

**An Internship Report**  
**On**  
**The Present Scenario of English Language Teaching in Bangladeshi School**

Prepared by

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

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## **Declaration**

I hereby declare that, this internship project has been done under the supervision of **Md. Rafiz Uddin**, Lecturer, Department of English, Daffodil International University. I also declare that neither this project paper nor any part of this has been submitted elsewhere for award of any degree or diploma.

.....

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## **Certificate**

This is to certify that, **Sanjida Binta Sarwar**, bearing ID number **161-10-132** is a student of English Department of Daffodil International University, Ashulia campus. 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.

Sanjida Binta Sarwar possesses a very good moral character and pleasing personality. I wish her every success in her future life.

.....

**Supervised by,**

Md. Rafiz Uddin

Lecturer

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## **ACKNOWLEDGEMENT**

I am grateful to **Md. Rafiz Uddin**, my supervisor for his tremendous support and guidance to bring this project into reality. I learned a lot from his supervision on how to structure the project, organize and document it properly. I am inspired by his patience, dedication and in-depth experience

## **Abstract**

English Language is the only second language, taught in Bangladesh. Being an official language, it is very important to learn how to use it properly in both social and administrative setting. In order to teach the language properly lots of effort have already been given to design the course curriculum at higher secondary level. This project is an investigation on the current scenarios of teaching conditions in Bangladeshi schools. We try to observe closely the teaching methodology and the learning procedures. The project aims at how different challenges of teaching English is tackled, how the teachers design and conduct course materials and what is the outcome of the students. We have found that the teaching quality is not well distributed among all the schools even in the same locality. The rank of the school, the qualification, experience of the teachers shape the learning rate of the students. Some of the teachers are not aware of modern teaching methods, group activities in the classroom and use of technology. We try to pin point the short comings and propose a wide range of suggestions to improve the current scenario based on our hands on experience by observing the classes closely.

## **Table of Contents**

<b>Contents</b>	<b>Page No.</b>
Declaration by the Student	ii
Certificate	iii
Acknowledgments	iv
Abstract	v
Table of Contents	vi
Chapter – I: Introduction	1
Chapter – II: Objectives	3
Chapter – III: Methodology	5
Chapter – IV: Institution Details	8
Chapter – V: Class Observation Report	10
Chapter – VI: Teaching Experience	14
Chapter – VII: Overall Findings	17
Chapter – VIII: Recommendations	21
Chapter – IX: Conclusion	23
Appendices	
Appendix 1: Class Observation Check List	25
Appendix 2: Certificate of Internship	35
Appendix 3: Photographs	37

## **Chapter-I**

## **Introduction**

English has become an indispensable part of our day to day life. Despite its being a second language, we use it for education, finance and administrative purposes. The existing teaching system encourages us to memorize. The scope of learning is limited to merely passing exams, getting a job or writing some official letters. The teachers focus more on grammatical rules rather than real life communication and their teaching skills are also questionable. On the other hand, the students are also scared and distracted about what to learn exactly. As a result, we are far from the native speakers in terms of interaction. In my observation I found that, of the popular method of teaching, Grammar Translation Method (GTM) is most prominent across the school college of Bangladesh. Some other popular method like Total Physical Response (TRP), Communicative Language Teaching (CLT) and Silent Method should also be considered with equal importance. In order to succeed in the process of teaching the teacher should incorporate creativity and communication.



## **Chapter-II**

## **Objectives**

The principal objective of this project is to observe the present scenario of English language teaching in Bangladeshi schools or colleges, methods used for teaching and comprehensiveness of the students. The objective could be summarized as follows;

1. To observe teaching methodology and techniques in the class room.
2. To assess the effectiveness of different learning techniques.
3. To understand the capabilities of students overall learning procedure.
4. To find issues, gaps, and interest of the students.
5. To understand, how does real life classroom resource can help the students learn their lessons
6. To identify lack of skill/guidance of the teachers, disinterests of the students and reason behind the miscommunication between them.
7. To observe the classes from both the perspective of the teacher and student.
8. To know the way of introducing real life examples by using ELT methods
9. To collect feedback from students on the overall learning process
10. To recommend the best methodology for teaching

## **Chapter-III**

## **Methodology**

### **3.1 Selecting an Institution**

Dhamrai Hardinge Government School and College, a prominent college in the locality, was selected for internship. A recommendation letter signed by the supervisor was provided from the department of English, Daffodil International University was submitted to the Principal of the college. Upon acceptance, the intern was introduced to an assigned teacher to carry on the rest of the procedures

### **3.2 Selecting Classes**

Discussion was held between The Principal and the assigned teacher about class schedule and lesson plan. Total three classes along with their schedules, lesson plans, teaching methods, techniques were observed very closely. Two of them, from class X and IX of science group and another class X from commerce group. The first two classes were for boys section and the subject was English second paper. The third class was in girls' section on English first paper. All the classrooms were equipped with white boards and projectors.

### **3.3 Selecting a Facilitator**

The assigned teacher, Mr. Fuad Hossain is the facilitator this project. He is the head of the English department and very popular teacher among the students. He has been working in the school quite a long time. He was able to help me completing the internship in many aspects and was able to deliver all sorts of information whenever needed. He introduced me to the student in the most effective way, which gave me good initial expressions and create a good rapport between the students. He was also present in all the classes and gathered good amount of feedback from the students. He also created the facility to interview both the teachers and the students.

### **3.4 Classroom Observation**

For class room observation the date and time was provided by the corresponding subject teachers. Total three classes were observed at Hardinge Govt. School and College. The schedules of the classes are first class on 10 March, Sunday of boys Class X of science group and second class was of girls class X of commerce group and third class of boys of class IX of science group on 11 March Monday, 2019. In a regular class the teacher followed up the summary of previous class lecture, checked the homework and then started new lecture. During the class they tried to make the class interesting as much as possible. They tried to engage the students with the class topics, gave many real life examples. They were able to engage the students with the class topic. They replied to the question asked by the students. The class length was 45 mins. Within this time each of the teachers had to manage all the activities like, taking attendance, summarizing previous topic, checking homework, introducing and summarizing the new topics and assign new homework for the next class. While they conducted the classes I also used the checklist for proper observation. For observation I used the checklist. The environment of the classroom was very friendly. The classroom was well equipped, there was projector and multimedia system. 28 students were present in the classroom. The rooms were well ventilated and there were enough chair tables, fans and lights for the students. Projector and sound system were also available. Teacher followed text based teaching method for their class. Teachers had their own teaching styles.

### **3.5 Interviewing Particular Course Teacher**

Only the teachers of English department were interviewed. They are the most senior teachers in the school. They were asked about how they make their lesson plans for students and how do they manage them during the class time. What are the steps taken for weak students, how do they use to motivate them and how do they reward brilliant students, how do they appreciate good performances in the class. Do they like their teaching profession or not. I also asked about their salary and work environment although this question made some of the teachers uncomfortable. During the interview, I skipped the elaborate questions because they were beyond the scope of this project.

## **Chapter-IV**

### **Institution Details:**

The internship was done at the **Dhamrai Hardinge Govt. High School and College** [1]. It is located at Dhamrai Upazila, Dhamrai, Dhaka. Founded by Charles Hardinge, first Baron Hardinge of Penshurst, Former Governor-General of India, it was established in 1914. The school provides opportunities for both boys and girls but they are taught separately into different shifts as morning and evening. This is a prominent school in the locality with a track record of good results. The teachers are also experienced. There are sixty six teachers. The medium of instruction is Bangla. They have also cricket, football, badminton teams. They also provide good amount of extra-curricular activities such as dance, drama, celebrating national days.

Some Information:

No. of Students: 1607

No. of teachers: 66

No. of senior teacher: 46

No. of new teacher: 20

No. of Group: 3 (Arts, Commerce, Science)

[1] Dhamrai Hardinge High School and College. In *Wikipedia*. Retrieved April 26, 2019, from [https://en.wikipedia.org/wiki/Dhamrai\\_Hardinge\\_High\\_School\\_and\\_College](https://en.wikipedia.org/wiki/Dhamrai_Hardinge_High_School_and_College).

## **Chapter-V**



## **Class Observation Report**

The 3 classes were observed with the provided checklists. They are documented as follows. Most of the teachers followed both text-based and multimedia-based approach during their class lectures. The rate of attendance was quite satisfactory. The students participated in the class with lots of enthusiasm.

### **5.1 Class Observation - 1**

On 10 March, Sunday, 2019, the first class was observed. It was an English Second Paper class taken by Mr. Fuad Hossain. The class started from 10:00 am and ended at 10:45 am. 28 students were present in the class. The teacher came to the class well prepared and started his class on time. He had a lesson plan for the class which was prepared earlier. He used slides on the projector to conduct the class. The class topic was ' **International Mother's Day** '. The slide contained multiple choice questions and a video. He started his class with real life examples. It helped the students to be attentive. The video showed in the class contained a lot of information. After playing the video the teacher took oral test in the class. Students got the chance to discuss with each other. The teacher spoke in English to communicate with the students. There was a good amount of eye contact between the teacher and the students. The teacher was somewhat successful in engaging the students. The video was played twice, so that students could understand well. The teacher had taken 20 minutes for all these activities. Then he asked to write a short note about the topic with appropriate sentences, tenses, and prepositions. The teacher tried to develop their listening and writing skills and focus on all students' activities. In the slide there were multiple choices and fill in the gaps for oral test. The students had to fill the gaps with right form of verbs. They really liked those exercises. When they faced any problems, they felt free to ask. The teacher replied almost immediately.

He also checked the home work and summarized the previous topic. He managed the class time properly, tried to give feed back to the students. They didn't get the chance to feel bored. They got the chance to give new idea and information. Classroom environment was friendly. There were interests for learning something new. Students were attentive and tried to cooperate with teacher. At the end of the class he gave homework for the next class and took the attendance of the students. For using the projector students were getting more attentive in the class. The classroom was technology based. His behavior was very well and knowledge seeking. His presentation was good.

## **5.2 Class Observation-2**

The second class was observed on 11 March, Monday, 2019. The class was with the senior teacher, named Shirin Akter. It started at 2.00 pm and finished at 2.45 pm. Twenty five students were present in the class room. All students were girls.. She started her class with a sudden quiz test for which the students were not aware of. She took 10 minutes for the test. The topic of the class was voice change. She used white board , wrote 10 questions and students took on their answer sheet and tried to fill the exercises individually. After the test, she asked to check the answer paper by exchanging their scripts with each other. During this time, students got the chance to discuss the questions and they could ask questions to the teacher. She did not use projector or any other materials for her class. She only gave some hand notes ,which provided some rules about voice change. Her voice was loud and clear. She did not give any real life examples. However, her presentation was good. She helped them to solve the exercises and when students faced some problems to understand she assisted them to rewrite. Then she talked about some rules of voice change and asked to write these rules on the board. Students came in front of the class and wrote one of the rules on the board. Then she played a games in the class. She created two groups for group work. Students from two groups enjoyed the games. Each group got the chance to ask two questions. At the end of the class ,she gave some exercises for home work. She took extra ten minutes for the class. However, students enjoyed the whole class time. The teaching method was interesting and she made them attentive . The class was not boring. She helped them to learn new rules by group activities. Students made noise but she managed them very well. Her behavior was good and she was very helpful for the students. Her teaching style was different and unique. She did not motivate students to memorize the grammatical rules. She helped them to understand the rules by practicing. Her command was effective in the class room.

### 5.3 Class Observation-3

The third observed class was English second paper took place on 11 March, Monday, 2019. The class taken by Shamima Akter started on 11.00 and ended at 11.45. Total 24 students were present in the class, all were boys. The topic of the class was 'Right from of verbs'. The environment of the class was good. The class was well decorated, but the projector was not available in the classroom. Teacher used white board for writing. The class was taken by the senior teacher named Shamima Akter. She was well prepared for the class and had a lesson plan. She started her class with the previous topic, summarized the topic and then asked students about the previous lesson. She checked their home work, some students did not get their homework, she noticed that and wrote complain on their diary. She asked them to redo in the next class. Then she asked them to write some sentences on their scripts and told them to write the answer properly. Students did not get that. They made noise and talked to each others. The questions were not clear to them. They did not have not enough idea about those rules. Teacher asked them to read out the rules and then answered them. However students didn't get her. So she tried to make it easy and clear. She wrote these rules on blackboard and tried to teach them properly. Students also tried to learn the new grammatical rules. At the end of the class she gave some homework for the next class and had taken the attendance. There were communication gap between the teacher and the students. Students didn't ask questions to the teacher. But she tried to complete her task and gave her best. There was no group activities and discussion. She was impartial and made a interaction among them. During the class time she did not give enough real life examples. If she could use more examples the students could understand better.

## **Chapter -VI**

## **Teaching Experience**

Two classes were given to teach. One from boys school, science group and another from girls, commerce group. They are documented as follows:

### **Class 1:**

On 13 March 2019, The class was taken in the presence of the class teacher. He kept me under his observation. The first class started at 10:00 am and finished at 10:45 am. There were 27 students in the classroom. A projector was available in the class, they also provided text books and there were marker, white board and audio system. The aim of the class was to teach students about how to learn by the group activities and group discussions. The teacher helped while doing the activities and to introduce with students at the beginning of the class. Students were asked to do group discussions about a short paragraph. Then they were asked to practice a group dialogue in front of the class. Class captain helped organizing the event. Four students participated in the group dialogue about best friend. It helped them to improve their communication skills. The dialogue would help them to proper use of grammar, tense, vocabulary in sentence. The topic was interesting so they really enjoyed the participation. Most of the students were attentive in the class. Students got some time of their own to practice. The intern was also very cooperative, when students felt shy or faced any problems, she helped to continue. There were group activities and students were engaged with the intern. The students gave good enough feedback. They gave their full support to make it happen. There were real life examples and students participation was noticeable. Communicative teaching method was applied to teaching. Students were asked some questions based on the dialogue. The intern was focussed to engage all the students during the class time. The environment of the class was very friendly. After the dialogue presentation, the intern discussed the topic 'how to write a short paragraph, with proper introduction, abstract and conclusion also discussed about how to use the tense and prepositions in paragraph. Main theme is important here. The class objective was clear. The students learned by group activities and they enjoyed it. I was well prepared for taking a class. I had a lesson plan, tried to follow the plan in class time and made a hand note for them about how to use tense in a short paragraph.

## **Class 2:**

The class was taken on 13 March 2019. The class was in girls' section in the group of commerce. It was English first paper class. The class started in 2.00pm and finished in 2.45pm. Twenty-nine students were present in the class. The class topic was reading text and found the unknown words. Three passages were taken from their text book. The passage titles are "Good Citizens", "Media and E-communication" and asked them to find the unknown words from these passages. This was a brain storming task. Students started to find new words from the passage and got ready for a group activity. The intern asked to create two groups of the students. Each group was asked to find ten unknown words. There were chocolates as reward for the winner group. They enjoyed the class and within ten minutes they were felt free with the intern and fully participated in the class. They also found informative sentences from the passages. After that they were asked to write a short note about those passages a short paragraph within five lines. In this time, the intern gave them some idea about how to write short note about a passage, how to summarize a passage, in proper way. After that three students asked to read out what they were written in their paper. The class time was short so the intern could not listen to all of them, however students helped her to complete the tasks. At the end of the class, the intern tried to give some motivational speech for doing notes before the examination. She asked them to be focused on their study. Warm up, brainstorming and good presentation can make the teaching effective. In the class, there were group discussions and group activities. Eye contact also helped them to carry on proper communication. The intern tried her best to make the class interesting and funny so that students could be more attentive and motivated.

## **Chapter -VII**

## **Overall Findings**

From Hardinge Government School and College total three classes were observed and two classes were conducted. As a result of the observation several findings were found. Students were not interested in using English in the class. Teachers also did not use proper English with the students. Most of the time they did not use Bangla for conversation. Students had lackings on proper manner of the class. Some of them made noise and talked with each other even at the presence of the class teacher. Classes were interesting but their English was not fluent. Students were not interested to speak in English. Teachers tried to motivate them, but there was communication gap between teachers and students. Junior teachers had lack of experience and senior aged teachers had lack of interest to use technology. Junior and new teachers have to be trained well, but they were interested in using technology, and have good rapport with the students. They used projectors and sound systems for teaching, They had their teaching materials. There are some specific findings summarized into points, which are as follows:

1. Environment of the classes were good, but the size of the class was small.
2. Most of the teachers were senior and aged, they were not interested to use technology.
3. There were not enough group activities.
4. Students said that they do not have ELT lab or English club for practice.
5. Teachers were not trained enough for doing creative activities in class.
6. Their communication skill was not good enough.
7. Students faced problems when teachers gave lecture in English.
8. Available multimedia was good enough.
9. The Sound system was problematic.
10. In the computer lab ,most of the computer were not workable.
11. Teachers tried to finish lecture on time.



12. Since they were in observation, so they tried to represent their best.
13. Students said that , teachers didn't give that much effort in daily class.
14. Extra coaching class is available for weak students.
15. Teachers were focused on their syllabus only , didn't want to do any extra creative activities.
16. Relation between teachers and students were friendly.
17. Teachers followed their lesson plans.
18. Used real life examples in class time.
19. Students were supportive.

## **Teaching Experience Findings**

### **7.1 Lesson Preparation**

The intern was well prepared for the class with the help of the class teacher. Teacher guided her and gave her a lesson plan for the class . The intern was not enough experienced,so she tried to follow the instructions of the assigned teacher. He helped her to make the task easy. The intern had many plans for making the class room interesting. She tried to engage the students and encouraged them to learn something new by doing group activities and fun. So that students could enjoy the class and learn easily. The intern motivated them to speak English in the class, tried to teach them with joy and enthusiasm.

### **7.2 Lesson Delivery**

The intern tried to give clear instructions and explanations for the class. She told the lesson topic before starting her class, and gave some hand notes for the topic. She was well prepared

for teaching the class properly. After taken the class, followed by the lesson plan, the intern gave some motivational speech to motivate the students and focus them on learning. They were also inspired to practice English at home with friends and family.

### **7.3 Use of Language**

For instructing students English language was suitable and effective. Students tried to understand the instructions. Students got some problems to understand because of the less experiences, however the voice was loud and clear. The intern tried her best and students supporter her. She gave real life examples and used technology in the class room.

## **Chapter -VIII**

## **Recommendations**

Through the observations, Hardinge government school and college should improve some lackings, which is very crucial for the institution. First of all, they should develop their ELT lab and initiate English Language Club. They need to make good communication with the students. Give them chance to talk and discuss with others. Overall the environment was good. However, for the junior teachers training is the most important and the senior aged teachers should be inspired to use technology and motivate to do creative activities in the class. They should give extra time for the weak students and the brilliant students should be given some reward. There should be projector in every class. Some specific recommendations are given below:

1. Class subject matter should
2. Improve the relationship between teachers and students.
3. Lack of communication should be remove.
4. Use projector in every classes.
5. Try to use audio-visual , picture and video for making the lesson interesting.
6. Use new teaching materials for making the lesson interesting.
7. Motivate students to speak English in the class room.
8. Motivate students to use technology.
9. Teachers should give extra time for the weaker students .
10. Make them feel free to ask any questions, when they face any problems.
11. Teachers should arrange group activities for teaching.
12. Students should have a good communication with their teachers and should try to speak English in the class.

## **Chapter -IX**

## **Conclusion**

To sum up, the process of teaching and learning English as second language is very challenging. The modern teaching methodology plays a great role to make the hard task easy. However, the institution and the teachers must adopt the new techniques and new technologies. Grasping foreign language may not be interesting for the students. So, more efforts are needed to make the course content interesting. Interactive and multimedia-based classes will surely help a lot. The lab facilities, books, notes, group activities, class comprehensiveness all together will ensure quality education.

Hardinge School and College is doing a great job teaching and overall learning process. However, there are still rooms to improve. Although all the problems are not specific to this institution only, some of them are very general across whole Bangladesh along the Higher Secondary Level. At the initial step, they should train the existing teachers, recruit young motivating teachers, adopt new technology and new teaching methodology.

# **Appendix 1**

## **Class Observation Check List**

## Checklist - I

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

School / College: Hardinge Govt High School and College  
 Teacher's Name: Fuad Hossain  
 Class: 10 Section: A No. of Students Present: 28  
 Course Title & Code: English second paper Room No: \_\_\_\_\_  
 Peer/Observer: Sanjida Binta Sarwar  
 Date and Time: 10 March 2019

**Objectives of the lesson (as perceived):**

- Writing task (asking for writing a paragraph and find tense. (reading task))
- voice change
- Right form of verbs

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

At first, teachers were asking to the students, what was the lesson in previous class, and then told them to open the book and then, he showed them a video on the projector. It helped them to understand properly. Take a oral quiz from the task.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter;	<p>Teacher's behaviour was good enough and knowledge seeking. He was friendly. His command was effective in the class.</p> <p style="color: red; text-align: center;"><del>Not that</del>  <b>Talk about teacher's knowledge</b></p> <p>He has a good knowledge about the related matter.</p>



**Was the time spent properly?**

Yes, the time was spent properly and teachers and students talk and discuss about the class topics - and the right topic. Students enjoy the class.

**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)**

Teacher started his topic 'International Mother's Day.' He showed a video and an audio for listening, and then showed some questions and ask the students, that's like an oral test, and he showed and played the audio for twice, so that students can understand well. Then ask some questions and they respond with the teacher. Teacher takes 10-15 mins for that. Then he ask to write a short note about Mother's Day in proper tense and student sentence. Main stage were, reading out and asking for writing and also listening it properly. Try to develop their listening and reading, writing.

**CRITICAL EVENT (If took place)**

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

When teacher played the audio, the sound system had a problem and teacher tried to solve the problem. and the audio was in low voice. So they faced the problem for a little time, but teacher helps them to understand, and showed a summary, writing summary.

**Strengths observed:****Suggestions for improvement:**

1. Develop the audio system.
2. Spoken English could be improved.



	demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Students were attentive and try to participate with teachers. They enjoy their lessons.
2	<b>ORGANIZATION</b> (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 in time, starts his class with some friendly conversation. He had a lesson plan. Make a video for the students and use projection to take the class. He finished his class properly and the teacher was prepared for the class. He summarized the topic at the end and asked the students 'that, in your opinion, understood or not?'
3	<b>RAPPORT</b> (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)	I think, Teacher was impartial, he was respectful for the students. Try to engage all the students by asking them question. Teacher students interaction was good and they were attentive in the class. Teacher was ready for the class. He had good manner and etiquette.
4	<b>TEACHING METHODS</b> (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 check the homework, he gave it yesterday. Teachers use real life examples and use technology for teaching. Give some time to the students for discuss some question. Teacher take a little quiz in the class. oral test. He use projection and use video for them. Teacher asked question and students responds with the teacher. He takes idea from the students. His focus was state. use CLT methods.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Classroom environment was friendly. Yes, there was eye contact. Teacher use English for the conversation. Students also try to speak in English. Teachers presentation was good in the class. There was interest for learning some things. He ended the class properly and give them homework.

He could make a good environment in the class.

## MANAGEMENT

There was not a group work but students discuss themselves and teacher gives homework for the next class.



## Checklist - II

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

School / College: Handinge Govt High school and college

Teacher's Name: Shahina Mannan

Class: 9 Section: C No. of Students Present: 27

Course Title & Code: English second Room No: \_\_\_\_\_

Peer/Observer: Sanjida Binta Samrat

Date and Time: 12 March 2019

Objectives of the lesson (as perceived):

- i.
- ii. voice change
- iii.

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

Take a quiz, and check the Exam paper in class. Teach some voice change rules from the text book and then ask them to write some answer and then, give try to solve the voice change and give them some home work from book.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter;	Teacher's command was effective. Her behaviour was good. she was friendly.



	demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher try to engage with students. students also like the teacher. They enjoy the class.
2	<b>ORGANIZATION</b> (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 starts his class with a quiz exam. She takes a quiz and then give the results in class. She takes her class properly. She also gave them task and gave them homework. She summarized the topic.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Teacher was impartial. She was respectful for all the students. Try to engage all the students by asking them question. Their interaction was good. They were attentive in the class.
4	<b>TEACHING METHODS</b> (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 check the homework and gave it yesterday. Teacher use real life examples. and use technology for teaching. Teacher give them a group work. They enjoy the group work. Teacher use some rules. Voice change.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Class environment was good. There was eye contact. Teacher use English for the communication. Her presentation was good. He ended the class with

#### MANAGEMENT

Summary.



Was the time spent properly? The time was spent properly. Students connect with teacher, students enjoy the class.

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)

Teacher started her class, with a quiz and she gave them results in class. Then teacher teaches them some rules of voice change and then gave them some sentences and told them to solve it. It takes 15-20 minutes. Then she asks to write the home work for the next class. Try to teach them voice change.

**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?

Students try to solve the voice change, but they discuss with others, the rules were not

Strengths observed:

clear for them.

Suggestions for improvement:

1. Use technology like projection
2. use black board.
3. explain the rules in details.
4. use some interesting tools for teaching.



## Checklist - III

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

School / College: Handinge Govt High School and college

Teacher's Name: Shirin mam Akter

Class: 10 Section: B No. of Students Present: 25

Course Title & Code: English second paper Room No: \_\_\_\_\_

Peer/Observer: \_\_\_\_\_

Date and Time: 12 March 2019

Objectives of the lesson (as perceived):

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. Right forms of verbs

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

Teacher ask them, to read out the rules of Right forms of verbs and then write it on their paper and then, ask them to write the proper answer, students don't understand anything and they make some noise in the class. Teacher was careless about them.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter;	Teacher was not friendly. His behaviour was not knowledge seeking. He was rude. His command was less effective in the classroom. Students were not in the learning



	demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	for learning the lesson. They don't respond their topic.
2	<b>ORGANIZATION</b> (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)	she haven't made any lesson plan for the students. she didn't maintain time properly and also her learning style was not good. Her starting and finishing style or method was bad. she was not prepared herself for the classroom teaching. He didn't summarized on discussed the topic.
3	<b>RAPPORT</b> (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)	I think teacher was partial but she couldn't make interaction among them and overall her behaviour was not respectful in a way. Teacher and students both were inactive in the classroom. maybe they were not ready for class. Teacher students interaction was very poor.
4	<b>TEACHING METHODS</b> (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)	There was no technology in the classroom. Teachers only follow the syllabus for methods, there was so many students teachers didn't use any method of teaching. classroom environment and teachers behaviour was not appropriate for students.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Classroom environment was much noisy. no eye contact, there was no interest for learning. English among the students and more the teachers presentation of class was very poor. He couldn't make

Successful teaching environment through the students.

MANAGEMENT



Was the time spent properly?

Time was not spent properly. They were talking irrelevant topics in the classroom. The topic on matter was not connected with lesson.

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 started one topic of the lesson and then that he asked students for writing the rules of right from of verbs, and takes 5-10 mins and then she ask to write answer from the text book. After that students become noisy and started talking with teacher with other topics. something irrelevant. Main stages were reading out and asking for writing.

**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?

Teacher gave some writing to the students and at a point they stopped writing and asking for help because they

**Strengths observed:**

haven't read the lesson yet before.

**Suggestions for improvement:**

1. Group work
2. Discuss in detail
3. topic should be related with class subject matter.



## **Appendix 2**

### **Certificate of Internship**

আমাদের বিদ্যাপীঠ

# ধামরাই হার্ডিঞ্জ সরকারি উচ্চ বিদ্যালয় ও কলেজ

আমাদের অহংকার



স্থাপিত-১৯১৪(মঞ্জুরীকৃত)

সম্পাদক/ভারপ্রাপ্ত প্রধান শিক্ষক ও প্রতিষ্ঠান প্রধান

এর পক্ষ হইতে

পোঃ-ধামরাই, উপজেলা-ধামরাই, জেলা-ঢাকা  
বাংলাদেশ।

EIIN-107919

বিদ্যালয় কোড-১৬০৭

কলেজ কোড-১৯৭৪

ভোকেশনাল কোড-৫০০৩২

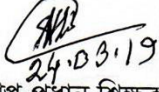
স্মারক নং - ধাম/০৭/১৯/২৪১৮

তারিখ- ২৪/০৩/১৯

## To Whom It May Concern

This is to certify that, Sanjida Binta Sarwar is a student of English Department at Daffodil International University. I am pleased to inform that, for her project work she has observed three different classes and taken two different classes in presence of course teachers. The teachers were gratified of her endeavor. She managed to gather positive feedback from the students as well.

Sanjida Binta Sarwar is hard working and bears good moral character. I wish her every success in life.

  
24.03.19  
ভারপ্রাপ্ত প্রধান শিক্ষক  
মোঃ ইয়াকুব আলী  
ভারপ্রাপ্ত প্রধান শিক্ষক  
ও

প্রতিষ্ঠান প্রধান  
ধামরাই হার্ডিঞ্জ সরকারি উচ্চ বিদ্যালয় ও কলেজ  
ধামরাই, ঢাকা।

## **Appendix 3**

### **Photographs**

**Figure-1: Observing class-1**



**Figure-2: Observing class-1**



**Figure-3: Observing class-2**



**Figure-4: Observing class-2**





**Figure-5: Observing class-3**



**Figure-6: Teaching class - I**



**Figure-7: Teaching class I**



**Figure-8: Teaching class II**



**Figure-9: Teachers interview**





**The End**

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