



Daffodil
International
University

Internship Report
On
**“The Present Scenario of English Language Teaching in
Bangladeshi Schools”**

Submitted to:

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Daffodil International University

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

Submitted by:

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Code: Eng-334

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Declaration

I hereby declare that the submitted internship report to the Department of English, Daffodil International University is an original work for the completion of my course Project Paper (Course Code: Eng-334) in the program of B.A. (Honours) in English. The internship report on “**The Present Scenario of English Language Teaching in Bangladeshi School**” is written under the supervision of Mr. Ehatasham Ul Hoque Eiten. This report has not been submitted to any other organization for any other degree and I would like to affirm that this report is my original work based on practical experience.

Mobashira Tasnim
26.11.19

Mobashira Tasnim Jayee

Program: B.A. (Honours) in English

Batch: 37th

Department of English

Daffodil International University



Certificate

It is my pleasure to certify that the internship report submitted to the Department of English, Daffodil International University by Mobashira Tasnim Jayee, ID: 161-10-1275, for the completion of the course Project Paper (Course Code: Eng-334) in the program of B.A. (Honours) in English is a piece of work done under my supervision.

This Internship Report is recommended for submission to the Department of English, Daffodil International University.

A handwritten signature in black ink, followed by the date '26.11.19' written in a similar style. The signature is slanted and appears to be 'Ehatasham Ul Hoque Eiten'.

Mr. Ehatasham Ul Hoque Eiten

Lecturer

Department of English

Daffodil International University

Dhaka, Bangladesh

Acknowledgement

I would like to express my heartfelt thanks and gratitude to my supervisor Mr. Ehatasham Ul Hoque Eiten, Lecturer in English Department, Daffodil International University for his supervision and guidance. I would also like to thank the Head of Mohammadpur Government High School, Dhaka for allowing me to observe and conduct some classes in her institute in order to complete this study on **“The Present Scenario of English Language Teaching in Bangladeshi School”**. Secondly, I am indebted to the English teacher of the school, who cooperated with me to come with a positive result.

Abstract

The internship report is based on ‘The present Scenario of English Language Teaching in Bangladeshi Schools’ for the purpose of internship I went to ‘Mohammadpur Government High School’ which is situated in Mohammadpur, Dhaka. The school was quite far away from my house and I am not familiar with anybody of the school. To accomplish the report, a five-day field visit was needed. I along with my batchmate reached the school and told the security guard about our purpose. He allowed me to meet with the headmistress. At first my friend and I entered into the Assistant Headmistress’s room and she took us to the headmistress’s room. Then the Assistant Headmistress showed her the recommendation letter and briefed about our purpose. After listening carefully, she warmly granted our purpose and the headmistress gave us permission to do the internship. With the help of assistant headmistress, we came to know about the class routine of English subject and as per our convenience, we decided to observe and took three classes of three different teachers. The Assistant Headmistress introduced us with the teachers in the teachers’ room. Then I collected all the necessary institutional information and data from observation. After that I took three classes which I observed. The report carries a transparent picture of English language teaching in school, especially, of the 6 and 7 class. Note of class size and ambience is written in the report. The institute has a lot of errors in the English language teaching area. Besides, the possible scopes for improvement in the very area are also included in the report. Overall, the paper conveys a scenario of English language teaching in Bangladeshi school.

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Chapter - One: Introduction

English is considered as a ‘lingua franca’ or a common language of the world. English proficiency is the key to ensuring access to education, business and technology. In fact more than 150 public and private universities in Bangladesh use English as the medium of instruction at the tertiary level. English Language Teaching (ELT) methodologies have become a part of our academic syllabus and we have learnt about modern ELT theories and techniques in different courses. Besides our lecturer applied various techniques in their teaching system which was an effective site for us to judge and self development. Ultimately, as a part of our final semester project work, we got an opportunity to do some practical work. With my supervisor’s direction, I was sent to visit a school and prepared a report on the basis of teaching condition to analyze and evaluate the present scenario of English language teaching in Bangladeshi schools.

Chapter - Two: Objectives

The objectives of the internship were:

- i. To recognize the present scenario of English Language Teaching (ELT) in Bangladeshi school.
- ii. To achieve how to apply language teaching technique at real classroom environment.
- iii. To analyze the impact and effectiveness of English language in school.
- iv. To observe the use of English as a means of communications.

To achieve the objectives, I had:

- i. To get assistance of my supervisor of DIU and the headmistress of the school to gather necessary data.
- ii. To notice closely the technique that teachers apply in classes.
- iii. To take three classes and imply those methods and approach in real classroom.
- iv. To keep a good relationship with the mentors to reach my destination.

Chapter - Three: Methodology

To complete the mentioned objectives during the internship course, several methods have been used. The internship was field based. According to instruction, I had to choose a school and took permission from the headmistress showing the recommendation letter which my university provided while observing the different class, I have given the checklist of class observation paper to fill it. After that, my teaching experience of taking class has also included in detail in this project. During observation and class taking sessions, many issues like teaching method, classroom learning environment, and usage of English language in the classroom, students' interest and response. I have taken and observed three classes in class 6, section - Rupsha and section - Turag and class 7, section - Titash. I enjoyed teaching a lot and it was very interesting to spend time with the students. Finally, I had to receive a testimonial letter from the headmistress for the attachment and also had to take some photos while taking and observing the class. So, these are the main methodology I had to follow for the project paper.

Chapter - Four: Institutions Details

Name : Mohammadpur Government High School

Location: Humayan Road, Mohammadpur, Dhaka-1207

Area: Mohammadpur

Building Ownership: Government

Number of Teachers: 52

Number of Students: 2700

Teachers Experience:

04 years to 07 years: 25 09

years to 12 years: 30

Teachers Qualifications:

B.Sc / M.Sc -14

B.A / M.A - 11

BSS / MSS - 11

Cultural Issues:

The school sounds culturally very well. They have annual sports competition, Dancing, Signing and recitation competition. They also celebrate the special day with different thought.

Other Factors:

Playground : Yes

Library : Yes

Canteen : No

Mosque : Yes

Transpiration : Yes

There are morning and day shift.

Chapter - Five: Class Observation Report

Class: 1

The first class which I observed that was class six, section - Rupsha and the teacher's name was Teacher 1. I was sitting at the back while observation. It was my first class observation. The teacher started with greetings and introduced me with the students cordially. She also warmly accepted my purpose. The teacher then started calling roll numbers as usual. She was very much concerned about students' history of presence and absence. She used mostly standard Bangla rather than using Standard English. She used English a little. The teacher began her class with which topic she was going to read and also told that it was important for final exam. The lesson was about a story from English 1st paper. She instructed how they had to proceed ensuring proper class environment. Her teaching style was very much noticeable and open to ideas. She had the ability to organize to class and make the lesson understandable and enjoyable she was very much fluent in speaking English. Though she had the lacking of communication skill; she tried to know their confusion. She was perfectly met the required objectives. The class was little bit noisy. After reading the full story, she asked students whether they have problem reading topic or not. She asked several questions to the students. My overall observation as a first class was interesting.

Class: 2

The second class which I observed was English second paper of class six, section-Turag. The total number of students was 60 but there were present only 46 students. This was another teacher of English second paper in class six. His name is Akhtar Zahid. He was experienced enough to give proper guidance to the students. His organization of lesson plan was precise. He taught more or less the basic rules of preposition and the usage of appropriate preposition. He brought several students in front of the class and wanted to solve the fill in the gaps with appropriate preposition in the board. He was familiar with his students. He gave various types of example regarding topic. He showed example in both sentence and passage. He failed to give attention to the back benchers. The students of back benches were also not attentive to the teacher. So obviously the students felt guilty when the teacher scolded them. For those, who were not able to understand the proper usage, the teacher showed more examples to them. He maintained less eye contact with the students and his voice was not so much loud comparative to big classroom. He used both Bangla and English in case of speaking for better understanding. He had also made the concentration balanced. As a second class observer, I enjoyed much. The teacher was very supportive to me as well. I am pleased observing the class.

Class: 3

In observing the third class, I was much comfortable than before. The number of present student was 50. The name of the teacher was Teacher 2. It was also English second paper class in seven, section - Titash. The teacher firstly finished the roll calling part and afterwards he began his lecture with motivation, warm up. Secondly the teacher introduced with the topic which was about the usage of right form of verb. The teacher was very punctual and responsive. He taught the rules step by step from easy to complex. He used multimedia learning system. He used both standard Bangla and English as there were different students from different level. He maintained the communication well with his students. He created group involvement as mandatory and told students to share their view to others. He also encouraged the students to practice from internet since they could get various source out there. The teacher interacted with students through discussion. He asked them about his teaching style that whether they are satisfied with this technique or it needs modification. Moreover, the teacher was conscious about note taking while giving lecture. Because he believes that note taking tendency will help a lot. It improves listening and writing skill at the same time. He gave a passage with fill in the gaps and told them to solve. Then, he checked out everyone's script and also wrote the answer in the board so that all cons correct it.

Chapter - Six: Teaching Experiences

Class: 1

Class - VI

Section - Rupsha

Duration: 50 Minutes

Total present students: 40

Topic: Doing different tasks from a selected story.

It was my first teaching experience in my whole life. I never conducted class in such way. I took the English 1st paper class which was on 17th October, 2019 at 1:30 pm to 2:20 pm. The course teacher Teacher 1 guided and instructed me so well that I was almost getting out of nervousness. With her guidance I took the class on a basis of the story which the teacher read than in previous class. Firstly, the teacher came to the class, took attendance and told the students that, “only for today, she will take your class, she is your another visiting teacher”. Secondly, I introduced myself to them and asked them to tell about themselves in 2 lines each by each, so that they could get familiar with me. Then I discussed a little bit about the topic and explained them how to proceed. Then I showed them what types of question will be in final exam. Accordingly, I gave several multiple choices, 1 table matching and some synonym- antonym to solve them.

After finishing the task in between twenty minutes, I checked some of their scripts. Some students solve them properly and some could not. Finally, I wrote the correct answers which most students did wrong. Then I wrapped to class wishing them all the best. They accepted me so cordially that it will be an unforgettable day for me.

Class: 2

Class - VI

Section - Turag

Duration - 50 minutes

Total present students - 46

Topic - Practicing Right form of verb.

It was my second class which I took 18th October, 2019 at 3:00 pm. Like the previous one, the course teacher advised me to take the class on right form of verb as they needed lecture on it. Besides, their final exam was knocking at the door and the teacher did not practice them a lot. This is another different class of different students. Again I introduced myself to them and started with right form of verb. I explained some important rules to them and then asked them, what rules they are not getting understand. Few came to me with their confusion. After then, I assigned some task to them. From the grammar & composition book, I searched for a standard passage with fill in the gaps and there were different verb like be verb, action verb, verb + gerund, To + verb, etc. as a clue. I wrote the full passage in the black board and told them to solve it with 12 minutes. After the given time, I checked out the proper answer from several attentive students. Some corrected all the blanks and some were failed. Then I wrote all the correct answer to the board and those who were incorrect. I explained to them again.

Since, taking full class in English would little bit hard for me and the students as well, I took both Bangla and English as a medium of communication lastly, I ended the class on time. I enjoyed so much with the students and felt like a teacher for both the teachers and students co-operation.

Class: 3

Class- VII

Section- Titash

Duration- 50 minutes

Total present Students - 45

Topic - Completing a story and free hand writing.

After conducting 2 classes it was my third and last taking class with the students of class seven. It was 19th October, 2019 at 2:30 pm to 3:20 pm. My previous experience of taking class helped me a lot to reduce the lower confidence level. As the previous one, the course teacher gave me the lesson plan. The teacher entered with me into the class room and finished the roll-calling part within 7 minutes. Then I started my lecture telling them the topic and asked them whether they are comfortable with it or not. They responded with positive indication. They also mentioned to me that they have problem in free hand writing.

So, I directed them to completing a story. Few lines of the story will be written on the board and keeping it relevant they have to complete the story and it has to look like a story. They can also make it their own way, I said. I involved them in 4 people group work, because the class time is short and they have to complete it. After 18 minutes I called each students of consisting 4 groups and listened to them carefully. After that I found few sentence with grammatical misstate and spelling mistake. As it is time consuming I could not read every groups script. But overall they wrote well.

Finally, only 5 minutes were left. I delivered a 3 lines motivational speech and wished them good luck. They were very friendly with me. I took some photo with them and came out of the class.

Chapter - Seven: Overall Findings

- a) The environment of the school is overall satisfactory. The teaching method looks appropriate and well security system.
- b) Though the students are under strict rules and regulations, some students of Bihari community or Bihari Camp clash with the normal residential students.
- c) The institution has playground and a Mosque for the students where they can spend quality time when it is needed.
- d) The maximum teachers are graduated from both public and private university.
- e) Most of the teachers are here from three years up to twelve years. So the school has become very familiar to them.
- f) There are friendly, Polite and respectful attitude between staffs, teachers and students.
- g) The pass rate in English subject is around 96%.
- h) Sometimes authority fails to monitor student's activity during the school time.
- i) Monthly magazine is there for publishing all category students' writings which is appreciating.

Chapter - Eight: Recommendation

Though the school is well disciplined and organized, there is needed more improvement in some department. From my observation I would like to recommend some issues -

- a) In the classroom especially in the English class, speaking in English should be mandatory.
- b) The school can organize debate competition, quiz competition, stage drama and spelling bee for realizing the importance of English among students.
- c) Teachers can create counseling hour so that they can share their problems with teacher personally.
- d) School authority can arrange English Olympiad Program every year and price giving ceremony to encourage them.
- e) To school should provide transportation facility and medical service to the students.
- f) The school needs an English language lab where they can provide all sorts of listening, writing, reading and speaking practice to fulfill the modern teaching techniques.
- g) The school authority can invite the successful alumni students to inspire the running students.

Chapter - Nine: Conclusion

The role of English Language as a lingua franca making it unique language in the world. This distinctiveness does not only refer to the language itself, but also to the ways it is taught as a foreign language. Learning a foreign language takes place step by step in which a number of factors play a direct role. This study intends to shed light on the state of “The present scenario of English Language Teaching in Bangladeshi School”.

Through this internship report I have come to know the problems of teacher student interactions, their linguistic behavior in the class and English Teaching Learning activities. It has given me golden opportunity to interact with different people with different ideas, philosophy and belief. And the teaching experience is unforgettable moment of my life. This study suggests certain remedial measures to overcome hindrances lying in the English language teaching system.

At the end of my internship I have gathered a lot of knowledge which makes me feel more confident and fortunate to do better in job field. Here I am providing you the detail information about my whole internship. So, hopefully in my belief, the internship will bring the desired objectives come true.

Appendix

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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: Mohammadpur Government High School

Teacher's Name: Samsia Latif

Class: 06 Section: Rupsha No. of Students Present: 36

Course Title & Code: English for Today-First Paper Room No: _____

Peer/Observer: Mobashira Tasnim Jayee

Date and Time: 17th Oct 2019, 1:30 PM

Objectives of the lesson (as perceived):

- i. Reading a story and teaching the moral of the story
- ii. Teaching them synonym and Antonym from the lesson
- iii. Making important questions and answers from the story

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

The teacher taught them so skillfully and was capable of fulfilling the required objectives. In spite of the time shortage, she covered all the necessary synonym-antonym and question-answer section.

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 had good command and knowledge of subject matter and knowledge seeking tendency 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)	She started and finished the class on time, gives example to reduce the confusion among students. They were able to understand the hidden meaning.

3	<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 teacher equally treated all of the students. She had attention on individuals problem. Student were co-operative but sometimes they were making noise.</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>She gave problem-solving question materials regarding the story. Her teaching method was obvious and focused which catered stated objectives. She made the lesson clear and enjoyable 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>She sometimes used Bangla to give better understanding. Her voice was loud and maintained eye-contact properly. Often she failed to ensure the proper learning environment.</p>

MANAGEMENT

Was the time spent properly?
 Yes, She did spend the time in a proper way.

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 main stages of the lesson were multiple choice question, fill in the gaps, matching words from column A and B, learning the meaning of new words, noticing the punctuation marks and question-answer. The teacher found different questions for them, taught meaning of unknown words, helped them to match words from the table etc.

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, there was no 'critical event' in the lesson.

Strengths observed:
 The teacher was very punctual and strict while teaching them. Some of the students were not attentive and made crowd, but she managed it tactfully.

Suggestions for improvement:

She should improve her communication skill so that she can communicate with each and every student precisely. She needs to concern about student's manners and attitude. She also can do group involvement among them for better interaction.

Overall impression of teaching effectiveness:

Her overall teaching system was quite satisfactory. She was enough experienced about class maintenance. All together, she should do special treatment of the weaker students and make the classroom environment more effective.

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: Mohammadpur Govt. High School
 Teacher's Name: Akhtare Zahid
 Class: 06 Section: Turag No. of Students Present: 46
 Course Title & Code: English Second Paper Room No: _____
 Peer/Observer: Mobashira Tasnim Jayee
 Date and Time: 19.10.19, 2:30 PM

Objectives of the lesson (as perceived):

- i. Giving the clear concept about preposition.
- ii. What is preposition and basic rules of preposition.
- iii. Practising preposition through various examples.

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

The objectives were achieved in proper way. The teacher more or less covered all the area of preposition. He showed the basic examples with rules as well though some weak students couldn't capture.

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 described each rule wisely to the students. After then he asked students to tell a sentence using the specific rule.
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 organized the lesson plan clearly and precisely. He teaches simple rule to complex rule gradually. Besides, he was conscious about time but failed to explain all the rules.

	today)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher was supportive and enthusiastic towards students. Students were decent and responsive except few. He did not encourage participation.
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)	His teaching method was quite good. He wrote each and every rules to the white board. And uses relevant examples. His language was clear and simple but not so loud.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	He maintained less eye contact. He used standard English and sometimes standard Bangla also.

MANAGEMENT

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

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

The main stages of the lesson were to give the basic concept of Preposition firstly and afterwards the proper use of preposition in sentence. The teacher gave enough example within short time to make it understandable to students.

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?

In the lesson some uses of preposition seemed hard to students. The teacher taught the rules again and again and showed few examples as well.

Strengths observed:

He encouraged questions from students and responded with interest. He also met stated objectives. He was also good motivated towards students.

Suggestions for improvement:

As it is a government school, there are lots of students with different criteria and characteristics. The teacher should concern about every category students. The teacher can make counselling hour and he needs to give special treatment to the poor students

Overall impression of teaching effectiveness:

this teaching method was overall satisfactory. He is experienced enough to handle the environment of class. He also uses multimedia classroom which is appreciated. The bad thing is his voice is not so loud so there is a problem with large classroom.

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: Mohammadpur Govt. High School
 Teacher's Name: Md. Marshed Sarkar
 Class: 07 Section: Titash No. of Students Present: 50
 Course Title & Code: English Second Paper Room No: _____
 Peer/Observer: Mobashira Taznim Jayee
 Date and Time: 18-10-19

Objectives of the lesson (as perceived):

- i. the usage of right form of verb.
- ii. doing practices right form of verb through sentence.
- iii. and doing exercise also from a passage.

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

The objectives were achieved greatly. The teacher remembered them the basic rules and procedure. and then did practice with sentence in groupwork. Finally, he emphasized on passage which will have gaps.

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 deep knowledge about subject matter. He was very much responsive to his students. Students were also asked questions.
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)	Except few students, all were capable of catching the rules. The teacher summarized the main point of tense so that students have no confusion while practising.

	today)	
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)	During the lesson, the teacher and students both were respectful to each other. The teacher interacted with students through discussion.
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 took help from the Grammar book and internet. Sometimes he related his lessons with real life examples. He did class activities through group work and sharing opinion.
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 used multimedia learning system. He used standard English and Bangla to give better understanding

MANAGEMENT

Was the time spent properly?

Yes, the time was spent properly.

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

The main stages of the lesson were recalling the usage of twelve tense, practising with sentence and easy passage so that they get an idea about what types will be included in exam.

During each stage, first he explained and then asked a sentence with gaps. Secondly, he directed to solve and fill in the gaps with proper verb.

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?

Apparently, I did not see any 'critical event' in the lesson or any confusion among students except few.

Strengths observed:

The teacher used various types of examples with each rules in order to avoid confusion. He made his lessons enjoyable to students.

Suggestions for improvement:

His pronunciation is needed to be more clear. He should be more careful about weak student. He also has to be strict with them. He has to be more enthusiastic as well. He should make his lesson plan concerning the capacity of students.

Overall impression of teaching effectiveness:

His teaching system was effective, simple and specific to the students. Some students were insincere and not attentive. He could not manage them because they were disobedient. My overall impression of teaching effectiveness is satisfactory.



EIIN number: 108232

সকলের জন্য শিক্ষা
মোহাম্মদপুর সরকারি উচ্চ বিদ্যালয়
ছমায়ুন রোড, মোহাম্মদপুর, ঢাকা-১২০৭।
স্থাপিতঃ ১৯৬৭ খ্রি

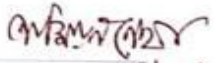
ডাকঘর- ঢাকা-১২০৭

তাং

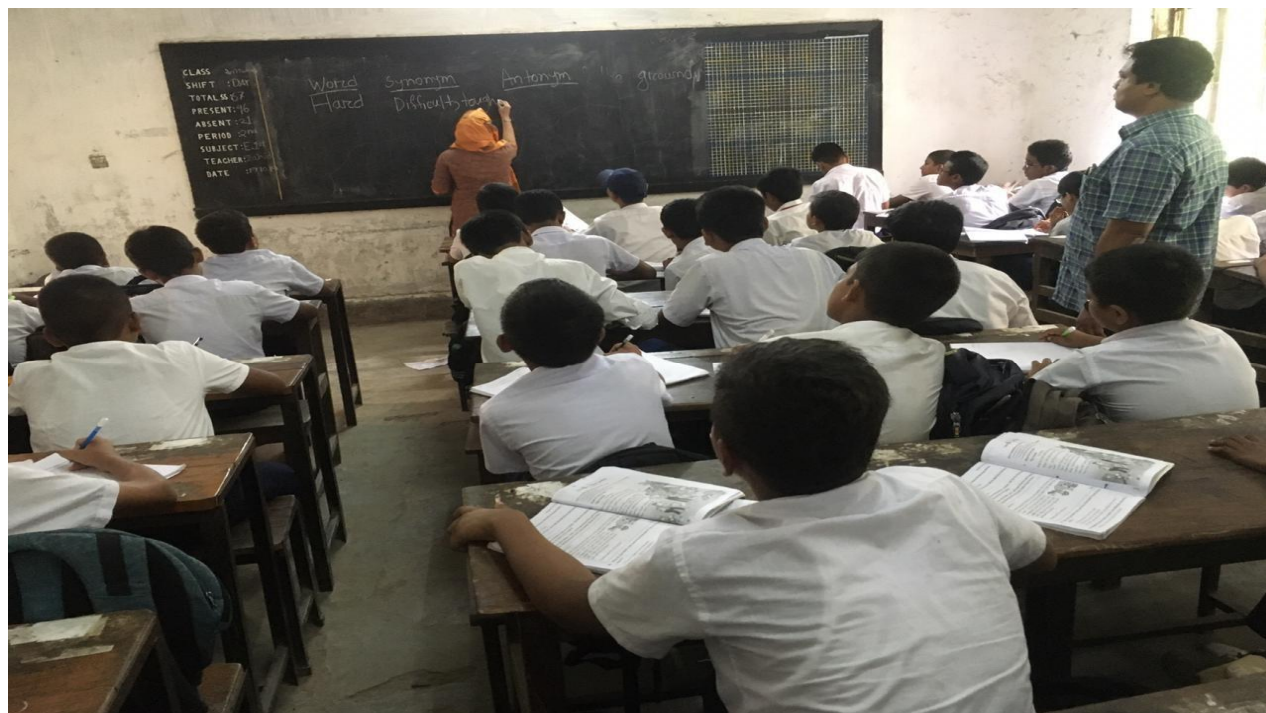
TO WHOM IT MAY CONCERN

This is to certify that Mobashira Tasnim Jayee ID: 161-10-1275, a student of B, A (Hon's) program from Department of English at Daffodil International University. She has successfully completed her internship at "Mohammadpur Government High School". She did her internship in our school from ...17th October to 20th October, 2019.

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


Signature ১৬/১১/১৯
আমিরুন নেছা
সহকারী প্রধান শিক্ষক (দিবা)
মোহাম্মদপুর সরকারি উচ্চ বিদ্যালয়
ঢাকা-১২০৭











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DEPARTMENT OF ENGLISH

Letter of Recommendation

This is to state that Mr. /Ms. Mobashira Tasnim....., Program: BA (Hons.) in English, Semester: Fall-2019, ID No. 161-10-1275 is a final year student of the Department of English, Daffodil International University (DIU). As a part of the compulsory courses of the program, 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.


25.09.19
Supervisor
Internship Project


25.09.19
Head
Department of English


25.9.19
Dean, FHSS



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