



Internship Report

On

The Present Scenario of English Language Teaching in Bangladesh

Course Title: Project Paper

Course Code: ENG- 334

Submitted by

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ID: 152-10-1207

Batch: 35th

Department of English

**This Report is submitted in Partial Fulfilment of the Requirement for the
Degree of B.A. (Honours) in English**

Submitted to

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Declaration

I am writing to declare that the internship report, titled “The Present scenario of English Language Teaching in Bangladesh” is assigned by the Department of English, Daffodil International University for the fulfilment of the course ‘Project Paper’ (Course Code: ENG-334). This report is based on my genuine experience during three days visit to the Lake Circus Girls’ High School. It is done under the instruction of my supervisor Mr. A S M Humayun Morshed. Here, I would like to mention that this report is only made for my academic purposes and not for any other issues.

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Certificate

This is to certify that this internship report has been prepared by Banhi Halder, ID: 152-10-1207, for the partial accomplishment of B.A. (Hons) degree and to complete the course ‘Project Paper’ (Course code: ENG-334). It is completed under the supervision of Mr. A S M Humayun Morshed.

This internship report is highly recommended for submission to the English Department, Daffodil International University.

Mr. A S M Humayun Morshed
Senior Lecturer, Department of English
& Director (In charge), DIL
Daffodil International University

Acknowledgements

Firstly, I would like to pay my profound gratitude to the Almighty God and my parents for helping me to complete this task. Secondly, I also wish to give my special thanks to my supervisor Mr. Morshed Sir who guided me in every step in this project. Thirdly and most importantly, I wish to express my sincere thanks to the Headmaster of the Lake Circus Girls' High School for allowing me to observe and conduct three classes in his school.

Lastly, I am extremely indebted to the class teacher Shaheena Aziz for permitting me to observe her fantastic lectures. Last but not the least, I'm thankful to one of my brothers, Mr. Dev Halder, for helping me select this school.

Abstract

This study highlights the scenario of English Language teaching in Bangladeshi Secondary level school by depicting data collected during my visit to the school where I had the chance to take as well as observe three classes. The report covers the current practices of English language teaching in terms of application of different approaches and methods and my perception of using them in a real classroom. In addition, it uncovers the limitations teachers may have in following appropriate techniques in delivering lessons. Besides, it focus on recommendations based on my findings in that institution. After all, it is the picture of mixed feelings- expectations and reality in the area of English Language teaching in Bangladeshi Secondary level School.

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Chapter- I

Introduction

English is the language of International communication and thus the most widely used language in this era. Today, at least one out of five people use English in their communication. On the other hand, English as the global language brings the world closer to us. For this reason, learning English is a must to cope with this rapidly changing world. So, it is necessary to know how English is learnt and taught in Bangladesh. We get the chance to learn it as either second or foreign language at school level. So, teachers play an important role in our learning this language. With others, efficient teaching is an important factor in learning, especially language. As Benjamin Franklin says, “Tell me and I forget. Teach me and I remember. Involve me and I learn”. According to my view, this is not only the voice of Franklin, but also the voice of thousands of learners who want to learn a language in a proper way. However, my internship report is to uncover the teacher’s present pattern of teaching English in a Secondary Level School in Bangladesh.

Chapter- II

Objectives

The objectives of this report were:

- To take a view on “The present scenario of English Language teaching in Bangladesh.
- To find out the actual teaching methods & techniques in the practical classroom environment.
- To give a glimpse on the overall English Language teaching & its effectiveness.
- To focus on the students and teachers way of using English Language in an English classroom.

In order to achieve the objectives, I had:

- To observe the teaching methods.
- To take 3 classes and try my level best to apply modern teaching techniques and methods in the classroom that I learnt in ELT course.
- To collect important information about the school.
- To compile the report by analyzing the data collected..

Chapter- III

Methodology

The report, titled, “The present scenario of English Language Teaching in Bangladeshi School” is based on my practical experience and observation. To accomplish my task, first of all, I had to find a school to observe and teach. The school I selected was Lake Circus Girls’ High School. Secondly, on the very first day, I managed to fix a meeting with the headmaster of that school. In the meeting, I was permitted to teaching and observing three classes. Accordingly, the first class I observed was on English 1st paper, from unit-1 lesson-1, in class 9. The second one was on tense in class 7 and the last one was on transformation of sentence in class 10 (Section B). During the observation, I tried to find out the teacher’s way of teaching and interaction with the students in the classroom. Next, I conducted 3 classes: class 10 (section A), class 9 and class 6 (section B). I took those classes on “World Heritage” from Test paper of English 1st Paper, Narration and Tense. Third of all, I took some pictures with the students & teachers and tried to create a congenial atmosphere with both of them.

Finally, here, I looked around the school premise and collected their necessary data. I talked with the teachers about their problems in terms of facilities while teaching. By this way, one after one, I was able to complete my field visit.

Chapter- IV

Institution details:

Name	Lake Circus Girls' High School
Location	18, North Dhanmondi, Lake Circus, Kalabagan, Dhaka-1205
Contact	Phone no. 9118555, Mobile no. 01710501271
E-mail/ Web	Lcghs911855@gmail.com , lcghs.edu.bd
Established by	Gulbagh Housing Association
Chants	“No nation can develop without an educated mother”
Date of foundation	1960
Building types	‘U’ shaped 3 storied building
Number of teachers	28
Number of students	1200
Tuition fees	Class 6 to 8 – 400 TK, Class 9- 450 TK
Session charge	For all class – 2500 TK
Cultural factors	<ul style="list-style-type: none"> ✓ Debate competition ✓ Quiz test on general knowledge ✓ Recitation competition ✓ Spoken English program ✓ Festival related competition & presentation ✓ A award giving ceremony according to merit list
Other factors	<ul style="list-style-type: none"> ✓ A wide playground ✓ A center for PSC examination ✓ Digital library ✓ 7 digital classroom ✓ Biometric attendance system
Achievements	Multimedia Classroom Award- 2015 in Dhaka District

Chapter- V

Class Observation Reports

Class 1

In the first day of my visiting this school, I observed the class lecture of 9 which was based on a passage named, “Can you live alone” from English for Today Book. The class filled with its maximum students, at least 45, and I observed the class at 9.30am to 10.15am.

By telling an excellent joke teacher warmed up the students and then, depending on Grammar Translation Method, she began to read the text loudly and translated each line in simple language. After finishing the text, she discussed the critical words belonging to the passage. Later, she told the students to solve the questions related to this passage. After a while, she asked each student what she wrote in her paper. Through this way she interacted with them and managed to cope up with the time.

At one time, due to slip of tongue, she pronounced the word ‘companion’ as like ‘company’. One student told it to its madam. The madam handled this situation very wisely by telling, ‘Dear student, actually, I want to check your concentration’. Before the end of the class, she gave them home tasks and summarized her lecture.

Above all, she presented her lecture by providing real life examples as the text mainly based on real life situation.

Class 2

My observing second class was the class of 7. The topic was on 'Tense' particularly 'Present and Past Indefinite Tense'. In this class the total, number of students was 45 and out of 45 minimum 34 students were attendant the class. That period was taken by the class teacher at 10.20am to 11.05am.

Initially, he started his lesson by giving some motivational speech regarding the importance of English in our everyday life. He spent much time on that speech which made the class disgusting to the students. As a result, he could not properly manage the rest of his class time and also unable to complete his full lecture. Indeed, he did not make any lesson plan which later became burden upon him. Even, he did not try to brainstorm the little students but most of the time of his lecture, he used funny examples to cheer up them. For instance, at one side, in order to focus on present indefinite tense, he uttered amusing example like, 'she loves me' by indicating a girl. On the other side, on the purpose of identifying Interrogative form of present indefinite, he again said, 'Do you love me, Anny'? On the other hand, the entire class was conducted by him in direct method that was the most unpredictable thing.

After all, he wanted to capture the students' attention but sometimes lost his eye-contact. For this reason, noise came out from the corner of the class. Besides, he did not practice it in pen and paper. Finally, he ended his last section of lecture in short and left the class.

Class 3

Last, I observed the class of 10 from section B. The class time was at 8.30am to 9.15am. It was their coaching class on 'Transformation of Sentences' specifically 'Assertive to Interrogative'.

To begin his lecture, at first, he warmed up the students by telling a real life story. Next, he showed his depth knowledge of this area. In the meantime, he started to write all the rules on the blackboard. When teacher wrote those rules, all the students took a note in their paper. Then, he analyzed every rule in Bengali language with necessary examples especially focused on traditional examples rather than real life example. Actually, his lecture mainly based on Grammar Translation Method that made the class boring.

Afterwards, he found out an exercise from the test paper of English 2nd Paper and told them to transfer those in interrogative sentence. At the time of practicing, he helped the students who did not capture the question properly and behaved in a friendly way. Even, he checked their scripts also. Moreover, he pronounced some words in a wrong way and was unable to drive his class time.

At the end of the class, he gave them homework and reviewed his lecture.

Chapter-VI

Teaching Experience:

Class-1

I could not describe in words my 1st day of teaching experience. At first, I took the class-10 section A in my selected school. As it was their coaching class, it is really difficult for me to solve their test paper according to their lesson plan. I conducted the class at 9:30 am to 10:15 am. At least, 35 students were present in that class. By the permission of the headmaster along with the class teacher, I started to teach them about “World heritage” from the test paper of English 1st paper.

In fact, I was unable to cooperate with the students properly and I failed to manage my time also. However, I tried to translate every line in simple English but in some points I stopped totally and missed the eye contact with the students. After finishing the passage, I told them to solve the first given MCQ, then fill-in-the blanks and the next one is answer to short questions. Later I checked one student’s answer of MCQ. After that I said another one to read out her short questions answers. By this way I completed my correction part. On the other hand, I wasted mass time on one section whereas I finished other section very shortly.

At last, I said good bye and left the class.

Class 2

In the second day I took another class that was class 9. The topic was “Narration”. Here, 40 students were present in the class. First of all, I gave a short introduction about me. Then, I told them a joke about “two friends” as an ice-breaking session. Therefore, I asked them one question that was “what is narration”. Some of the students were able to answer it. Next, I described two types of narration in front of them and wrote an example from direct narration on the blackboard which was based on my telling joke. For instance, one friend said to other friend, “The elephant eats all the bananas” and this example gave them a lot of pleasure.

Second of all, indicating in the blackboard, I started to talk about ‘reported speech’ and ‘reporting verb’ and introduced with the way of identifying direct & indirect narration. Later, I also discussed about the connection between tense and narration. Meanwhile, before finishing my speech, one student asked me, if the reporting verb was in present or future tense, how they would transfer it in indirect narration. Then, I mentioned about this rules.

Third of all, I also uttered the necessary way of identifying five types of sentences in the time of changing narration. Finally, at the last half of my class, I wrote down some examples from direct narration for changing. Further I added one condition that was to solve those in pair. And after some time I checked their answer scripts. At the very end of my class I tried to review my lecture and said good bye.

Class 3

In the same day of my teaching, I found the opportunity to take a class on my favorite topic that was “Tense”. At the time 11:30 am to 12:15 pm, I conducted the class 6 from section B. In the classroom maximum 30 students were present.

As it was a familiar topic, so I was confident enough in my lecture rather than the first day of my teaching. In the very beginning of the class, in order to warm up the students, I asked them to think about three sentences from past, recent and future days of their life. I gave them some time to think about those situations. Then, I asked one student named Naurin to tell a sentence from past experience. She said, “I gave my favorite eye liner to my cousin”. Later, I asked another one from recent day who said intelligently, “I am present in the class” and the next one I told from my upcoming days, “I will become a magistrate”. The students through this incidence became very enthusiastic. After that, by these three sentences, I tried my utmost to differentiate among three tenses. Besides I also provided some hints about the next classification of tense.

Meanwhile, one students asked me about the structure of past continuous tense which I wrote down on the black board. Next I made five groups and told each group to make at least five sentences among 3 tenses. After 10 minutes, I told one student from each group to read aloud their prepared answer but two groups did not write it correctly.

In conclusion, I informed them to practice at least one sentence daily in English in order to improve their basic knowledge of Tense and ended my most successful class.

Chapter-VII

Overall Findings:

- The atmosphere of this school is so tranquil to create a beautiful natural environment which helps the students to concentrate on class lecture.
- There is an excellent flower garden in front of this institution. Further different types of trees shade the field to play without any tiredness.
- Here, in this school, there is a good provision of drinking water on each floor.
- Students of this school are taught with digital content by experienced and trained teachers.
- The most interesting thing is that students who do not ready their homework are taught strictly after the end of the all classes of this school.
- Scholarships are provided from various trusts and schools for poor and meritorious students. Over and above, those who are extra-meritorious are sometimes taught free from tuition fees by the school authority.
- According to my observation, one most appreciable thing is the noise free classroom in that school.
- Even though in this institution SMS is sent to the absent students' home.
- As it is a girls' school, there is a high wall-mounted strict security arrangements around the school. That's a good advantage to read there.
- The institution also provides facilities for twin babies to admit here.
- The last and uttermost quality of this school is there representation of our nation anthem. It is really unbelievable presentation that I have ever seen.

Chapter-VIII

Recommendations:

- As this school has seven digital classrooms, so the school can organize their all classes in those rooms.
- The school authority can also organize inter-school debate competition in English language as they have spoken English as well as debate program.
- The school must set up an English language Club because they have such kind of facilities to do.
- It has a lab also but which is restricted for all the students. Even the students also need to give lab charge for using it. I think the authority can open this lab for all of them without any charge.
- The institution can arrange best student award concerning her quality to speak in English because they also reward students according to their merit list.
- A teacher-student club can set up by the school in order to build up a more wonderful relationship between them.

Chapter-IX

Conclusion

In conclusion, this paper discovered the original condition of English Language Teaching in a Bangladeshi Secondary Level School. On the other hand, contents representation of this project paper portrays a superb portrait of English Teaching in our country. In fact, teacher is the craftsman of human being. Additionally, this field journey offers me a brilliant opportunity to lead my career in this noble profession. Except this, the experience of those days not only teach me a lot about professional life but also enrich my knowledge about how to deal with my future colleagues. So, the entire internship program opens a new path of life for future betterment and also introduces us with the upcoming days that will wait for us in various professional organization.

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Class -1
Daffodil International University
 Department of English
Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Lake Circus Girls' High School
 Teacher's Name: Shaheena Aziz
 Class: IX Section: _____ No. of Students Present: 15
 Course Title & Code: English 1st Paper, Unit-1, Lesson-1 Room No: 05
 Peer/Observer: Banhi Halder
 Date and Time: 10-11-2018 ; 9:30-10:15 am

Objectives of the lesson (as perceived):

- i. To develop writing skill mainly how to give answer to the WH questions.
- ii. To enrich vocabulary skill especially text related.
- iii. To enable them to write at least one self-made sentence.

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

The first two objectives of that lesson were achieved by the teacher but the last one was did not visible in her lecture. Because, at the end of the class she did not ^{tend to} practice them to write one self-made 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)	The teacher had a wonderful and depth knowledge of the text "Can you live alone" and she tried her level best to create the knowledge seeking behaviour among them that was seen in her teaching. While teaching, she tried to create the difference between two lines particularly on Tense and Types of sentence.

2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The Teacher made a perfect lesson plan focusing on 45 minutes duration which was successfully organized by her. After entering into the classroom at the schedule time, he built an amazing warm up exercise that was a mind blowing joke. It was the most interesting warm up exercise I had ever seen.
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)	This class was one of the best classes where teacher and students were behaving in a friendly way along with their manner, etiquette and attitude. It was proved by that situation when the teacher pronounced a word wrongly, one student corrected this with due respect.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher did not use highly organised materials, techniques in her class but she mainly used text book & Test paper related questions and necessary equipments. Her lecture based on GTM method and particularly focused on final exam which looked very unpleasant but she used real life example to understand the text. Even though, the main text also contained real life situation.
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 teacher's overall presentation of her lesson was good. She was the best teacher in presenting her lesson, maintaining eye contact and using clear voice. But, sometimes, she missed her rhythm that was not worry to think.

MANAGEMENT

Was the time spent properly?
As I said, the teacher made a perfect lesson plan. By using this, she spent her every single moment in the classroom very carefully.

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 minutes	10 minutes	10 minutes	5 minutes	10 minutes	5 minutes
Greetings & Attendance	Read the text with necessary examples	Translation of every lines	analysis of keywords	Practice questions & answers	Summarized the lecture & provide home work

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?

While reading the text, due to sleep of tongue, she pronounced 'companion' as like 'company'. One student said that she pronounced 'companion' wrongly. The teacher very carefully handled this situation by telling, "Actually, I want to check your attention".

Strengths observed:

This class was a well-balanced & well-disciplined classroom.

Suggestions for improvement:

I don't want to give any suggestion to the teacher but I want to say that if she raises her voice during the time of reading text, it will better for students to receive all the things properly.

Overall impression of teaching effectiveness:

I enjoyed her presentation of lecture. I enjoyed it greatly, if she would deliver her lecture in direct English language.

Class-2
Daffodil International University
Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School"

Checklist for Class Observation

School / College: Lake Circus Girls' High School

Teacher's Name: Md. Masudur Rahim

Class: VII Section: X No. of Students Present: 34

Course Title & Code: English 2nd Paper, Tense (Part 1) Room No: 02

Peer/Observer: Banhi Halder

Date and Time: 10-11-2018; 10:20 am to 11:05 am

Objectives of the lesson (as perceived):

- i. To use English in day-to-day life that means to develop speaking skill through Tense study.
- ii. To be able them to understand the three form of Verbs which are used in Tense.
- iii. To help them to make sentences in Present & Past Indefinite Tense.

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

The last two objectives were achieved by the teacher. On the other hand, the teacher's lecture specially based on how to use English in speaking but we don't know that to what extent his lecture affects the students mind.

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 had depth knowledge on Tense and he tried his utmost to invent a knowledge seeking behavior among students through some motivational speech before starting his lecture. His speech based on the importance of English in our daily life.

2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>The teacher did not prepare any proper lesson plan. That's why, he could not finish his lesson properly. Even, he did not make any warm-up session but each and every step of his lecture he wanted to cheer up the students by using funny examples.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The teacher was unable to hold the interests of the students but he encouraged students to interact by providing some practice. For example, he ^{asked} told them to write two sentences from present & past Indefinite Tense. Later, he again told to write those sentences in Interrogative & negative form.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>During his lecture, I liked his method of teaching that was Direct Method. For instance, he avoided the traditional way Tense learning through Bengali language rather he cordially accepted the modern way of teaching Tense through English language.</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 presentation was good as he organized his lecture in English language but because of English he lost his eye-contact in many times. He did not build the classroom environment helpful to learning. That was evident by some chaos in the class.</p>

MANAGEMENT

Was the time spent properly?

As he did not prepare any proper lesson plan, he was not able to manage his time 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)

He conducted his class by following this way -
 Importance of learning English → an introduction of Present & Past Indefinite Tense → showed example in both tense → asked to tell more sentences from this tense → then, again asked to tell Interrogative & Negative form of those Tense → said good-bye and ended his class.

CRITICAL EVENT (If took place)

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

Not necessary.

Strengths observed:

This class was an organized class but in some points it the teacher wasted time on unnecessary things.

Suggestions for improvement:

I only want to tell the teachers that he should be careful on time. At the same time, he needs to precise his futile talk.

Overall impression of teaching effectiveness:

I mostly liked his straight forward approach to teach in Direct English language but I did not like his way of talking to the students.

Class - 3
Daffodil International University
 Department of English
 Internship on "Scenario of English Language Teaching in a Bangladeshi School"
Checklist for Class Observation

School / College: Lake Circus Girls' High School

Teacher's Name: Rajazul Haq

Class: X Section: B No. of Students Present: 35

Course Title & Code: English 2nd Paper; Transformation of sentence Room No: 06

Peer/Observer: Banhi Halder

Date and Time: 11-11-2018; 8.30am to 9.15am

Objectives of the lesson (as perceived):

- i. To enable them to transfer the sentences one form to another form.
- ii. To prepare the students for answering exam questions.
- iii. To help them to use those sentences in their normal writing.

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

The first two objectives were achieved but it was difficult to say how much the last one objective will capture by the students in future and how much the teacher will help them to use it in their 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)	The teacher showed depth of mastery in his his teaching "Assertive to Interrogative" Transformation. But he did not try to increase their curiosity to learn more about Transformation of sentence.

2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	He had a perfect quality to organize the lesson in a fruitful way, but he was not conscious about the time management. That's why, he could not finish all the things within scheduled time but he warmed up the students with a real life story.
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 wanted to focus on students participation in his lecture by using shortcut rules to transform the sentences. He wrote the important rules on the blackboard. For example, In assertive form, "every" is replaced by "Is there any" in Interrogative form. By following this way, he maintained the interests of 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)	He followed ATM method to teach the students. For his teaching, he used only blackboard and markers not anything else. Even, he never used any kind of real life example to practice transformation of sentence rather he focused on traditional examples which might feel the students boring.
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 has no doubt that he tried his most to give his best one but he pronounced some words wrongly in his given examples.

MANAGEMENT

Was the time spent properly?
 It has no hesitation to say that he tried to manage his class time but sometimes, he lost his rhythm.

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 minutes	5 minutes	20 minutes	10 minutes	5 minutes
Correctings & Attendance	Warm-up exercise by telling real life story	Introduction of rules & regulation of transformation of sentence with necessary examples	Practice session	Provide homework & review the lecture

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' in the lesson.

Strengths observed:

It was not a well-balanced class at all. In this class only input was given by the teacher but no output came from the students. So, it is like a teacher centered classroom.

Suggestions for improvement:

The teacher needs to be focus on students way of learning rather than his own way of teaching. Even, he should be more careful on time which does not wait for us.

Overall impression of teaching effectiveness:

I liked his shortcut way of teaching grammar. It is really appreciable way of teaching but I did not like his traditional examples to understand the students.



Lake Circus Girls' High School

18, North Dhanmondi, West Panthapath, Lake Circus, Kalabagan

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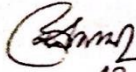
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TO WHOM IT MAY CONCERN

This is to clarify that Banhi Halder, ID: 152-10-1207, from Department of English, Daffodil International University has successfully completed her 3 days field visit in our school. With great enthusiasm she observed and conducted three classes from 10 to 12 November, 2018 in my school as well as collected necessary information about my institution.

Therefore, I believe that her visit in my school will become fruitful for the fulfilment of her internship report. I wish her every success for internship viva.


12.11.18

(Md. Mostafa Kamal)

M.Com; B.Ed.

Headmaster

Lake Circus Girls' High School

Kalabagan, Dhaka- 1205

(Md. Mostafa Kamal)
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