous businessmen
C. people with money D. financial supporters

The answer was not given directly as well as given answers were quite similar so they lost their path in getting the right answer. So, I described every single option deeply. When I finished they already found out the right answer. After this I wanted to go to the next task but the bell rang. This was how I conclude my last class and asked several students about my performance. The answer was 'very good'. I also asked 'how the class was?' 'Excellent' was the answer as my main focus was on their participation. They did everything by themselves showed how much self-motivated they were in the class!

This is all about my Teaching Experience as an English teacher in a school. It was a great experience for me.

Overall Findings

Through class observation and class taking experience I got these facts:

1. The classrooms were well organized and leaning environment was good
2. Most of the Students were disciplined and were attentive to learning
3. Teachers were well prepared for his class and had deep knowledge about the subject matter
4. Classes were teacher centered and the Grammar-Translation Method was used by the teachers
5. The communication between teacher and students was quite good
6. Both the teachers and students maintain the manner and etiquette
7. Some of the teacher made the lesson easier to understand by using real life example
8. Very few Teachers use English as medium in an English class

Recommendation

The teaching quality of the institution was good. The behavior of the teaching staff with the students was praiseworthy. In overall perspective it was a very good educational institution. But there are something that i can suggest for the betterment of the student. First of all if the authority look into the matter of overcrowded class room, it will be beter for a teacher to make his/her class effective. It will also helps the learners to concentret very well in thier class. The authority can make sure the use of different digital learning material for thier students such as projectors and multimedia. In an english class both teachers and students must encouraged to speak and communicate in english will change the language level of the student. Teacher can make the classroom learner centered through which students will benefite a lot as they will do evrey task by themselves and the teacher will moderate them.

Conclusion

Dhanmondi Government Boys' High School is a well-disciplined education institution. The classroom environment is quite good for learning in this institution. But we know that every educational institution of our country is not the same. As this institution is situated in the capital city of Bangladesh so it has both good teacher and best facilities. But the student who study in a remote area school has the same opportunity. There English language learning is like the traditional way of memorizing everything. No one can learn a language by this way. We don't know from our childhood where and how we have to use English to enhance the four (reading, writing, speaking and listening) skills of this language. In this regard a good teacher can play very important role by assuring his/her learners the practice of these four skills. During my internship, I learned what a teacher needs to do before come to a class? What a teacher needs to do in his classroom? What is the best way to get attention and hold attention? How to communicate with the students in English? And how to teach a learner in an effective way? My lesson plan was very much help me to maintain my time in the class and give me a chance to make my lesson interesting. I am very much focused on communication methods in teaching. Students were so much attentive that I felt comfortable to teach them. I have learned something new to do this internship and I really enjoy my internship work.

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

School / College: Dhanmondi Government Boys' High School
 Teacher's Name: Md. Sakawat Hossain
 Class: VII Section: B No. of Students Present: 55 out of 83
 Course Title & Code: English 2nd paper Room No: 211
 Peer/Observer: Md. Abul Bashan
 Date and Time: 7.35 am, 06.10.18

Objectives of the lesson (as perceived):

- i. To make students understand about the use of right form of verb
- ii. Enhancing their ability to transform a sentence on voice
- iii.

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

Yes, the objectives were achieved. Students were able to use right form of verb in a sentence such as present and past tense and they were also able to transform both sentence and voice.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher showed sound knowledge about the subject matter and the depth of mastery found through the used example such as 'irregularly', 'yesterday' etc.
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)	This subject matter was nicely organized and he started and finished lesson in an attractive way. Students learned a lot about the use of right form of verb.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	He was responding to every student who was asked for help and always encouraged his student to participate in his every task.

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 did not use any real life example in the teaching of the content. He gave some rules and task to complete and encouraged to ask question and responded with interest.</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>His classroom environment was conducive to learning and he used clear voice but his English was poor.</p>

MANAGEMENT

<p>Was the time spent properly? Yes</p>
<p>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)</p> <p>The use of right form of verb in present tense was the main stage of the lesson. He used several examples like "He (go) to school regularly." First he asked student to give the answer if they failed, he himself provide the right answer.</p>

CRITICAL EVENT (If took place)

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

<p>None</p>

Strengths observed:

Teacher was able to conduct a large classroom.

Suggestions for improvement:

Teacher could improve his English.

Overall impression of teaching effectiveness:

Teacher had very good teaching skill and had all the qualities of a good teacher. He was very much cooperative and friendly with his students. Preparing standard English in the class could take him to the level of a perfect teacher.

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

School / College: Dhanmondi Government Boys' High School
 Teacher's Name: Md. Sakawat Hossain
 Class: VI Section: A No. of Students Present: 50 out of 90
 Course Title & Code: English 2nd Paper Room No: 209
 Peer/Observer: Md. Abul Bashan
 Date and Time: 9.45 am, 06.10.18

Objectives of the lesson (as perceived):

- i. Enriching the ability to translate a Bangla sentence to an English sentence.
- ii. To learn how to transform an Assentive sentence into a Negative sentence.
- iii.

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

Yes, the objectives were achieved. Students were able to translate a Bangla sentence into an English sentence as well as they learnt to transform an assentive sentence into a negative sentence.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher had good command and deep knowledge about the translation and transformation of sentence and tried to develop a knowledge seeking behavior among students.
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)	His subject matter organization was excellent. Students learnt how to translate a sentence and how to transform a sentence.
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 was able to hold student interest as well as he was impartial to all and provided proper feedback. Students had good manner and learner's attitude.

4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Teacher used GTM method and he encouraged students to ask questions as well as he provided precise and appropriate answer with example, and he was very much focused on achieving his objectives.</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>He was struggling to teach in an overcrowded classroom but tried to ensure learners' interest and used clear voice.</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)
 Translation from Bangla to English was the main stage of the lesson. He used examples like "বর্তমান সরকার" First he asked student to give the answer if they failed, he himself provide the correct 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?

None

Strengths observed:

His patience in an overcrowded classroom was praiseworthy.

Suggestions for improvement:

Teacher could make the class more interesting by using many learning materials such as flash cards pictures etc.

Overall impression of teaching effectiveness:

Though the teacher had a lot of thing to teach but he could not due to the overcrowd classroom. He was not losing his temper showed his patience in the classroom. He tried his best to teach in a effective way so that students could learn the content properly. So, we can say his ^{teaching} effectiveness was up to the mark.

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

School / College: Dhanmondi Government Boys' High School
 Teacher's Name: Md. Abul Kalam Azad
 Class: IX Section: A No. of Students Present: 26 out of 68
 Course Title & Code: English 1st paper Room No: 214
 Peer/Observer: Md. Abul Bashan
 Date and Time: 8.35 am, 07.10.18

Objectives of the lesson (as perceived):

- i. To understand the passage "Nishat Ramburj Mosque"
- ii. Improve Reading skill
- iii. Connect the passage with real life.

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

Yes, the objectives were achieved, the teacher read the text completely and translate it into Bangla as well as also connect it with real life.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher had deep knowledge about the passage and knew how to gather information from it.
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)	His subject matter was well organized and he always focused on the main point that was hence his student reading skill.
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)	His student were very much interested to the lesson. and he was fair to all student and provided feedback if necessary.

4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Teacher used communication methods and used real life examples which are appropriate for the text.</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>he knows how to maintain a class and maintained proper eye contact and simple English in 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)

Reading the short Gambuj Mosque was the main stage of the lesson. To understand the text and it's difficult words as well as to relate it with student own life experience were the main task.

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?

None

Strengths observed:

Teacher had impressive teaching quality with simple language.

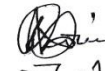
Suggestions for improvement:

Teacher could improve his pronunciation.

Overall impression of teaching effectiveness:

The process of taking a class shows how good a teacher is. Here we find the best teacher who choose his best way to take a class. His fluency in the class showed how well prepared he was. His knowledge about the subject matter was praiseworthy. How beautifully he relates the text with his own experience showed the depth of his mastery.

Md. Abul Bashar is a smart and energetic teacher for the class VI students. He teaches them about Tense methodically. He uses Participation method. I wish him good luck.


07.10.2018

Suggestions for improvement: I shall suggest you to practise for improvement.

Overall impression of teaching effectiveness: As a young teacher, he has done well. I wish him every success in future.


7/10/18

মোঃ সাখাওয়াজ হোসেন
সহকারী শিক্ষক (ইংরেজি)
ধানমন্ডি পল্লী বঙ্গবন্ধু হাই স্কুল
১২/৩০



GOVERNMENT OF THE PEOPLES REPUBLIC OF BANGLADESH
OFFICE OF THE HEADMASTER

DHANMONDI GOVT. BOYS' HIGH SCHOOL

MIRPUR ROAD, DHAKA-1207, BANGLADESH

PHONE : 02-8159223, E-Mail address : dhanmondi.boys@gmail.com

TO WHOM IT MAY CONCERN

This is to certify that Md. Abul Bashar, ID: 151-10-1163, a student of B.A (Hons) Program from the Department of English at Daffodil International University, has successfully completed his internship at "Dhanmondi Government Boys' High School". He did his internship in our school from 6th October to 9th October, 2018.

The above mentioned statements are true as far I know. I wish him every success in life.


(SABINA YEASMIN) 11.10.2018

HEADMASTER

DHANMONDI GOVT. BOYS' HIGH SCHOOL

DHAKA - 1207.

(SABINA YEASMIN)

HEAD MASTER

DHANMONDI GOVT. BOYS' HIGH SCHOOL

DHAKA - 1207



Faculty of Humanities and Social Science

Prince Plaza, 4/2, Sobhanbag, Dhanmondi R/A, Dhaka-1207
Tel: 8130864, 8129177, 8129402, 8129348

Department of English
Letter of Recommendation

This is to state that Mr. /Ms. Md. Abul Bashar, Programme: BA (Hons) in English, Semester: Fall 2018, ID No. 151-10-1163, is a final year student of the Department of English, Daffodil International University (DIU).

As part of the compulsory courses of the programme, he/ she is assigned to do an internship based course: **ENG 334 Project Paper** with attachment to a school or college with objectives:

- i) to learn about the school
- ii) to observe at least three classes of three different teachers
- iii) to plan three lessons with the help of class teachers and
- iv) to teach them with permission of Head Teacher/ Principal.

Respected Head Teacher/ Principal may be requested to cooperate with the internee to conduct the project as efficiently and fully as possible.

Md Rakibul Hasan Khan
Associate Professor & Head
Department of English
Daffodil International University

[Signature]
26.09.18
Head

Department of English, DIU

[Signature]
29.8.18.
Supervisor

Internship Project

[Signature]
26.9.18
Dean

FHSS, DIU

A.M.M. HAMIQUZ RAHMAN
Professor of English &
Dean, Faculty of Humanities & Social Sciences
Daffodil International University



Photographs:



