

An Internship Report
On
“The Present Scenario of English Language Teaching in Bangladeshi schools”

Prepared by

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Date of Submission: 25 April, 2019

This Internship Report is submitted to the Department of English, Daffodil International University, for the Partial Fulfillment of Bachelor of Arts (BA) in English Degree.

Declaration

I hereby declare that, this Internship project has been done under the supervision of **Mohammad Zahidul Islam**, Lecturer, Department of English, Daffodil International University. I also declare that neither this project paper nor any part of this has been submitted to elsewhere for award of any degree or diploma.

Abida Sultana Anny

.....

Abida Sultana Anny

ID: 161-10-133

Department of English

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Certificate

This is to certify that, **Abida sultana Anny**, bearing ID number **161-10-133** is a student of Department of English at Daffodil International University. I am pleased to state that she has completed her internship project under my supervision and worked hard in preparing this. The data and findings presented in this project paper seem to be authentic.

Abida sultana Anny possesses a very good moral character and pleasing personality. I wish her every success in life.

.....

Supervised by,

Mohammad Zahidul Islam

Lecturer

Department of English

Acknowledgement

I would like to express my Cordial respect and gratitude to **Mohammad Zahidul Islam**, Lecturer, Department of English, for his kind help and generous patience's to finish this project. His endless patience, scholarly guidance, continual encouragement, constant and energetic supervision constructive criticism, valuable advice and correcting them at all stage have made it possible to complete this project.

Abstract

The aim of the study is to know the present scenario of English language teaching system in Bangladeshi school. School is selected as a part of the project work namely Savar Dairy Farm High School. The purpose of this project paper is to find out the teaching and learning style, learning and communication gaps, as well as to find out the lacking's of the teacher and to find out which methods are being followed for teaching English Language in Bangladeshi schools. After completing the observations various lacking's were being found like poor communication skill, unskilled and unqualified teachers and teacher student interactive relationship. For that reason, students are distracted from their actual purpose of learning the English language in the classroom. Therefore, based on the findings and observations of the study some recommendations have been given which are linked with presume the weaknesses and lacking's of the classroom activities that may be helpful to develop and improve the English language teaching system in Bangladeshi Schools. This study is based on one specific school different class observations not assumed for every Schools of Bangladesh.

Table of Contents

Contents	Page No.
Declaration by the Student	ii
Certificate	iii
Acknowledgments	iv
Abstract	v
Table of Contents	vi
Chapter – I: Introduction	1-2
Chapter – II: Objective of the Study	3-4
Chapter – III: Methodology of the Study	5-7
Chapter – IV: Institution Details	8-10
Chapter – V: Class Observation Report	11- 14
Chapter – VI: Teaching Experience	15-17
Chapter – VII: Overall Findings	18-20
Chapter – VIII: Recommendations	21-22
Chapter – IX: Conclusion	23-24
Appendices	
Appendix 1: Certificate of Internship	25-26
Appendix 2: Photographs	27-31
Appendix 3: Class Observation Checklist	32-44

Chapter - I

Introduction

English is the most used language in the world. Now a days almost every person of Bangladesh use English as their daily purpose. English language is being used in every government, non-government and every educational institution. Currently, in Bangladesh students are required to study English from primary level as a compulsory subject. Grammar is considered the fundamental things necessary of learning and using English language. Traditional old Grammar translation method (GTM) is forcing on the students for learning English as teacher centered method which is not appropriate for communicative English Language teaching. But in Bangladesh, students usually remain busy in memorizing their topic for getting good marks and ensuring higher studies and higher jobs in future. Students are also not encouraged in listening and speaking skills which are also highly required for learning English Language effectively. Also, the lacking's of experiences of the teachers, unskilled and unqualified teachers are leading the students to meet up some specific purpose like making a good result in the examination. Teachers do not use any advanced materials in the classroom for teaching English Language effectively. To bring the foreign literature in Bangladesh there is a need for change in methodology for approaching communicative English teaching. For the whole systems which is being followed in the school for this, the main purpose of English Language Teaching System is distracting and hampering which is highly needed to be brought under supervision. This paper shows the present condition of English Language teaching System and the lacking's of the methods which should be used in the classroom for teaching English. Some recommendations were given based on the finding and observations.

Chapter - II

Objectives of the Study

Although the primary objective of the study is to know the present scenario of English Language Teaching System in Bangladesh, there are some secondary objectives of the study which are:

- To learn and apply English language teaching techniques at real classrooms situations.
- To observe the classes and monitor the methods and techniques that are applied by the teacher for English Language Teaching.
- To find out the communication gaps among students and teachers.
- To implement English language teaching methods in classrooms and evaluate their impacts on real life.

Chapter - III

Methodology of the Study

3.1 Selecting an Institution

Form the pre-selected list of the institution, Savar Dairy Farm High School was selected for completing the internship. This institution have some ground for working as internship for observing the present Scenario of English Language teaching. In this institution there were three English teacher whom are assigned for English course, selecting this institute is basically for knowing the scenario of using English language and which style and techniques which are being used by different teachers. And also for the environment of the School, where the findings of the internship could be accomplished as per instruction.

3.2 Selecting Classes

Three English classes were chosen of the three different grades which are class VII, class IX and class X for the observation. This classes were selected from the school by over generalized every classes, this is only for find out how teacher use English Language in the Classroom with the teaching methods. One of the teacher conducted this to the intern, for observing this classes because teachers are concern for teaching in this classes only because the students are highly centered in the school for JSC and SSC examination.

3.3 Selecting a Facilitator

The English head teacher was selected for the facilitator as he knows the proper information of the school. Because he was one of the oldest teachers of the school and he has many years experiences for English classes also. He would be able to give important information about the school what were needed and moreover he would be helpful for finishing the internship smoothly. He helped by all the possible ways he could do to made the internship easier.

3.4 Class Observation

Although three different grades were chosen, there were highly observed three classes also in those grades at Dairy farm high school. The School facilitator given the time and date for observing the class and also for conducting. 1st class was observed on Sunday 24 February 2019 which was class IX and that was English first paper class and one English second paper grammar class were observed on Wednesday 27 February 2019 which was class VIII and on Thursday 28 February 2019, one another English first paper class was observed which was class X. From the three classes, various findings were observed that, how the teachers utilized and spent 45 minutes in each class during that time and what kind of things were learnt by the students from the teacher, is the teachers uses any methods in the class for teaching. Usually the teachers use text books for class lesson and they use black board for writing. Teacher students interaction were not in proper manner because the teacher were not bothered about what the students learns from the class and what were their feedback or reaction on this lesson. They usually ends up the class and if necessary, teachers give homework to the students.

3.5 Interviewing Particular Course Teacher

A short interview was taken of an English course teacher. He was asked different kinds of questions such as how he managed the students during class, how he used to draw the attention of the students how he communicates with his students and how to deliver the proper lecture in the class. Besides, he was asked that is a teacher partial with each students or bias to his students in the class or not. One more important thing was also asked about his salary satisfactory but the answer was negative. Also, he shared that, his idea or methods that he wanted to implement through the classes but for the management and for some unusual reason that they are being instructed to teach in this way that they have to follow the academic syllabus. For all of this reason he cannot implement the method or style from his own way.

Chapter - IV

Institutional Details

Dairy Farm High School is one of the most renowned govt. school located at Savar Dairy Farm, Savar. It was founded in 1 January 1974. For this, it can be said that it is an old government school which is located at Savar area. Its institute code (EIIN) is 108408. The institute has three disciplines: Business Studies, Science, Humanities. It is a day shift school. It is a two storied building along with a playground in front of the building. Total area covers 2 Acres of land. There are 13 classrooms, one principal's room, one teachers' room, an auditorium, a canteen, a common room in the school. There are in total 22 teachers in the school and around 1050 students in the school. There are 15 senior and 7 junior teachers. All the senior teachers had 20 years teaching experiences. Most of the senior teachers are old enough whom are in number of 9 or 10 and rest of the 12 teachers are young and energetic. Senior teachers have the teaching experience from past 20 years in the school and most of the junior teachers are newly joined in the school.

For every English class one teacher has been assigned in each group. For class IX and X, 2 English teachers conduct classes for each group. In class IX, there are 63 students whereas 65% students are male which is 40 and 35% are female which is 23. In class X, there are 87 students whereas almost 55% are male students which is 46 and 45% students are female which is 41. For class 8, there are 2 English teacher for both English 1st and 2nd paper who conduct the classes. There are almost 55 students in class VIII whereas 30 students are female which is 55% and 25 students are male which is 45%.

As per observations most of the students are from poor background in this institution, their families are not economically sustainable. Some students have few goals for becoming something in their life but others are not that much interested in the study. They are so shameful for speaking out with teacher in the classroom. In any questions asked by the teacher they became so uncomfortable and unable to give answers. Most of them are teenagers and their hesitations are highly observed in the classroom when they are trying to hiding themselves when teacher asked that is they facing any problem.

Senior and junior all teacher's Educational backgrounds are from MA, BSC and MSc and they are well qualified. Despite the school being situated in village area, the facilities and environment that the school provides are good. The purpose of the school is to provide a better education to the students.

Chapter - V

Class Observation Report

Three classes were observed respectively at Dairy farm high school on 24 February 2019, 27 February 2019, and 28 February 2019. Assigned checklist was used for class observation in this regard. There was decent environment in the classroom with class instruments such as chairs, tables, fans, lights, black board etc. In the classes there were no projector, sound system and alternative electricity arrangement in case of load-shedding. The teachers produced text-based lectures. It was found that each teacher had their own style of teaching which is based on academic syllabus they followed and their teaching style was different from each other which made the students learning complex.

5.1 Class Observation-1

The first class observation was in class Nine (IX) on Sunday 24 February 2019 which was conducted by an English Teacher named Abdus Samad. The name of this class section was Jamuna and room no was 205. The class started at 10:45 am and ended at 11:30 Am. There were 63 students presented in the class. It was English 1st paper class. The topic of the class was the reading context of the unit one and two of the main text book. Teacher were using the Grammar translation Method (GTM) which is effective among the students. The students were told to read the given passage and pronounced the word properly as well as writing task on translation. Students were not prepared for the lesson and they were unable to connect with the lesson because the chapter that was assigned them for doing task was the first time. After the class observation for knowing the experiences of the students that, is they understand everything from the lesson? Some students were asked this question and the outcome was negative that they don't understand properly as the lesson were new to them, students were confused for reading, writing and properly. They also shared that, they don't even get any chance or time for clarify their problems about the lesson because the teacher do not repeat the previous lesson in the next class they have to follow the academic syllabus and have to finish this in short time. For this the interaction relationship between the teacher and students are not good for learning and teaching. On the basis of class observations, the class that had been taken was not effective enough for the

students to understand the lesson. Because the teacher used (GTM) Grammar translation method as class teaching but the class should be based on (ELT) English language Teaching.

Besides, the teacher used English language more than Bangla language in the class but the students could not easily understand his lecture. Finally, students were assigned unit one and two as their homework.

5.2 Class Observation-2

The second class observation was in class Eight (VIII) on Wednesday 27 February 2019 which was conducted by an English Teacher named Raju Ahmed. The section name of this class was Padma and the room no was 102. The class started at 10:20 am and ended at 11:10 Am. There were 45 students presented in the class. It was English 2nd paper class. The topic of the class was Transformation of Sentence, Writing Task and asking for reading out the rules. At first, teacher asked the students about the previous class topic and depending on that he mentioned the students to open their grammar book and read out the rules of the transformation of sentence that was learnt in previous class. Then the teacher wrote some exercise in the board and told students to complete the exercise. After completing the task, the class was ended and students were told to learn the previous topic properly for the next day and also told that new topic will be conducted in next class. So, it can be said that the teaching styles which should be based on (ELT) English Language teaching methods that was not followed by the teacher, and his teaching experience was not good enough for the students. As per observations the effectiveness of the classroom was not accurate because teacher was not concern for this that, is every student Understood the lesson which he delivered in the classroom or not. He was giving his lecture despite of knowing the student's learnings capabilities.

5.3 Class Observation-3

The third class observation was in class Ten (X) on Thursday 28 February 2019 which was conducted by a Teacher named Abu Hanif. It was the Science section class and the class room no was 105. The class started at 10:20 am and ended at 11:15 Am. There were 87 students presented in the classroom. It was English 1st paper class. The topic of the class was on world heritage from the English text book and students have been instructed to solving the rearrange.

In this class, it was observed that the Teacher-Students relationship was not interactive because there were a lot communication gap. The teacher started the lesson by overviewing some units and wrote some important chapter name on the board and students were told to open the chapter. Students were seem to be not interested with the teaching system of this teacher and they were busy to talking and gossiping with each other in the class. Therefore, the teacher was busy to control them and after complete the reading, teacher asked the students to open the rearrange and gave them some instruction about how to write rearrange properly.

Finally, students were assigned and given some important rearrange for doing practice as their homework. In this class, the teacher did not use any methods, he was only following the academic syllabus. From the findings students were saying to the teacher for shorting the syllabus for final examinations because they need to exercise this lesson at home. Some were saying that they are not able to complete the task because they don't know the meaning of the rearrange. At some point teacher helped them to finish the task but whether they understood or not he did not bothered about this. Some of them asked the teacher to solve various problems from previous lesson but the teacher told them to solve at own at home. For all this reason the conducted classes were not effective for the students to understand the topic.

Chapter - VI

Teaching Experiences

One part of the English class was conducted on 25 February 2019. Since it was an English class, the English language was used for instructing the students. At the time of conducting the class it was seen that the students are having lack of English communicative knowledge and that is why they could not make them understand the English properly. As a result, the students faced some difficulties to understand the lecture during the class and for that reason Bangla language was used at some moments for properly clearing the class was conducted of class VII students by me which was English 1st paper class. The class started at 10.20 am and finished at 11.10 am. There were 60 students present in the class. The objective of the class was to teach the students how to write the answer properly. The textbook was followed to learn these topics.

At first, I was greeted and introduced with the students by the English teacher. After the introduction session students were told to open their textbook. The text that was discussed in the class was **“Begum Rokeya (1880-1932) who was a famous writer and social worker”** All the students were asked to read the text first and find the unknown words and write those down in the page which they don't know the meaning. The words that they don't know was written down and I told them the meaning of the word in Bengali for their better learning about the passage. Then, I understood them by overviewing the text with pictures and after then, students started to solve the question. After completing the passage, I showed the students how to answer questions. Since the whole passage was read and translated into Bengali and I provided some pictures which make students easily found and captured the answers and wrote those in their page. At the

Stage of understanding the questions and answered, some real-life examples were given while teaching and learning. I also gave them some group task which was for understanding their compatibility of working in together. As for knowing how they can relate their own thoughts and ideas with each other. And the outcome was not so poor. They made a try to complete the task some of them did a good job and some of them were not understand the thing easily. I gave one

picture to each group and told them to make a completing story on it as their own perceptions. so that was a good experience for me. After taking the class, it can be said that the effect of using some pictures and group discussion it works really well they enjoy the teaching system and they had an interest for learning something new like this. By asking them that is the teaching system is good to understand they said that was really an amazing experience for them and the class was having fun by learning those particular topics. It was an attempt to engage all the students during the class activity to see whether they were able to understand the instruction or not. A simple lecture method was used during the class conduction. I think it was really effective for the students because they understood the topic easily that was delivered to them. Students understood the topic easily because of good communication. Although it was my first official class. I think the class that had been taken was effective since I got huge response from the students. As it was my first formal and official class with the students, I shall never forget the moments that I had spent with them.

Chapter - VII

Overall Findings

As three classes were observed and after consulting with teachers, some findings were found in the classroom. There was some lack of interaction among teachers and students. Teachers were not much interactive with the students during teaching a lesson. Some of the major findings are given:

1. Lack of communicative relationship between teachers and students.
2. Teachers are not well trained.
3. Teachers use their own styles of teaching.
4. They use black board in the classroom.
5. There was no digital classroom in the school.
6. Students are having trouble for understanding English language for the lacking's of teaching systems.
7. Some teachers are friendly and some are not friendly with the students.
8. Personal and official matters were discussed in the classes.
9. Teachers have some lacking's for using real life experiences to increase English language skills.

Teaching Experience Findings

6.1 Lesson Preparation

It was my first formal class for conducting the students in the classroom, for this well preparation was taken. The class was taken as per planned and tried to teach the students something innovatively. At the moment of teaching, sometimes tried to make fun with them so that they could enjoy the class and learn the topic properly by giving concentration.

6.2 Lesson Delivery

Students were given clear instructions about the particular topic at the beginning of the class. Although the lecture was delivered properly, students were having problem to understand the topic. It was only because those students have lack of English vocabulary and grammar knowledge. Before ending the class, students were given some motivation about English so that they can inspire themselves for learning English vocabulary and English grammar rightly.

6.3 Use of language

Since it was an English class, therefore, English language was used for instructing the students. But the students are having lack of English communicative knowledge and that's why they could make them understand the English properly. As a result, the students faced some difficulties to understand the lecture during the class. So, Bangla language was used at some moments for properly clearing the topic to them.

Chapter- VIII

Recommendations

Based on my findings of the study, I would like to recommend some measures by which some problems can be solved. The positive thing was that the school had a good environment to be called a school but there were no modern amenities like projectors, sound systems etc. Therefore, some recommendations have been given below for the improvement of their teaching system:

1. At first, the skillful and well-trained teacher should be hired.
2. Teachers and students interactive relationship should be built in the classroom.
3. Modern equipment's like a digital classroom, projectors, sound system, lab facilities need to be set up.
4. New teaching methods and techniques like group discussion, conversation, brainstorming, arranging competitions, telling stories, singing songs, showing pictures all this things need to be followed by the teachers which will encourage the students to learn English.
5. Irrelevant matters or topic should be avoided in the classroom.
6. High priority should be given for the train up the teachers.
7. For inspiring the students to do English Language learning spontaneously there should be followed some adoptive systems in the classroom for student's encouragements.

Chapter - IX

Conclusion


Nowadays, in Bangladesh, English language has become an important medium for communication. As English has become a valuable subject in every educational institution. For learning English language properly four skills are required- speaking, listening, reading and writing. English learning becomes easier and interesting when proper methods, materials, and techniques are being implemented and emphasized. English language teaching system in Bangladesh is not properly furnished. Because teacher and management both need to give their concentration on it to make the Language furnished for daily uses. Therefore, proper steps can be taken by the authorities and the Ministry of Education for teaching English language properly, English is necessary for all the students.

In conclusion, it can be said that, though Savar Dairy Farm School has a good environment for study. Lacking's of advanced materials and teaching systems along with the teacher student relationship should be increased to develop better teaching environment in the classroom, still there are some necessary steps should be taken for the school to give the students quality full education systems for the betterment of their future.

Appendix - 1
Certificate of Internship

Figure-1: Certificate of Internship

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ফোন : ০২৭৬৪ ২০০৭৭১

 **ডেইরী ফার্ম হাই স্কুল**
DAIRY FARM HIGH SCHOOL
সাভার, ঢাকা।
SAVAR, DHAKA

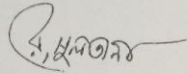
স্কুল কোড : ১৫৫২
জেলা কোড : ১২
থানা কোড : ১৩২
EiIN : 108408

সূত্র : _____ তারিখ : _____

Attestation Paper

This is to certify that, Mis.Abida Sultna Anny is the student of Daffodil International University, ID Number is 16110133, Permanent Campus. I am pleased to state that she has completed her classes observation. Which is part of his project work .she has observed three different classes and conducted a class respectively.

Mis Abida sultana Anny possesses a very good moral character and pleasing personality. I wish her every success in her future life.



Attested By

Rebaka Sultana
Headmistress(Acting)
Dairy Farm High School
Savar, Dhaka.

রেবেকা সুলতানা
প্রধান শিক্ষক/ সচিব (ভারপ্রাপ্ত)
ডেইরী ফার্ম হাই স্কুল
সাভার, ঢাকা

Appendix - 2
Photographs

Figure-2: Observing Class 1



Figure-3: Observing Class 2



Figure-4: Observing Class 3



Figure-5:Teaching a class.



Appendix-3
Class Observation Checklist

Class Observation Check List-1

Daffodil International University

Department of English

Internship on “Scenario of English Language Teaching in a Bangladeshi School”

Checklist for Class Observation

School / College: Savar Dairy Farm High School_____

Teacher’s Name: Abdus Samad_____

Class: Nine_____ Section: Jamuna_____ No. of Students Present: 63_____

Course Title & Code: __English 1st paper_____ Room No: 205_____

Peer/Observer: _Abida Sultana Anny_____

Date and Time: _24 February 2019 (10:20-11:10) Am_____

Objectives of the lesson (as perceived):

- i. Using Blackboard in the classroom.
- ii. Asking students for reading aloud the context from the text book.
- iii. Giving writing task on translate the word meaning from the context.

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

At first students were ask to open their text book for reading the context from one of the chapter name world heritage. Then they find out the lesson and started reading aloud, as they were not prepared for starting a new lesson then the teacher asked some of them to stand up and read out the context. They started reading after completing the teacher instructed them for write the word meaning from the text. He write some word using blackboard and asked for write down. Giving some time for writing, then he asked for pronounced those words with meaning. Most of them were unable to complete the task as they don't have any preparation about this lesson. As per observations the objectives that was found in the classroom were not achieved because the lacking of the interaction with the teacher. But everyone tired their best for complete the task.

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)	From the findings of the classroom the teacher did not command or instruction about the lesson, he just asked the students for read out the text. As he was one of the senior teacher every student follows his rules in a good manner. But the teacher did not try to develop any knowledge seeking environment in the classroom
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)	Teacher was so bold in talking with the students as he came to class on time and started his teaching. Students are well mannered for learning. He did not make any lesson plan for class conducting. Without any preparation he deliver his speech among the students and the students followed his instructions. The thing is from the findings he did not ask any students is they understood or not he give them a task then take it back from the students and end up the class giving another task as homework.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher	Teacher were partial in the classroom he came to every students for seeing the task they completed. Students were respectful towards the teacher and they are attentive for learning the lessons. Teacher's attitude was good with the students. But the interaction with teacher student were not

	and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	good. Teacher could not hold the interest of the students because they were not ready for starting the class without any preparation.
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)	In the classroom there were no technology uses for teaching. Teacher uses old Grammar translation method in the classroom for teaching English language. Students cannot relate the teaching for lacking of the English knowledge. They could not understand English Language in proper way because they do not use English as their real life for communicating. When teachers were asking questions to the students they cannot give answers on the basis of the lesson because teachers are not use frequent English in the classroom for communicate.
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)	Students were attentive for learning but sudden starting the lesson without any preparation they could not relate things for maintain eye contract with the teachers. Teacher was not using proper English he mixed up the teaching using two language because students are not able to communicate with teacher in English.

MANAGEMENT

<p>Was the time spent properly?</p> <p>Whole time was spending in reading the text and completing the task. As per observation time was spend properly for reading the text.</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 main stages were reading and writing from the text book. Teacher ask students for read out the context and solve the word meaning as teacher instructed to the students. During the reading task teacher goes to the each students and heard what they are pronouncing. Then he give the task for writing word meaning. After this stage he heard the meaning from each students. And if there were mistakes he corrects them.</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?

Some students could not complete the task and at a point they ask the teacher for helping them because they were not ready for the task.

Strengths observed:

Students were very much respectful towards the teacher and follow the instructions in a proper manner. They were very much energetic for learning the English language for communicate.

Suggestions for improvement:

Teachers need to be well prepared for teaching and they should avoid the old Grammar translation method (GTM) for teaching English Language in the classroom and teachers should use technology in the class for implement better Language teaching.

Overall impression of teaching effectiveness:

It is hard for saying that overall impression of the class were effective or not because a short time was observed in the class and in this time from the findings, the teaching systems are not effective among the students. They should get better implements of English language teaching in the classroom.

Class Observation Checklist-2

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

School / College: Dairy Farm High School

Teacher’s Name: Raju Ahmed

Class: VIII Section: Padma No. of Students Present: 55

Course Title & Code: English 1st Paper Room No: 102

Peer/Observer: Abida Sultana Anny

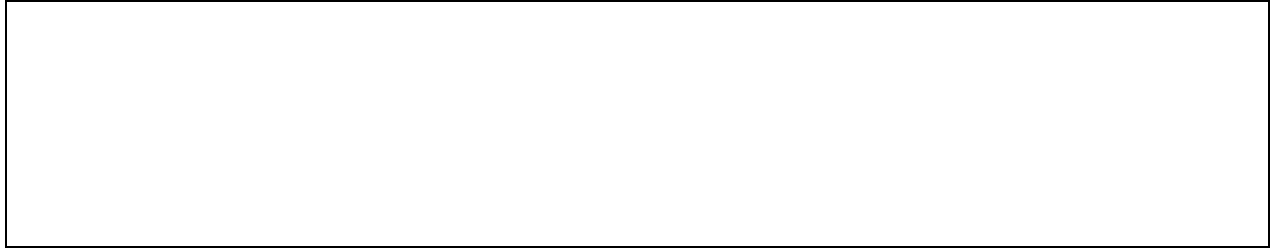
Date and Time: 27/02/19 (10:20-11:10) am

Objectives of the lesson (as perceived):

- i. Learn English Grammar (Transformation of Sentence)
- ii. Read and understand the grammar rules
- iii. Writing task

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

First, the teacher asked about previous class and then students were told to open English grammar book. The teacher wrote some rules and solved some exercise and students were told to complete some exercise. Besides, students were also told that new topic will be conducted in next class. So, in my point of view, although the teacher delivered his lecture in the class, still some gap were remained.



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’s way of delivering the lecture was not clear and understandable enough. Though his command was effective in the classroom, students did not completed their exercises in the classroom properly which can be they did not understand the topic clearly.
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)	Class had stared on time. Class teacher hadn’t made any lesson plan for the student. He maintained time properly. His class starting and finishing was so dull. He was not prepared himself for the classroom teaching.
3	RAPPOR (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)	Students did not hold much interest on their lesson that day. Teacher was somewhat partial to his students and couldn’t able to show interest and enthusiasm on the lesson. Both teacher and students were not ready on subject matter but there were manners and etiquette.
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 classroom was not technologically adapted. Teacher only delivered his lectured based on bookish knowledge. Class teacher did not use any method of teaching in the classroom. Students were not given any kinds of group works. Also, teacher did not use real life example in the class at the time of delivering the lecture.

5	<p>PRESENTATION</p> <p>(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>Classroom environment was calm and quite. Though teacher's eye contact was maintained, almost all the students did not understand their topic because of starting a new topic. So, there was no interest for learning among the students. Teacher's presentation was mostly good but he could not make the topic interesting.</p>
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MANAGEMENT

Was the time spent properly?

No the whole class time was not spend properly. Because the teacher were discussing on the irrelevant topics in the classroom.

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)

At first teacher asked his students about previous class topic and then started new topic (Transformation of Sentence). He delivered his lecture and wrote some important rules of this topic on the board. After understanding the topic the teacher solved some exercise and assigned some exercise to the students for solving it. A few students solved those exercise and others couldn't. Some of the students became noisy and some were gossiping with each other those who couldn't solve the exercises. Teacher only focused on those few students who completed the exercises.

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?

At the time of doing exercises, some students were gossiping and chatting with each other but teacher didn't focus on their task rather than focus on those who did their task.

Suggestions for improvement:

I would like to suggest that the topics that are delivered among the students should be arranged in such a way that students will understand the topic easily and they will do their task spontaneously. Therefore, proper teach method, real-life example should be used in the class for making the topic meaningful and understandable.

Overall impression of teaching effectiveness:

From my observation of this class, there were many lacking in this certain class. Firstly, teacher should take preparation before conducting the class. Teachers have to be biasness and should be more careful for each and every students. Outside matters should be avoided from the classroom. Some effective training method can be given among the teachers for adapting with present study method. Teacher's carelessness need to be avoided. Finally, teaching effectiveness should be focused and increased highly which will make the students more knowledgeable and effective for their future.

Class Observation Checklist-3

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

School / College: Savar Dairy Farm High School_____

Teacher’s Name: Abu Hanif_____

Class: _Ten_____ Section: _Science_____ No. of Students Present: 87_____

Course Title & Code: __English 1st paper_____ Room No: _105_____

Peer/Observer: _Abida Sultana Anny_____

Date and Time: _28 February 2019 (10:20-11:20) am_____

Objectives of the lesson (as perceived):

- i. Using white board for writing.
- ii. Solving rearrange from English 1st paper text book.
- iii. Asking questions to the students if faces any problem during writing the rearrange.

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

After starting the class teacher open the text book for starting the lesson and he use white board for giving students writing task on the basis of the lesson they have to write. Then the students were instructed for solving the rearrange. Teacher gave some time for read out the text and ask if they faces any problems for writing. Then the students started writing and they asked teacher while they were having trouble. At last they completed the task and submitted to the teacher.



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 was a little bit rude towards the students while the students were asking for the problems. And most of the students were not in knowledge seeking mind they were making things unusual. Teachers command was not effective towards them in the classroom. The interaction between them were not communicative.
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)	At first the thing was noticeable that is teacher were not punctual for timing. He came late in the classroom. Then the way he started the class that was not knowledge seeking for the observation. The teacher has no lesson plan for teaching the students, he came and as per his willing started the class. He did not use any clear instructions and did not use any method for lesson delivery. In the last he just casually ask some questions that is they have any problems or not and the students answered to him.
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)	As per observation the teacher was not partial to each students, he was focusing on some first columns students and talking with them regarding lesson. Asking questions about lesson students did not get proper feedback on that. Students was not attentive during class they were busy with talking each other not listening to teachers because their interaction was not good. Teacher and students were not ready for the class ass per observation. Student's participation was not good for learning from the class.
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)	Teacher were just following the academic syllabus for teaching they did not use any specific methods in the classroom. They were gossiping with each other, students have no interest in the classroom for learning. in the classroom there was no technology which is being used. There were no balanced in the class because both teacher and students distracting from the main issue they frequently talk in irrelevant topics.
5	PRESENTATION (establishes classroom environment)	The classroom environment were not appropriate because students are not focusing in the lessons. Their eye contract are not good for learning Language. The classroom was

<p>conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>big that's why the sound of the teacher were not clear for giving focus. Back sited students cannot connect with teachers.</p>
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MANAGEMENT

Was the time spent properly?

Time was not spend properly. Because some students were confused for completing the task and for this reason they were making excuse to finish the class as possible.

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)

In the classroom use two stages in the classroom one is reading the text book and then solving the rearrange. At first teacher ask the students for open the book and read for understanding then he instructed for solve the rearrange. If any students faces problem during solving the task then they ask help to the teacher and the teacher help them to figure it out.

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?

Some were not understanding the text for solving the rearrange they faced some confusion then they asked help and the teacher came to solve the confusion about the lesson.

Strengths observed:

The teacher had some positive vibes he helps the students to understand the lesson and told them to ask any questions if they faces any problems. Students were also asking that they have to know for learning the lesson as the lesson was new to them.

Suggestions for improvement:

Teacher student's relationship should be improves the interaction between them for learning. Teacher should use real life examples for teaching the English Language for communications. They need to follow the methods by which students gets the better opportunity for learning English language as communication in real life. Irrelevant topics should be avoid from the classroom which is not connected with the lesson. One basic thing should be implement that is teachers need to be trained for teaching English Language as communications in the classroom.

Overall impression of teaching effectiveness:

Teacher tried to teach the lesson among the students but he has not used any method which will be effective for better learning. Teacher should be more careful for about the social and personal matter that is should not discuss through the classroom. Teaching were not effective in the classroom because some of the students are not able to relate the lesson.

THE END