



**Daffodil**  
*International*  
**University**

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

**Submitted By:**

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

**Supervised By:**

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Dhaka, Bangladesh

**Date of Submission: 01/12/2019**



## **Declaration**

I, Nusrat Sultana, a student of Department of English of Daffodil International University, hereby declare that the internship report I have submitted to the Department of English entitled as "The Present Scenario of English Language Teaching in Bangladeshi school is uniquely an authentic work done by me as a part of the course " Project Paper", course code: Eng334. The statement provided in the report can hardly be found in other project papers submitted to the institution.

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ID: 162-10-1390

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## **Certificate of Approval**

It is to certify that the internship report entitled as “The Present Scenario of English Language Teaching in Bangladeshi School” is an authentic work done by Nusrat Sultana, ID: 162-10-1390 as part of the course Project Paper, course code: Eng334 and also as a requirement of completing the program B.A(Hons) in English. The internship report is submitted to the Department of English, Daffodil International University under my supervision.

A handwritten signature in black ink, appearing to read "Md. Ariful Islam Laskar", is written over a horizontal blue line.

Md.Ariful Islam Laskar

Assistant Professor

Department of English

Daffodil International University

## **Acknowledgement**

I am delighted to express my gratitude towards the Department of English, especially my supervisor Mr. Md. Ariful Islam Laskar for providing me with the precious guidelines to conduct the research work, "The Present Scenario of English Language Teaching in Bangladeshi School". From the internship program, I have learned how to teach the students effectively in a classroom environment. I am also thankful to Narayan Chandra Das, the Headmaster of Bengali Medium High School for giving me permission to observe and conduct six classes in his school. Besides, I would like to thank Ms. Arifa Islam, Ms. Nayeema Jahan and Md. Safat Shahriar, the teachers of Bengali Medium High School for helping me with lesson plans and some valuable suggestions to conduct the classes. Moreover, the staffs and other faculties are quite friendly and cordial towards me during my internship. I wish a successful progress of the school.

## **Abstract**

The report, entitled as, “The Present Scenario of English Language Teaching in Bangladeshi School,” demonstrates the poor picture of English language teaching in Bangladeshi school . The aim of my research is to implement my observation that I have gathered in the classes I have observed and conducted in order to find out the present scenario of English Language Teaching in high school level. The report is based on the classes that I have experienced in class 9 (in both morning and day shift) and class 7 in Bengali Medium High School. The report investigates the technique and methodology of teaching English adopted by the English teachers of the school. The purpose of the report is to find out the positive sides, lacking and some probable solutions regarding the problems of English language teaching in the school based on my internship experience.

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## **Chapter-1: Introduction**

I am Nusrat Sultana, a student of Department of English at Daffodil International University. As a requirement of completing my graduation, I have done my internship in Bengali Medium High School where I have observed and conducted six classes in total. Besides, it is also a part of the course *Project Paper* (Course Code: Eng-334).

English has become a very important language for communication in the present world. Bangladesh is still a developing country and we need to have a good communication with other developed countries for maintaining political, economic, trade etc. relationships where in most of the cases, English can hardly be avoided. Besides we need English in our official activities also. This is why our country should give emphasis on learning English. But the way in which students are adopting this foreign language, especially in school level is really poor. Majority of the students learn some selected and specific topics in a hope to get an A+ in the exam. As a result, their basic knowledge of English is does not improve that much. Teachers are also very traditional in teaching English where the students do not get much interest to learn. According to the advice of my supervisor, I visited a school and tried to find out the lackings as well as some possible solutions of those problems in the report.

## **Chapter-2: Objectives**

1. To get an overall scenario of the school
2. To get a practical experience of teaching in a classroom
3. To observe directly the teaching of the English Teachers.
4. To observe the classroom environment
5. To observe the attitude of students towards the teacher while learning in the class.
6. To observe the materials they follow while teaching.
7. To learn how to prepare learning materials or lesson plan
8. To conduct classes in order to observe the response of the students
9. To observe the use of English for communication in the classroom
10. To find out the limitations of the methodology that are applied to teach English in the classroom
11. To find out some possible solutions regarding the topics.



### **Chapter-3: Methodology**

After getting the instructions about project paper, I started looking for a suitable school for me where I can observe 3 classes and also conduct 3 classes. But in many schools there were SSC and JSC test examination going on, so it became a bit difficult for me to find out a school. Finally, I was able to get the school, Bengali Medium High School where I got my expected schedule. At first, I approached the Headmaster of the school Narayan Chandra Das with the recommendation letter of internship. He welcomed me cordially and appreciated our project work and confirmed me the schedule of classes.

At the beginning of my internship, I observed three English classes of class 7 and 9 (in both Morning and Day shift) with three different teachers. I went to the classrooms with the teachers. Sitting at the back, I observed the classes including classroom environment, teaching technique, students response etc. Later on, I also discussed with the teachers about lesson plan for conducting next three classes.

Thereafter, I conducted three classes in which my topics were on transformation of sentence, reading seen comprehension and application writing etc.

After the completion of six classes in total, I received a testimonial from the school. It was indeed a great experience for me.

### Chapter–4: Introduction Details

|                         |   |
|-------------------------|---|
| Name                    | Bengali High School   |
| Location                | 1/2, Nurjahan Road, Mohammadpur, Dhaka-1207   |
| EIIN no                 | 108228  |
| Email                   | Bengali.medium@yahoo.com  |
| Phone number            | 48110351  |
| Founded                 | 1963  |
| Institute level         | Secondary   |
| School code             | 1185  |
| Co-education            | Combine   |
| Area                    | Two buildings, One is under construction  |
| Building Ownership      | Non-government funding  |
| Number of Students      | 723   |
| Number of Teachers      | 28  |
| Teacher's Qualification | BA (Honors and Masters from particular fields)  |
| Dress Code              | White and Ash dress   |
| Other factors           | 1) Playground: No<br>2) Library: Yes<br>3) Canteen: No<br>4) Transportation: No<br>5) Tiffin Provided: No<br>6) Multimedia Facilities: No<br>7) computer Lab: Yes |
| Shift                   | Morning and Day   |
| disciplines             | Science, Business studies and Humanities  |
| Board                   | Dhaka Education Board   |

## Chapter-5: Class Observation

### 5.1: Class Observation 1

After fixing my schedule, I started to observe my first class on 21<sup>st</sup> October. It was an English First Paper class of class 9 in Morning shift. The course is taken by Ms. Arifa Islam, an English teacher of Bengali Medium High School. The class started at 7:30 and ended at 8:15am. The duration of the class was 45 minutes. I entered into the classroom with the course teacher. After taking the attendance, she introduced me to the students as a guest teacher and also announced that I was going to conduct their next class. Then sitting at the back, I started to observe the class. There were 65 Students in the class. The classroom was moderate in size and the sitting arrangement was clumsy.

The topic of study was paragraph writing on 'Climate Change'. Initially, the teacher presented some relevant questions to organize the structure of the paragraph (e.g. what is climate change? What are the reasons for it? What are the factors of climate change?) At that point, she encouraged the students to say what they know about it. Though some students tried to respond, most of them were shy to talk in English. Hence, she started describing the topic in Bengali and then she again translated that in English for their convenience. She instructed the students to open their book and follow the sample paragraph to get some idea. But the students were actually trying to memorize it. At the end of the class, she gave the paragraph writing as their homework. The teacher conducted the class in both Direct Method and GT method. She conducted the class 40% in English and 60% in Bangla. Besides, the teacher gave emphasis on theoretical learning and there was no practice session in which the students could practice writing a sample paragraph. Her class lecture was, on average, effective for the students.

## 5.2: Class Observation 2

I got the schedule for my second class observation on October 21 in Day shift, an English 2<sup>nd</sup> Paper class of class 9 taken by the teacher Ms. Nayeema Jahan. She welcomed me cordially to observe her class and also advised me to do the internship sincerely as it is a chance for me to learn so many things about teaching. I went to the classroom at 3:15pm with her. The class was of 45 minutes that ended at 4:00pm. After getting introduced to the students as a guest teacher, I went to the backbench and started observing the class. It was in the same classroom where I observed my first class.

She taught the students ‘tag question’. To start with the topic, she gave them a brief idea about tag question and how to attempt the item in their examination. Then she wrote some ‘be verbs’ on the boards. Besides, she recommended the students to be careful about the tense of the statements while solving the problems. She also gave them a list of contracted negative form of the ‘be verbs’ (for example: had not- hadn’t, are not- aren’t etc.) Subsequently, she explained the rules of tag question with appropriate examples. Because of that, students understood the topic well.

Moreover, she wrote some tag question problems in the board and called the students randomly to solve it. Most of the students, satisfactorily, were able to give the correct answers. In the closing session, the teacher recommended them to learn the topic again at home. She conducted the class in GT Method. However, there was hardly an interaction in English in the class.

### 5.3: Class Observation 3

I observed my third class on October 24. It was an English 2<sup>nd</sup> Paper class of class 7 in the Morning shift and the course teacher is Safat Shahriar. The class started at 9:00 am. Total duration of the class was 45 minutes. I was acquainted with the students as a visiting teacher. It was a well-organized classroom.

The topic was writing an application for a study tour. Primarily, the teacher taught them the basic format of writing an application including date, recipient, subject, body of the letter, closing part etc. He also explained why we need to learn application writing. At the same time, he asked the students to say what they know about writing application for a study tour. The students were very attentive and they responded nicely. The teacher reminded them that they need to add a specific date for the study tour. Then he told them to follow the sample application in their book and to write the body of the application in their own language. Thereafter, he checked a few scripts and discussed how to improve their writing. The teacher encouraged the students to communicate in English in the class. He also welcomed questions from them. Students enjoyed their lesson. The class ended at 9:45am. It was a nice interactive class.

## Chapter-6: Teaching Experiences

### 6.1: Class-1

#### Lesson Plan

Topic: Seen Comprehension

Class Duration: 45 minutes

| Time       | Lesson  | Teacher's Role   | Student's Role                                   |
|------------|---|--|--|
| 5 minutes  | Breaking the ice                                | Introducing myself   | Listening to the teacher and response            |
| 10 minutes | Passage reading                                 | Reading out the passage with necessary explanation                   | Concentrating to the teacher and following book. |
| 10 minutes | Summary and vocabulary                          | Summarizing the passage and marking important vocabulary             | Note down and response                           |
| 10 minutes | Practice session                                | Giving the students some topic related items to solve and monitoring | Following materials and practice                 |
| 10 minutes | Feedback, students' queries and closing session | Discussion on the problems of the students                           | Response and Concentrating                       |

I conducted my first English class at October 22. It was the English 1<sup>st</sup> Paper class of the Morning shift. The class started at 7:30 and ended at 8:15am. The course is taken by Ms. Arifa Islam. She requested me to conduct a class on seen comprehension when I consulted her for some suggestions regarding the lesson plan of the next class I would conduct.

It was the very first class I conducted in an institution. Before the class, I was excited and a little nervous as well. It was also in my mind that I was going to represent my university. Because of that, I carefully prepared the lesson plan that made me confident later on. After entering into the class, I noticed the students were so curious to know about me. I introduced myself with them that made them comfortable with me gradually. Previously, I never experienced so many inquisitive eyes looking at me. After the introduction and greetings session, I told them what we would learn in that class. I wrote the title of the passage on the board, "May Day". Initially, I instructed them to follow their book. It was dissatisfactory to see that they brought a guide book in the class instead of the selected NCTB book for them. However, I started reading out the passage with necessary explanation. I marked the important vocabulary and asked them the meaning of those words. Besides, I encouraged them to use English in the class. They, pleasingly, responded well. After that, I summed up the passage for them and they also participated in summarizing. Then I gave them some practice items from the topic. Hopefully, majority of the students could solve it. I invited questions from them. It was a nice appreciation for me to hear that they enjoyed the class and they learned effectively. At the end of the class, I advised them to follow the NCTB book as it offers standard lessons for the learners. Practice books should always be the second option. The students requested me to take more classes with them. I will always remember their appreciation and it will be an inspiration for me to build up my career as a teacher.

## 6.2: Class 2

### Lesson Plan

Topic: Sentence Transformation (Simple to Complex)

Class Duration: 45 minutes

| Time       | Topic   | Teacher's Role   | Students' Role   |
|------------|---|--|--|
| 5 minutes  | Introduction                                  | Introducing myself   | Listening and response                                   |
| 10 minutes | Clause, simple, complex and compound sentence | Describing clause and defining simple, complex and compound sentence with examples           | Concentrating, note taking and response                  |
| 20 minutes | Rules of transformation with examples         | Explaining rules of simple to complex sentence transformation with examples                  | Concentrating, note taking and response                  |
| 10 minutes | Practice, feedback and closing                | Giving the students some sentences to practice transformation, discussion on their problems. | Concentrating, participating in class work and Response. |



I conducted my 2nd English class on October 22. It was in class 9 in the Day Shift at 3:15. The class ended at 4:00. I am grateful to the Headmaster of Bengali Medium High School Narayan Chandra Das because he specially managed the schedule and arranged the class for me as it became very difficult to manage class time due to exam schedule and teachers' training. It was the class of English 2nd Paper. The course in particularly taken by Ms.NayeemaJahan. According to her suggestion, I conducted the class on sentence transformation as she already mentioned that the students were weak in this topic. I selected "simple to complex sentence transformation" to teach the students.

It was the same classroom where I experienced my first English class. I entered into the classroom with the Headmaster. He introduced me to the students and advised them to concentrate on my class very well. After this, I started teaching them, the Headmaster was sitting at the back to observe my class but I was not nervous because I was prepared for teaching them and I already conducted another class on the same day. At first, I discussed the definition and types of clause. Then I had a brief discussion on the definition and example of simple complex and compound sentences. Thereafter, I discussed some rules with examples. The students gladly said that now the topic was clear to them. To check their understanding of the rules, I gave them some sentences to transform. They, satisfactorily, responded well. Although majority of the students could solve the problems, I again explain for them who could not understand. At the concluding session, I recommended them to practice more at home. I encouraged them to speak in English in the class but they hardly responded to me. It seemed to me that English is a matter of fear for them. However,it was a good experience for me.

### 6.3: Class 3

#### Lesson Plan

Topic: Writing an application for study tour

Class Duration: 45 minutes

| Time       | Topic                                      | Teacher's Role   | Students' Role  |
|------------|--|--|---|
| 5 minutes  | Breaking the ice                           | Introducing myself and greetings   | Listening to the teacher and response                   |
| 15 minutes | Elaborate Discussion                       | Describing the format of an application and giving a sample application with necessary explanation       | Concentrating, note taking and response                 |
| 15 minutes | Group Work and script checking             | Dividing the students into several groups with the task of writing the body of the letter and monitoring | Concentrating, participating in group work and response |
| 5 minutes  | Question answer session, feedback, closing | Inviting questions from students and discussion on their problem   | Response  |

I conducted my third class on October 30. I talked to the teacher previously for the topic I would teach the students of class 7 in Morning Shift. He also said that he had an exam duty. It was manageable for me because I had already conducted two classes. I could conduct the class with my earlier classroom experience. I went to the classroom, the students stood up and greeted me. I was acquainted with them in the previous class.

The class started at 9:00 am and ended at 9:45am. The class duration was 45 minutes. I taught them writing an application for opening a common room. The students were sincere. There were 45 students in the classroom. At first, I gave them the format of writing a formal application. I described the topic elaborately including how to organize the application. I recommended them to follow the sample application in their book. Then I divided them into groups with the task of writing the application. I encouraged them to communicate in English with me and they responded nicely. Subsequently, I checked some scripts and suggested them how to improve their writing. Most of the students were trying to write it by memorizing. So, I encouraged them to write in their own English and not to memorize. They were asking me what I would teach them in the next day as they thought I was their new teacher. It was the last class of my Internship program. I will remember my classroom memories with the students.

## Chapter-7: Overall Findings

After observing the overall environment of the school, it seems to that the school authority is very much concerned about the further progress of the school. The teachers of the school are also qualified and well experienced. They are friendly and cordial towards the students. Because of that, majority of the students are regular in their classes. Besides, the school authority also maintains a good communication with the guardians. The governing body is careful of providing the students with more library facilities. Apart from these, the school arranges extracurricular activities for the students.

However, for further progress of the school, it would be better to focus on the following points:

1. The teachers are still traditional in their teaching method in the classroom. Most of the English teachers follow the GT Method in classroom teaching.
2. Majority of them hardly communicate in English in the classroom.
3. The passing rate in English is 85% which is not much satisfactory in comparison with other renowned schools.
4. The environment of education in the school is still average.
5. The classrooms are not well furnished.
6. There is a building under construction that hampers the study environment of the classrooms.
7. There is no play ground in the school. Because of that, the students do their assembly in the classrooms.
8. There is no common room and canteen in the school. As a result, the get bored and seem as less enthusiastic in the classes after the tiffin period.

## **Chapter-8: Recommendations**

I appreciate the hardworking of school governing body for the overall progress with a hope that my suggestions would boost up the progress of their school. It would be better if there were few more facilities like technology oriented teaching, computer lab, common room and canteen etc facilities. Technology should be introduced in the classrooms in order to make the students more interested in learning. Besides, a well monitored computer lab can be provided to enhance their knowledge. The students, as I observed, sometimes feel bored and tired. To overcome their boredom and get them a refreshment, a canteen and common room is necessary. In the classrooms the furniture should be well organized and unnecessary wall paintings should be removed. The students should be encouraged to speak in English in classroom and the text books of NCTB should be given emphasis than other guide books because the NCTB books have Standard English lessons for the learners.

## **Chapter-9: Conclusion**

I am grateful to the Department of English for giving me such a great opportunity to experience the classroom teaching practically. During my internship, I have learned a lot of things about teaching and monitoring students in a classroom environment. It was a nice platform for me to observe the classes of the experienced teachers directly. As I prefer practical learning to theoretical learning, it was a precious opportunity for me to learn how to handle a classroom practically. From the internship, I have learned how to prepare materials, lesson plans for a class and some teaching techniques to get good response from the students. I hope this internship experience will help me build up my career as a teacher. Besides, my efforts were appreciated by both- the teachers and the students that would be an inspiration for me to progress in my career. The school authority, the teachers and the staffs were very much cordial towards me. Apart from these, it gave me a prior idea about how to maintain professional life. Undoubtedly, these learnings are very much significant to enhance the success of my future career.

## **Chapter-10: Appendices**

Appendix 01: Class Observation check list

Appendix 02: Certificate of internship

Appendix 03: Photographs

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

School / College: Bengali Medium High School

Teacher's Name: Ms. Arifa Islam

Class: 9 Section: (Morning) No. of Students Present: 60

Course Title & Code: English 1st Paper Room No: 501

Peer/Observer: Nusrat Sultana

Date and Time: 21/10/2019, 7:30am

Objectives of the lesson (as perceived):

- i. How to write a paragraph
- ii. How to organize the topic by dividing it into some relevant questions
- iii. How to organize each parts successfully to write a paragraph-  
introduction, body, ~~para~~ concluding sentence

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

I think the objectives were achieved on average by the teacher. Though they understood the steps of writing a paragraph, they were tried to memorize it directly from their book. It would be better if she encouraged the students to write it using their own language skill.

| S/N | Review Section  | In what ways? (Specific examples/ clarifications)   |
|-----|---|---|
| 1   | <b>SUBJECT MATTER CONTENT</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)  | The session was effective for the students to understand how to organize a paragraph.   |
| 2   | <b>ORGANIZATION</b><br>(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) | The teacher organized and explained the topic nicely. The students would be able to write a well organized paragraph after the class. |



|   |  |  |
|---|--|--|
|   | today)   |  |
|   | <b>RAPPORT</b><br>(holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)  | The students' participation was satisfactory but they were too shy to speak in English that needs the attention of the teachers. There was no feedback at the end of the class.                                  |
| 4 | <b>TEACHING METHODS</b><br>(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives) | The teacher mainly conducted the class in GIM and Direct Method. Examples were given and the topics were also described nicely. But she did not instruct the students not to learn the topic directly from book. |
| 5 | <b>PRESENTATION</b><br>(establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)  | Teacher's lecture was clear and easy to understand. She used English 50% in the class  |

#### MANAGEMENT

Was the time spent properly? Yes, she spent the time properly

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

The teacher adopted theoretical learning rather than practical learning. No classwork or group work was arranged, the students were only instructed to follow the book.

#### CRITICAL EVENT (If took place)

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

There were no critical events happened in the class.

Strengths observed: The teacher was able to keep the students concentrated on their lesson. Her class was able to improve the concept of the students,

Suggestions for improvement:

- Teachers should encourage the students to communicate in English in the class and to write in their own English.
- Group works may help improve the students' participation in the class.

Overall impression of teaching effectiveness: Teacher's lecture was good but she should focus on the weak students of the class also.

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

School / College: Bengali Medium High School

Teacher's Name: Ms. Nayeema Jahan

Class: 9 Section: (Day) No. of Students Present: 40

Course Title & Code: English 2nd paper Room No. 501

Peer/Observer: Nusrat Sultana

Date and Time: 21/10/19, 3:15 p.m

Objectives of the lesson (as perceived):

- i. To learn the topic 'Tag Question'.
- ii. To learn be verbs, contracted form of verbs, negatives, etc. tense
- iii. To solve the questions related the item.

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

Yes, the objectives were nicely achieved as the students were able to solve the questions at the end of the class.

| S/N | Review Section  | In what ways? ( Specific examples/ clarifications)  |
|-----|---|---|
| 1   | <b>SUBJECT MATTER CONTENT</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)  | The teacher nicely explained the topic and the students <del>perceived</del> <sup>understood</sup> it well. |
| 2   | <b>ORGANIZATION</b><br>(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 | Teacher clearly explained the basic concepts of grammar she was able to manage the class in proper time.    |

|   |  |  |
|---|--|--|
|   | today)   |  |
|   | <b>RAPPORT</b><br>(holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)  | The students were attentive and they responded well in the class. There was no communication gap between the teacher and students. |
| 4 | <b>TEACHING METHODS</b><br>(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) | she gave relevant examples of the grammatical rules. she engaged the students in the lesson.                                       |
| 5 | <b>PRESENTATION</b><br>(establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact, uses a clear voice, strong projection, proper enunciation, and standard English)  | There was no use of English for communication in the class.  |

#### MANAGEMENT

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

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

The basic grammatical concepts and rules with examples were main stages. She asked students randomly after every example to check whether they understood or not.

#### CRITICAL EVENT (If took place)

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

No critical event was there in the class.

Strengths observed: Students could easily understand the teacher's lecture and learn the topic.

**Suggestions for improvement:**

The teacher should encourage the students to use English ~~for~~ to communicate in the class and she should speak in English as well. The weak students need more attention in her class.

**Overall impression of teaching effectiveness:**

Her overall teaching was good but she only focuses on learning for exam.

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

School / College: Bengali Medium High School  
 Teacher's Name: Mrs. Safat Shahriar  
 Class: 7 Section: (Morning) No. of Students Present: 38  
 Course Title & Code: English 1st paper Room No: 102  
 Peer/Observer: Nusrat Sultana  
 Date and Time: 24/10/19, 9:00am

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

- i. To learn how to write an application
- ii. The format of an application
- iii. <sup>To</sup> write a formal application maintaining the format

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

Yes, the objectives were achieved with proper implementation of the lesson. Teacher emphasized on practical learning. The students were able to get a clear concept of writing an application in own English skill.

| S/N | Review Section  | In what ways? ( Specific examples/ clarifications)               |
|-----|---|--|
| 1   | <b>SUBJECT MATTER CONTENT</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)  | Yes, all the aspects of the lecture were easily perceived.       |
| 2   | <b>ORGANIZATION</b><br>(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) | Teacher managed the lesson properly. Students enjoyed the class. |

|   |  |   |
|---|--|---|
|   | today)   |   |
| 3 | <b>RAPPOR</b><br>(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' response was noticeable in the class. They were interested in the lesson. There was no communication gap between teacher and student. |
| 4 | <b>TEACHING METHODS</b><br>(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives) | The teacher used CDM and Direct Method. He encouraged the students to speak in English. He nicely explained everything.                         |
| 5 | <b>PRESENTATION</b><br>(establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)  | The teacher's lecture was effective for the students. He kept the students always drilled in their lesson without getting bored.                |

### MANAGEMENT

Was the time spent properly? Yes, the class time was fruitful undoubtedly.

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)

Organizing the steps of writing the application was the main stages of the lesson. He made charts of the format for better conception of the students. He engaged them in group work to complete the body of the letter also.

#### CRITICAL EVENT (If took place)

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

No critical event took place in the class.

Strengths observed: The teacher's lecture was easy to understand. He easily nicely grabbed the attention of students. Students had their learning with fun.

Suggestions for improvement:

Teacher <sup>may</sup> focus on the weak students of the class.

Overall impression of teaching effectiveness:

Teacher's ~~his~~ teaching was obviously effective for the students. His lecture and teaching technique made the students interested in learning more and participating in group work with their best effort.



DEPARTMENT OF ENGLISH

Letter of Recommendation

This is to state that Mr. /Ms. Nusrat Sultana....., Program:  
BA (Hons.) in English, Semester: Fall-2019, ID No. 162-10-1390, is a final  
year student of the Department of English, Daffodil International University (DIU).  
As a part of the compulsory courses of the program, he / she is assigned to do an  
internship based course: **ENG 334 Project Paper** with attachment to a school or college  
with objectives:

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

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

স্বাক্ষর  
২০/১০/১৯

০২.১০.১৯

স্বাক্ষরিত চন্দ্র দাস  
প্রধান শিক্ষক/সম্পাদক  
বেঙ্গলী বিজিয়ায় হাই স্কুল  
শেহাঙ্গিন পুর, ঢাকা-১১০৭

Supervisor  
Internship Project

২৫.০৯.১৯

Head  
Department of English

২৫.৯.১৯

Dean, FHSS

**বেঙ্গলী মিডিয়াম হাই স্কুল**

১/২, নূরজাহান রোড, মোহাম্মদপুর, ঢাকা-১২০৭

ই আই এন নং- ১০৮২২৮

বিদ্যালয় কোড : ১১৮৫, থানা কোড : ১১১, জেলা কোড : ১০

E-mail: bengali.medium@yahoo.com

ফোন : ৪৮১১০৩৫১



স্থাপিত - ১৯৬৩ইং

**BENGALI MEDIUM HIGH SCHOOL**

1/2, NOORJAHAN ROAD, MOHAMMADPUR, DHAKA-1207

EIN NO - 108228

School Code : 1185, P.S Code : 111, Dist. Code : 10

Web : www.bmhsdha.wordpress.com

TEL : 48110351


সূত্র:

তারিখ : .....

**To Whom It May Concern**

This is to certify that Nusrat Sultana, bearing student ID: 162-10-1390, a student of Department of English, Daffodil International University has successfully completed her Internship through observing and conducting six classes in total from 21<sup>st</sup> October 2019 to 30<sup>th</sup> October 2019 at our school according to your recommendation letter. During her internship programme, we found her honest, enthusiastic, industrious, inquisitive and punctual.

I wish her success in every stages of her life.



৩০/১০/২০১৯

**নারায়ন চন্দ্র দাস**  
প্রধান শিক্ষক/সম্পাদক  
বেঙ্গলী মিডিয়াম হাই স্কুল  
মোহাম্মদপুর, ঢাকা-১২০৭

## Photographs



