

ENG 334: Project Paper

On

Present scenario of English Language Teaching in a Bangladeshi  
School

# **Present scenario of English Language Teaching in a Bangladeshi School**

A report submitted to the Faculty of Humanities and Social Sciences in  
partial fulfillment of the requirements of the degree of Bachelor of Arts in  
English

**Course Code: ENG 334**

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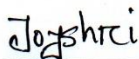
**Daffodil International University**

Submission date: 11 December 2019



### **Declaration by the Intern**

I hereby declare that the project work entitled “**Present Scenario of English Language Teaching in a Bangladeshi School**” submitted to the Department of English, Daffodil International University is a record of an original work done by me under the guidance of **Ms. Tahsina Yasmin**, Associate Professor, Dept. of English, DIU, and this project work is submitted in the partial fulfillment of the requirements for the award of the degree of B.A. (Hons) in English for the course Project Paper (ENG 334). The results embodied in this project have not been submitted to any other university or institute for the award of any degree or diploma.

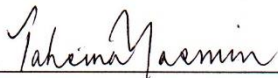


Signature of the Intern

Date: 11.12.2019

### **Certification of the Supervisor**

I hereby certify that the intern Joyshri Chowdhury bearing the ID no 151-10-319 has undertaken the course Project Paper (ENG 334) with me. In the course she selected and visited **Green Lawn School & College**, had regular communication with a facilitator in the host school, observed three of their classes, and taught three classes. During this whole process she was in touch with me by taking guidelines from me on a regular basis, showed me her work and gave me updates about the project work. Therefore, she fulfilled the conditions and completed all the procedures of the course, and the intern is qualified to submit this report.



Signature of the Supervisor

Date: 11<sup>th</sup> Dec. 2019

## **Acknowledgements**

First of all, the internship work makes the ending and starting of another journey of my life. I would like to express my gratitude to the Almighty God for enabling me to complete this report entitled “**Present Scenario of English Language Teaching in a Bangladeshi School**”. I would also like to thank my parents for their whole-hearted supports in different situations. And special thanks to my supervisor Mrs. Tahsina Yasmin for providing guidelines to me to work on my project. I am also grateful to the teachers and students of Green Lawn School and College for helping me to fulfill my project in an effective way.

## **Abstract**

This project work is an effort to know about language teaching system in a Bangladeshi school or more particularly in Green Lawn School and College. The survey also tries to point out the problems students and teachers face during practicum studies, how they organize instructions, which materials are used in language teaching and also how they interact with students. To accomplish my task, I prepared myself in several ways depending on the elements of class observations, teaching style, teaching materials and feedback and then summarized the recommendations based on the findings and checklist from the observation that brings out the strength and the weaknesses of both teachers and students.

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## **Chapter 1. Introduction**

The purpose of this project paper is to observe the current teaching-learning situation of a Bangladeshi school. I had to take the Internship Project for my academic purpose, as a course of my B.A.(Hon's) in English. In Bangladesh, normally English is taught for passing the exam not for developing the language as a skill, whereas it is the international language. The sole target is not only to pass the exams rather to have a skill on this as a language. So, the internship project was focused on these prevailing situations and to point out the problems and making a report about it to achieve the output of the entire learning system.



## **Chapter 2. Objectives**

The primary objectives of the proposed internship are to identify the teaching resources and the present scenario of language teaching and learning. The objectives also include:

- To know about the present situation of language teaching in Bangladeshi schools.
- To find out the impact of technical applications upon learners.
- To know the teacher's attempts to engage students in reading and understanding text.
- To learn applying language teaching techniques in real classroom situations.
- To observe the classes and see the teacher's methods of teaching.
- To take three classes and apply the techniques and methods learnt in ELT courses.
- To understand the present practices in teaching & learning situation in a Bangladeshi school.

## **Chapter 3. Methodology**

### **Selecting an Institution**

I visited many schools but they did not allow me to take classes so I decided to go to a school near my University. There is a school named Green Lawn School and College which is located at Uttara Sector 06 in Dhaka.

### **Selecting Classes**

The Principal of Green Lawn School and College allowed me to observe and take classes, also told me that they follow a syllabus, so I had to arrange my lesson plan according to that. Firstly, I observed three classes so that I can learn how to manage students and time before taking classes of six and seven. The Coordinator of the school selected classes for me.

### **Selecting a Facilitator**

Mrs. Moitry is one of the English teachers as well as the Coordinator of Green Lawn School and College. She helped and guided me throughout the process.

### **Classroom Observation**

I observed English First Paper class and Second Paper classes of class six, and English First Paper class of class seven.

Observing classes helped me a lot to learn the teaching style and strategies. I was sitting in the front seat to observe the classes. The teacher began class on time and during the class I used checklists for observing the class which was given by my supervisor.

### **Interviewing the Course Teacher**

I interviewed the English teachers about their class routine, student management system and how they grab attention of the students. All of them responded cordially and shared their teaching method with me.

### **Testing Student and Self-Assessment with Help of the Facilitator**

With the help of the teachers, I conducted three classes. They helped me make my lesson plans for each class. Actually, this was the first time I acquired knowledge of taking class at a school. I tested the students by asking them real life questions regarding the topic and taking feedback from them. Everyone was very enthusiastic and responded properly to the questions I asked. I tried my level best to do excellent. Moreover, I attempted to create a friendly environment in every class.

## Chapter 4. Institution Details

Green Lawn School & College provides a Bangla-English version education based on the national curriculum, demands personal excellence and stimulates individual responsibility within a culturally diverse environment. This institute has been founded on 11 November 2011. Though it is a joint collaboration of RAJUK teachers, Mr. Soumitra Kumar Muksudi is the chairman of this institute. Md. Mahfuzur Rahman is the principal of this institute. The main goal of establishing this school is to make high quality values-oriented education accessible for all. The school has qualified teachers, regular classes, monitoring team and administration systems. This school owns one building facilitated by a kitchen for the faculty members, one large common room, transport system for the students. This school provides qualified teachers who teach the students with care, affection and love.

Name: Green Lawn School & College

Location: Uttara Sector 06, Dhaka

Administrative Buildings: One

Number of Teachers: Around 33

Number of Students: 400

Teacher's Qualifications: Master's degree



## **Chapter 5. Class Observation Report**

I observed 3 classes (English 1<sup>st</sup> paper, English 2<sup>nd</sup> paper of class six & English 1<sup>st</sup> paper of class seven) which were conducted by Mrs. Salma Akter Putul, Mr. Shah Jamal, Ms. Khaleda Afrin Liza respectively.

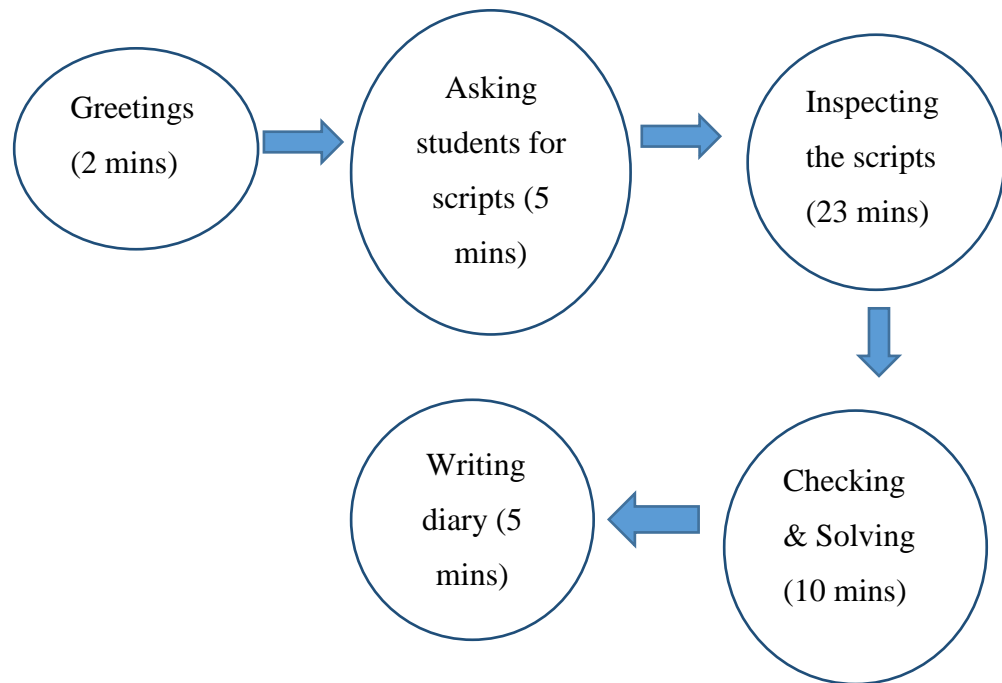
### **5.1 Class Observation Report 1**

I observed English 1st paper class of class 6 on 7 November 2019 which was being conducted by Mrs. Salma Akter Putul. She started her class at 9.00 am and finished at 9.45 am. She entered the class on time, the students stood up and exchanged greetings with her. They took their seats obediently while the teacher introduced me to them, all of them welcomed me heartily. The environment of the class was good for students; 22 out of 26 students were present on that day.

As the teacher had given homework to them in the previous class, students brought letters written from their home, which in my opinion is a bit difficult for the students of class six. But I was surprised to see that they had written the letters very nicely and they had a very good creative writing skill. They can use both Bangla and English language in the class as it was a Bangla Medium class, but they were encouraged to use English. All students submitted their scripts to the teacher and the teacher checked the scripts and returned them. Some students made mistakes but the teacher took care of the mistakes by solving them.

Overall, the objective was to increase creative thinking and writing skills as well as to increase communication skill as the teacher asked all the students to read aloud from their scripts in front of the entire class. I think she fulfilled her teaching objectives.

The teacher conducted the class following the class syllabus, but did not explain much. She encouraged the students to ask questions if they had any confusion or if they did not understand anything. The teacher tried to make them understand but did not demonstrate anything, and she used no real life examples. Besides there was no warm up and no proper ending. But she had a good command and could hold student's attention. The class can be described by the following diagram –



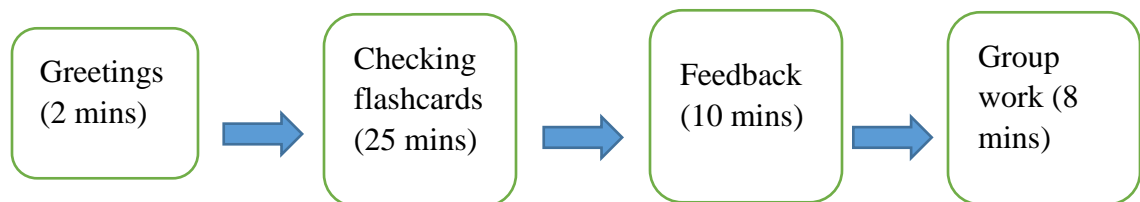
## 5.2 Class Observation Report 2

I observed English 1st paper class of class 7 on the same day. The teacher's name was Ms. Khaleda Afrin Liza, who began her class at 11.00 am and finished at 11.45 am. 33 among 38 students were present in the class that day.

I think the environment of the classroom was amazing and the teacher was very supportive and friendly towards students as well as me. She started the class with casual greetings and asked if they reviewed their homework and submitted the assignment. The topic of the class was checking flashcards made by students on their knowledge and interests about their surroundings as well as movies, sports etc. Some students agreed while some disagreed to submit their homework but later they submitted their assignments to the teacher. After they submitted their assignments, the teacher reviewed and gave her feedback on them, correcting the mistakes that they made. She also encouraged her students to do group work by letting them check their group member's flashcards and helping them to correct it. During the class, I saw that the students are very much interactive, discussing whenever they were facing problems while coming up with the probable solution. It was visible that the teacher was doing a great job on fulfilling the goals of the lesson. She had a good lesson plan, good command on her lesson and a sole heart to work for the betterment of each student.

Overall, she fulfilled her teaching objectives nicely which are to increase student's imaginative skill and creativity as well as to develop student's outside knowledge.

Her class can be shown like this:

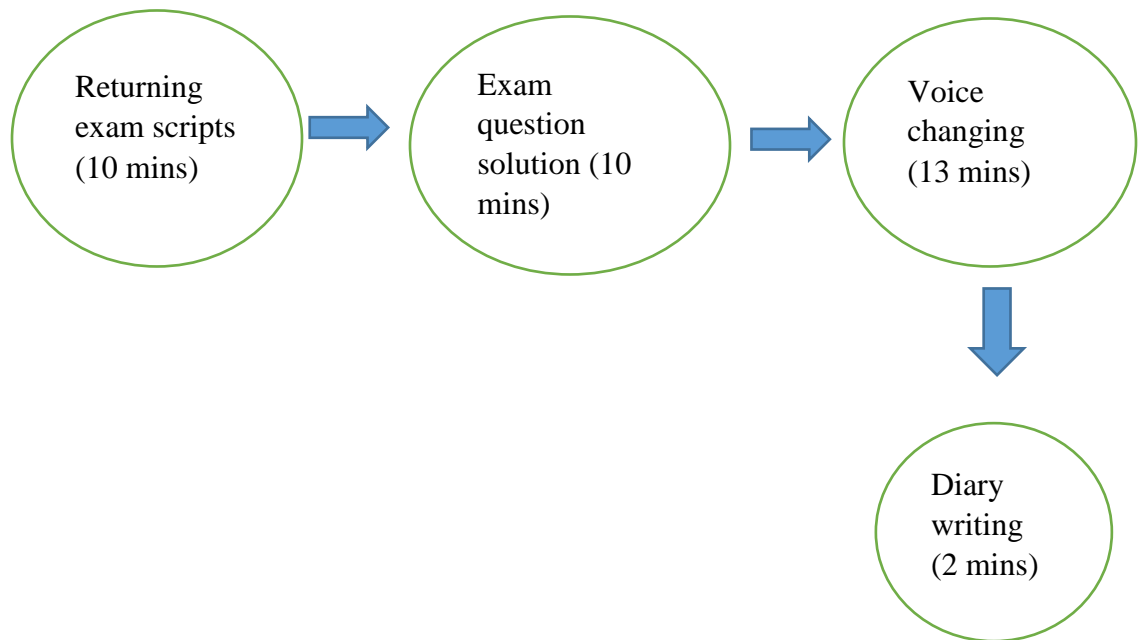


### 5.3 Class Observation Report 3

On 9 November 2019 I observed English 2<sup>nd</sup> paper class of class six which was conducted by Mr. Shah Jamal. The class began at 9.45 am and finished at 10.30 am. The teacher entered the class 10 minutes late and had no attempt of exchanging warm greetings. The class duration was 45 minutes as per the schedule but he took 35 minutes of the class and total number of present students was 18 out of 26.

The class had a really good learning atmosphere and the students were very coordinated. He returned the previous exam scripts to the students and gave them time to check properly. Then he gave the solutions of the exam questions. After that he taught the students voice change. He asked students questions and solved their mistakes.

Overall, the lessons objectives were to teach them changing sentences from active to passive voice, to increase the skill of sentence formation and changing. His class can be showed like this:



## **Chapter 6. Teaching Experience**

### **6.1 Class 1**

On 11 November 2019, I took English 1<sup>st</sup> Paper class of class six students. I started the class from 9.45 am and finished 10.30 am and there were 25 among 26 students present that day. The objectives of the class were to increase student's critical thinking skill, to develop student's reading skill and to increase student's skill of working as a team. I taught them the Model Question 27 of their book, two texts of the Model Question and solved the multiple choice questions and short questions with the students. At the very beginning of the class I greeted the students and introduced myself as a new teacher, warming them up by asking their names and asking them to turn on the Model question number 27.

Then I asked the students to read the passage A on "Toad and Frog" carefully for 5 minutes. After that I asked them to summarize the passage into 5 sentences individually and gave them 5 minutes to complete the task. Then I selected 1 student from each bench among 2-3 students of a bench and asked them to tell the summary aloud. By this time the other students were listening. The entire task took 5 minutes. Then I asked them whether they liked the story of the passage or not. All of them responded positively. Hearing their responses, I moved on to the next passage of the same Model question that was text B on "Toad and Frog". Then I told students to form a group of 3 students and read the passage B carefully. For this I gave 5 minutes. After 5 minutes I told them to make 2 questions which they had to ask the other group and they had to give the answer. For accomplishing the whole task, they got 10 minutes. They completed the whole task nicely, much to my surprise. By this time, I was supervised their activity and correcting some sentences with its formations and sometimes explained the sentences in Bengali. After the task I told them the reason behind doing the task and they were very happy hearing that. For the rest of the 10 minutes I told the students to solve the multiple choice questions of text A and short questions of text B and helped them complete that. And at the very last minute of the class I asked them if they liked the class or not. They responded positively.



Overall, it was a day well spent, gaining positive feedback of the students and the teacher.

## **6.2 Class 2**

On 11 November 2019, I took English 2<sup>nd</sup> paper class of class six. The duration of the class was 45 minutes and there were 25 among 26 students present. I took the class from 11.00 am to 11.45 am. I taught them definition of sentence and its types.

At the beginning of the class I greeted the students and warmed up the class by asking about their tiffin and health and mind conditions. Then I asked them about the definition of sentence. All of them stayed quiet at first, then after a little bit of cracking jokes they felt convinced and began sharing their ideas. This session continued for 5 minutes. Then I gave them sheets and asked them to read it carefully for 5 minutes. Then for 10 minutes I explained them the definition of sentence and its 5 types with some examples and asked them to ask questions if they had any trouble understanding any part. However, they did not ask anything. Then I told them to form groups of 5 students and told them to form 5 sentences for each type of sentences. For executing the task, I gave them 10 minutes. After 10 minutes I told a member of each group to read aloud the sentences, but they did not agree with it. So I checked their scripts, provided feedback and made corrections if needed. This task took 10 minutes. For the rest of the 5 minutes I wrote sentence structure, and its 5 kinds with its way of identification on the white board for their better understanding. The observer Mr. Shah Jamal praised me because I encouraged students to speak in English in the class.

Overall, it was a nice experience. At the end of the day, the teacher praised me and said that he is also inspired to try out my teaching method.

## **6.3 Class 3**

I took my third and last class of English 1<sup>st</sup> paper of class seven students on 12 November 2019. I entered the class at 11.45 am and finished my class at 12:30 pm. I used the Model question from the Model question book references to complete my lesson as I taught them 2 passages from Model question number 34 on “Global warming” and “Greenhouse

effect”.

I greeted them in a friendly and gentle manner, and introduced myself as their new teacher. I warmed them up by asking about their health and experience of coming to school from home.

Then I asked them to give me some general idea about the passage title, like what did they know about global warming. This session continued for 5 minutes. Then I told students to read aloud one sentence from the passage serially. It took around 10 minutes. Afterwards I selected and asked some students to tell the summary on their own. 3 of them told nicely and the rest could not. It took around 5 minutes. Then I told them to form groups of 5 members and to read and discuss the passage “Greenhouse effect” together with group members and make 5 questions. However, some groups could make 3 questions and some could make 1 or 2 questions. This process took around 10 minutes. Then for the next 10 minutes I told them to ask the questions to the other groups and the group tried to give the answers. I helped them delivering the answers if they could not. This session took around 10 minutes. After this session I told them that this task would help them to form their own sentences, questions, summary and develop the ability of working as a team. For the rest of the 5 minutes of the class, I helped them solving multiple choice questions and short questions.

Overall, it was a great experience on teaching and interacting with the students during the class time, getting positive remarks from the students and the teacher.

## **Chapter 7. Overall Findings**

I observed three different classes with three different teachers at Green Lawn School and College. I found students and teachers were very cooperative with each other. My supervisor gave me three checklists for observing classes and those helped me identify several things about teaching students.

### **7.1 Class Observation Findings**

#### **Lesson Preparation**

By observing the classes, I understood that almost all teachers were well prepared, whether for class or conducting any extracurricular activity. They started and finished their classes on time and were also well informed about the lesson. They conducted their classes according to the syllabus. They always maintain a disciplined classroom and encourage students to discuss their ideas.

#### **Lesson Delivery**

The teachers conducted classes with appropriate lessons and used some English in the class whenever interacting with the students.

#### **Lesson Management**

The lesson was book-oriented, but the references and the activities conducted by the teacher made the lesson little creative, a semi-traditional approach like the old teaching style and a few group work as Ms. Khaleda Afrin Liza (class 7 teacher) did. The class was a little interactive and had some minutes to hold a discussion session.

#### **Classroom Management**

Classroom management means the wide variety of skills and techniques that teachers use to keep student organized, focused and attentive. According to my observation, the teachers were well-behaved and organized and knew how to keep the students' attention.

#### **Use of Technology**

There was no projector or any sort of multimedia used inside the class and the teachers wrote the questions on the white board, but the teachers explained that they want the students to rely on their own IQ and skills.

### **Use of Language**

When teaching English, the goal of the teacher is to use the language as much as possible, which they have managed to carry out through the given time.

## **7.2 Teaching Experience Findings**

Truth be told, I do not think I have enough knowledge or drive to be a teacher, yet I tried my best to teach students in these three classes. As I am an intern, I gave the teachers three checklists for observing my classes. However, I was not so nervous while taking the classes rather I was enjoying that. Though the teachers said that my performance was good and appreciative, I do know that I need to improve myself more as it is not easy to be a teacher. The findings are--

### **Lesson Preparations**

There was no fixed lesson plan for all the lessons. The teachers helped me to choose suitable topics and take preparations before taking the classes. The teachers did not help me to prepare the lesson plans. I prepared my own lesson plans and so the class went as I planned. My objective was to aid the students in maintaining a strong communication, engaging in discussions to develop new ideas and be prepared for quick analytical questions, which I believe was fulfilled.

### **Lesson Delivery**

I think I tried my level best by introducing myself at the beginning of the class, gave clear instructions and explanations.

### **Lesson Management**

In my class, lessons were not only confined to books as I gave them platform to share their ideas, opinions and choose the most probable solution. I also encouraged them to feel free to ask questions and do more research if they find any difficulty to understand the lesson or just to plain learn more.

### **Use of Language**

I used standard English, to which the students were familiar and comfortable with. The lessons and the instructions delivery went smoothly and without obstructions.

## **Chapter 8. Recommendations**

Though the teachers are educated and knowledgeable persons, and they do manage the classes with careful management, they have some issues about their teaching methods which can be improved.

### **Encouraging Warm-up**

Warm up activity has a number of benefits. Starting a class with a warm up activity can peak interest among students, set a friendly atmosphere, increase student' participation and attract their attention. By warming up students in a pleasant way, teachers can encourage them for the whole class. A warm up activity can be a fun game, sharing short stories, a joke or a song.

### **Using Real Life Examples**

Teachers should think outside the box, giving real life examples as it keeps the curiosity and drive of the student to venture for more knowledge.

### **Use of Materials**

Handouts, work sheets, markers can be used alongside the texts that are used in classrooms. Also, using projectors, PC, laptops etc. in the classroom can be a bonus.

### **Use of Technology**

Using textbooks is old-fashioned, nowadays it is most important for students to stay updated if they want to get a clear idea about everything. It will be possible if they watch and record or download any shows or video clips related to the topics.

### **Brain Storming**

Teachers need to give student more time to find out their interests and the skills they possess, also develop it through practice.

### **Group Work**

The teachers can give them tasks in group to complete; this way students will learn how to come up with a solution amongst themselves as well as improving communication. Teacher-centered classes are not always enjoyable, so the teacher should include some interesting situations to build them for social activities.

**Maintaining a Friendly Tone**

Sometimes teachers are too rude towards their students. This leads the students to get afraid of the teacher, and become less interested in the lesson.

**Praising Students**

It is a must for teachers as it is not only encouraging for students but also enables teachers to restate and strengthen the expectations upon the students' behavior in a positive way. It also aids student to develop, manage and practice leadership, communication and decision making skill in order to improve their future.

**Critical and Creative Thinking**

The students can be questioned for their opinions and beliefs, problems, ideas or ethical dilemmas anytime, anywhere as well as defend themselves logically when situation demands, predict the outcome of an event or explain a specific situation or strategies or model presentation and justify the decision. The more practice and feedback the students get in the types of thinking their mentor wants them to grasp on to, the more likely they will be willing to be innovative.

## **Chapter 9. Conclusion**

I have done this report as part of my final semester project. I was given the task of being a teacher and to observe other teachers and note their styles. This internship has been an excellent experience for me as I was very excited and honored to play the role of a teacher. By this internship, my view is affirmed that becoming a teacher is actually a tough job. Throughout this project work, I have made constant interaction with the students, noting their queries as well as maintaining a professional approach which is hard work both physically and mentally. Now I know what my teachers have gone through and how patient they are. This is one of the experiences that will pave my way towards a bright future and help me to be a better person to acquire my goals.

## Chapter 10. Appendices

### Lesson plan 1:

#### English 1<sup>st</sup> paper

|                       |  |
|-----------------------|--|
| <b>Grade</b>          | 6  |
| <b>Class duration</b> | 45 minutes   |
| <b>Topic</b>          | Model question solving   |
| <b>Objective</b>      | To develop critical thinking skill<br>To improve reading skill |

| <b>Phase</b> | <b>Time</b> | <b>Teacher does</b>  | <b>Students do</b>                         |
|--------------|-------------|--|--|
| 1            | 5 minutes   | Warms up by greetings and asking names   | Listen and respond                         |
| 2            | 5 minutes   | Tells students to read passage A   | Read attentively                           |
| 3            | 10 minutes  | Tells students to summarize  | Write individually and deliver the summary |
| 4            | 10 minutes  | Tells students to form group and make questions on passage B                   | Make questions and ask each group          |
| 5            | 10 minutes  | Provides feedback, solves multiple choice question and short question answers. | Listen and respond                         |



**Lesson plan 2:**  
**English 2nd paper**

|                       |                                      |
|-----------------------|--------------------------------------|
| <b>Grade</b>          | 6                                    |
| <b>Class duration</b> | 45 minutes                           |
| <b>Topic</b>          | Definition of sentence and its types |
| <b>Objective</b>      | To develop knowledge on sentence     |

| <b>Phase</b> | <b>Time</b> | <b>Teacher does</b>  | <b>Students do</b>       |
|--------------|-------------|--|--------------------------|
| 1            | 5 minutes   | Warms up by greetings and asks about sentence                              | Listen and respond       |
| 2            | 5 minutes   | Provides sheets to students and tells them to read                         | Read attentively         |
| 3            | 10 minutes  | Helps them to understand the lesson better and encourages to ask questions | Listen and ask questions |
| 4            | 15 minutes  | Tells them to make groups and make 5 sentences                             | Make sentences as a team |
| 5            | 10 minutes  | Checks the group work and provides feedback                                | Listen and respond       |

**Lesson plan 3:**  
**English 1<sup>st</sup> paper**

|                       |   |
|-----------------------|---|
| <b>Grade</b>          | 7   |
| <b>Class duration</b> | 45 minutes                                      |
| <b>Topic</b>          | Model question solving                          |
| <b>Objective</b>      | To develop reading and critical thinking skills |

| <b>Phase</b> | <b>Time</b> | <b>Teacher does</b>   | <b>Students do</b>                         |
|--------------|-------------|---|--|
| 1            | 5 minutes   | Warms up by greetings, introducing herself and asking about passage A | Listen and respond                         |
| 2            | 10 minutes  | Tells students to read passage A aloud                                | Read aloud                                 |
| 3            | 5 minutes   | Asks to tell summary of the passage                                   | Respond                                    |
| 4            | 10 minutes  | Asks to form groups and read and discuss passage B                    | Read and discuss as a team                 |
| 5            | 10 minutes  | Tells students to make questions and ask other groups                 | Make and ask questions and provide answers |
| 6            | 5 minutes   | Provides feedback and solves the multiple choice and short questions  | Listen and respond                         |

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

School / College: Green Lawn School and College  
 Teacher's Name: Salma Akter Putul Class: 6 Section: NO  
 No. of Students Present: 22 Course Title & Code: English 1st paper  
 Room No: 303 Peer/Observer: Joyshri Chowdhury Date and Time: 7.11.19, (9.00-9.45 am)

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

- i. To increase creative thinking skill.
- ii. To develop writing skill.
- iii.

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

Yes. The students could now write freely and could have the proper knowledge about the ways of writing properly.

| 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)   | she didn't show a good command and knowledge of subject matter and didn't demonstrate anything.                    |
| 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 today) | she met class at scheduled time. There was no warm up, only asked students to submit their homework.               |
| 3   | <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)   | she established a fair and impartial behavior, encouraged students to participate but didn't provide any feedback. |

|   |  |  |
|---|--|--|
|   | but also in manner, etiquette and attitude)  |  |
| 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 encouraged students to question. There was no use of technology, no group involvement. |
| 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)  | she had good eye contact. she used clear voice.  |

### MANAGEMENT

Was the time spent properly?

Yes.

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)

Greetings 02 minutes → collecting scripts  
05 minutes → Inspecting the scripts 23 minutes  
→ Solving mistakes 10 minutes → Diary writing  
05 minutes.

**CRITICAL EVENT (If took place)**

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

There was disturbance caused by noise.

**Strengths observed:**

she communicated well with students.

**Suggestions for improvement:**

she should be more friendly with students.

**Overall impression of teaching effectiveness:**

Good.

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

School / College: Green Lawn School and college  
 Teacher's Name: Khaleda Afrin Liza Class: 7 Section: NO  
 No. of Students Present: 33 Course Title & Code: English 1<sup>st</sup> paper  
 Room No: 404 Peer/Observer: Joyshri Chowdhury Date and Time: 7.11.19, (11.00-11.45 am)

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

- i. To increase student's creativity
- ii. To develop student's skill to work as a team.
- iii. To increase student's outside knowledge.

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

The objectives of the lesson were achieved successfully. Students learned new words by doing this activity and it also broadened their outside knowledge.

| 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)   | She had a good command. She held the entire class environment and enforced knowledge seeking behavior.  |
| 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 today) | She organized her class properly. She had a good warm up, had a good ending. She met class at scheduled time. Students learned creative work. |
| 3   | <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)   | She was good at holding students' attention, encouraged students at group work and provided them with feedback.                               |

|   |  |   |
|---|--|---|
|   | but also in manner, etiquette and attitude)  |   |
| 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) | There was no use of technology. She involved students into group work, helped to increase their imaginative power but didn't encourage students to question. She met the objectives successfully. |
| 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)  | She used good English, used clear voice and maintained eye contact.   |

#### MANAGEMENT

|   |
|---|
| Was the time spent properly?<br>Yes.  |
| 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)<br>Warm up 02 minutes → collecting and checking the flashcards 25 minutes → Feedback 10 minutes → Group work 08 minutes. |

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

|                               |
|-------------------------------|
| There was noise of car horns. |
|-------------------------------|

**Strengths observed:**  
The teacher was hard working and had a good ability of controlling the class.

**Suggestions for improvement:**  
The teacher needs to be more organized about the lesson plan.

**Overall impression of teaching effectiveness:**  
Excellent.

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

School / College: Green Lawn School and College  
 Teacher's Name: Shah Jamal Class: 6 Section: NO  
 No. of Students Present: 18 Course Title & Code: English 2nd paper  
 Room No: 303 Peer/Observer: Joyshri Chowdhury Date and Time: 9.11.19, (9.45-10.30 am)

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

- i. To change sentences
- ii. To increase sentence formation knowledge
- iii.

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

The objectives of the lesson were achieved successfully. The students had a good skill on sentence changing.

| 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)   | He was a commanding and strict teacher. He tried his best to establish a knowledge seeking behavior among students.     |
| 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 today) | He met the class ten minutes late. There was no warm-up. Students learned to change sentences from active to passive.   |
| 3   | <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)   | Students were ready for subject matter. Students were well mannered, but the teacher was so rude and insulted students. |

|   |  |   |
|---|--|---|
|   | but also in manner, etiquette and attitude)  |   |
| 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) | There was no use of technology. He was not concerned about using any teaching methods. There was no group involvement, and no creative activities. He didn't encourage questions and didn't use real life examples. |
| 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)  | He had good eye contact, established a learning behavior. He used clear voice and used standard English   |

#### MANAGEMENT

|   |
|---|
| Was the time spent properly?<br>Yes.  |
| 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)<br>Returning exam scripts 40 minutes → Exam question solutions 10 minutes → Voice changing 13 minutes<br>→ Diary writing 02 minutes. |

#### CRITICAL EVENT (If took place)

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

|  |
|--|
| There was noisy surroundings with car horns. |
|--|

#### Strengths observed:

The teacher can speak in English with a clear and loud voice.

#### Suggestions for improvement:

The teacher needs to be more friendly with students while taking the classes.

#### Overall impression of teaching effectiveness:

Good.



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

School / College: Green Lawn School & College Dhaka  
 Teacher's Name: Joyshri Chowdhury Class: Six Section: \_\_\_\_\_  
 No. of Students Present: 25 Course Title & Code: English 1st. Paper  
 Room No: 303 Peer/Observer: Salma Akter Putul Date and Time: 11.11.2019  
09.45-10.30am

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

- i. To develop critical thinking skill.
- ii. To develop reading skill
- iii. To improve students's outside knowledge

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

The lesson were achieved successfully. Student are very happy with her. Students gather many knowledge and new word. It was very enjoyable.

| 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)   | She is very friendly and good teacher. She is very powerful about her lesson and teaching.                           |
| 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 today) | She arrange her class very well. Her commands is good and her ending very nice.                                      |
| 3   | <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)   | She maintain her class very tricky, encourages students at group work, provides new idea, new thinking about lesson. |

|   |  |   |
|---|--|---|
|   | but also in manner, etiquette and attitude)  |   |
| 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) | No use of technology.<br>uses simple, clear, precise, examples, focused, encourages questions from students.<br>responds with interest. |
| 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)  | Good eye contact, uses a clear voice, proper starting and proper ending   |

#### MANAGEMENT

|  |
|--|
| Was the time spent properly?<br>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)<br>Warm up 5 minutes → students involvement 5 minutes → summary 10 minutes → Group work 10 minutes → feedback 10 minutes. |

#### 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?

|  |
|--|
| Noise <del>very</del> of vehicles. and |
|--|

#### Strengths observed:

Good command

#### Suggestions for improvement:

Welcome to teaching.

#### Overall impression of teaching effectiveness:

Outstanding.

Sahar  
11.11.19

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

School / College: Green Lawn School and College  
 Teacher's Name: Joyshri Chowdhury Class: six Section: \_\_\_\_\_  
 No. of Students Present: 25 Course Title & Code: English 2nd Paper  
 Room No: 303 Peer/Observer: Shah Jamal Date and Time: 11/11/2019, 11:00 P.M

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

- i. To develop speaking level/skill.
- ii. To improve the communication level.
- iii.

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

Students gather enough information about the lesson.  
 Students participate spontaneously.

| 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)   | She has a good command on the topic what is she is teaching.                    |
| 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 today) | She arranges her class with competency. How she starts her class, is fantastic. |
| 3   | <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)   | Students are interested about how she makes them involve in group work.         |

|   |  |   |
|---|--|---|
|   | but also in manner, etiquette and attitude)  |   |
| 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) | uses simple, clear and huge examples, encourages questions from students. |
| 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)  | ensures learner's response with a proper starting and proper ending.      |

#### MANAGEMENT

|   |
|---|
| Was the time spent properly?<br>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)<br>Warm up 5 minutes → student environment 5 minutes<br>→ question answer 10 minutes → group work 15 minutes<br>→ feedback 10 minutes. |

#### 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?

|  |
|--|
|  |
|--|

#### Strengths observed:

Excellent communication skill.

#### Suggestions for improvement:

Needed more loud voice

#### Overall impression of teaching effectiveness:

Good

*Jamal*  
11.11.19

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

School / College: Green Lawn School and College  
 Teacher's Name: Joyshri Chowdhury Class: seven Section: \_\_\_\_\_  
 No. of Students Present: 31 Course Title & Code: English 1st Paper  
 Room No: \_\_\_\_\_ Peer/Observer: Khaleda Afrin Liza Date and Time: 12/11/2019, 11:47 PM

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

- i. To increase reading skill
- ii. To increase critical thinking skill
- iii. To improve communication skill

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

Students get the exact idea about the topic. Students participate fluently.

| 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)   | She has demonstrates the topic with <del>st</del> competency.                    |
| 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 today) | She arranges the class properly. She starts her class with an attractive manner. |
| 3   | <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)   | She encourages participation a within students.                                  |

|   |  |  |
|---|--|--|
|   | but also in manner, etiquette and attitude)  |  |
| 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) | use no technology, use real life examples.   |
| 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)  | maintain eye contact, use proper enunciation |

#### MANAGEMENT

|   |
|---|
| Was the time spent properly?<br><i>Properly</i>   |
| 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)<br><i>Warm up 5 minutes → involving students 10 minutes → feed back 5 minutes → involving students 10 minutes → group work 10 minutes → feedback 5 minutes</i> |

#### 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?

|   |
|---|
| <i>noise of a party. She made the students to involve and made them to discuss about the lesson among themselves.</i> |
|---|

Strengths observed:

*Motivated*

Suggestions for improvement:

Overall impression of teaching effectiveness:

*Good*

*Sign  
12-11-19*



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Ref: Adun/01

Date: 12.11.19

## To Whom It May Concern

This is to certify that Joysri Chowdhury bearing the ID: 151-10-319, a student of B.A. (Honors) in English program under the Faculty of Humanities and Social Science of Daffodil International University observed three classes and conducted three classes as part of the internship program at **Green Lawn School & College**. The program continued from 07<sup>th</sup> November to 12<sup>th</sup> November 2019.

I have found her sincere, and hardworking demonstrating good teaching skills. She has excellent communication skills. She seemed to work well with the students and I found her very pleasant. I wish her every success in life and career.

Principal

Mohammad Mahfuzur Rahman  
Principal  
Green Lawn School & College

Supervisor 25/11/19

---

*Increase all skills demanded is to increase the child's cognitive skill inherited.*

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Photographs:



Picture 1: Class Observation 1: Class 6 (English 1<sup>st</sup> paper) when the teacher was giving lecture



Picture 2: Class Observation 2: Class 6 (English 2<sup>nd</sup> paper) when teacher was teaching them voice changing

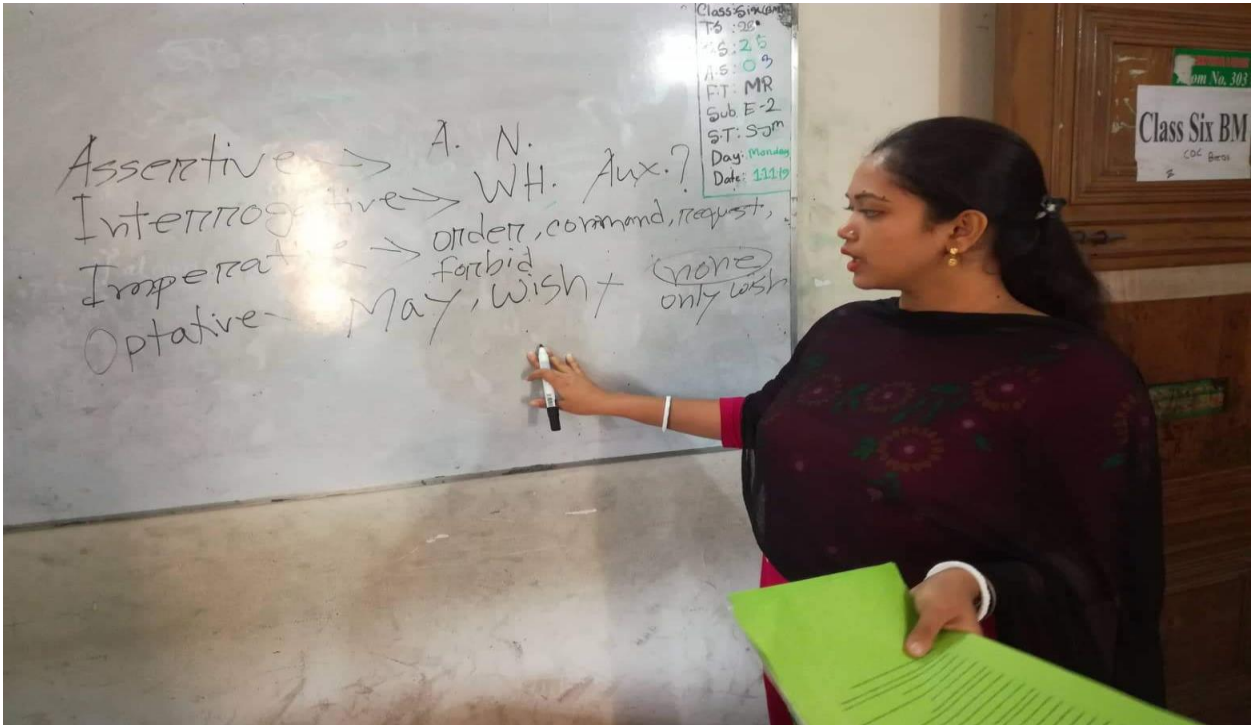




Picture 3: Class Observation 3: Class 7 (English 1<sup>st</sup> paper) when the teacher was conducting student's flashcard correction work



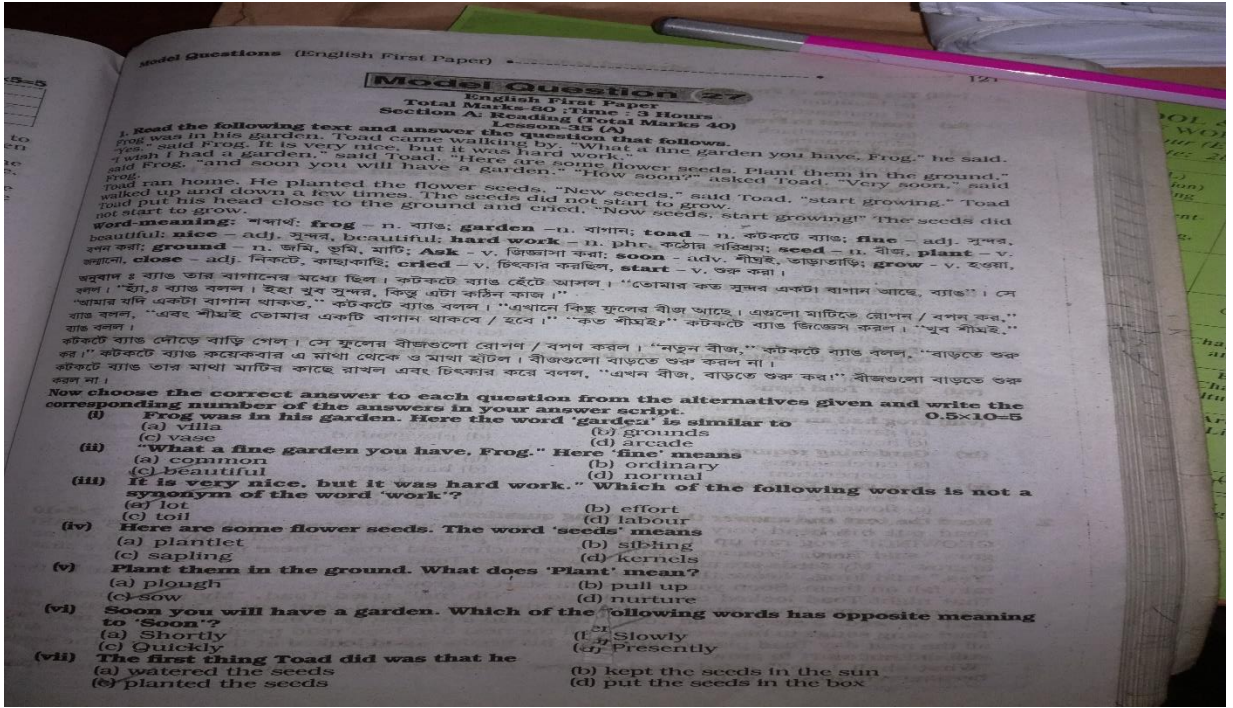
Picture 4: Self-reflection 1: Class 6 (English 1<sup>st</sup> paper) when students were reciting their summary



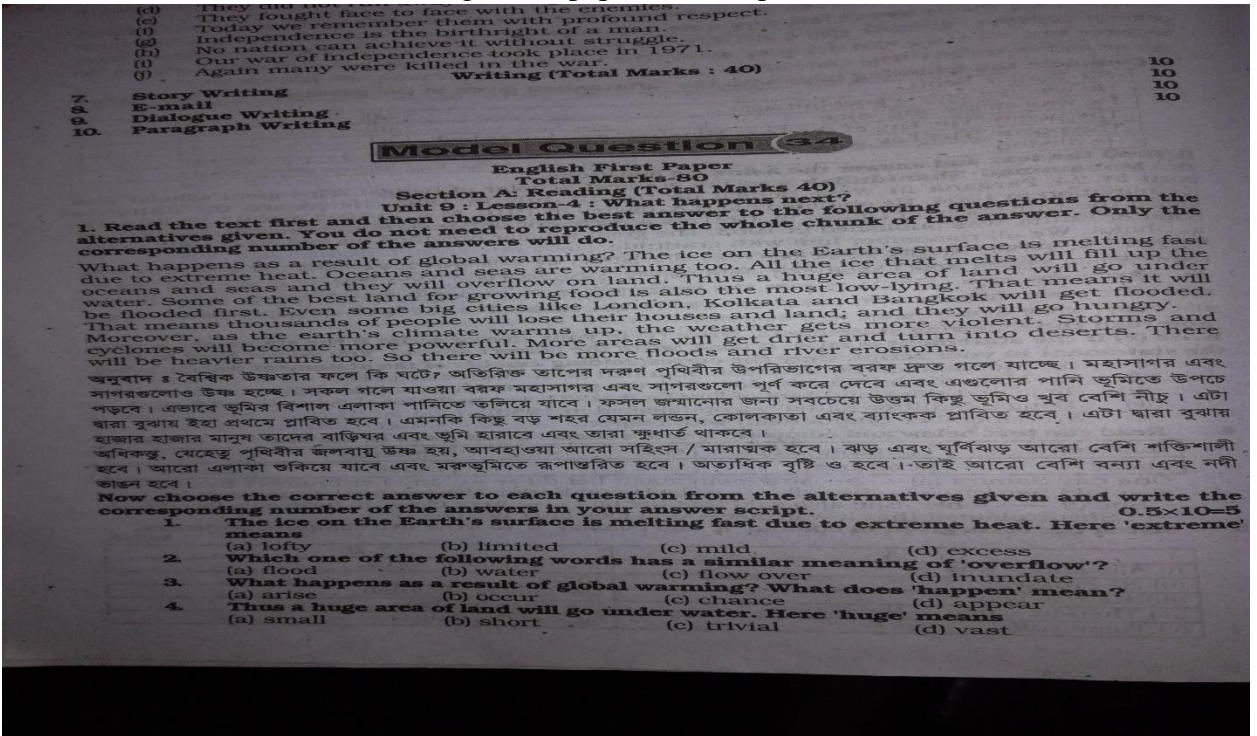
Picture 5: Self-reflection 2: Class 6 (English 2<sup>nd</sup> paper) while teaching students sentence structure and its types



Picture 6: Self-reflection 3: Class 7 (English 1<sup>st</sup> paper) when checking student's group work of making questions



Picture 6: Worksheet 1. Class 6 (English 1<sup>st</sup> paper) Model question 27



Picture 7: Worksheet 2. Class 7 (English 1<sup>st</sup> paper) Model question 34

A group of words that makes complete sense is called a sentence.

Example:

color blue favorite is My. (makes no sense, therefore it is not a sentence)

My favorite color is blue. (makes complete sense, therefore it is a sentence)

There are 5 kinds of sentences:

1. Assertive or declarative sentence (a statement)
2. Imperative sentence (a command)
3. Interrogative sentence (a question)
4. Exclamatory sentence (an exclamation)
5. Optative sentence (wish, curse)

1. An assertive sentence is a sentence that states a fact. Such sentences are simple statements. They state, assert, or declare something.

Examples: Jan is a student. She lives in a big city.

2. Imperative sentence is a sentence which gives a command, makes a request, or express a wish.

Examples: Go to your room. (an order) Please lend me your book. (a request) Let's go to school.

3. Exclamatory sentence is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude.

Example: What a shame! Boy, am I tired!

4. Interrogative sentence: A sentence that asks a question is called an interrogative sentence.

Examples: What is your name? Where do you live?

5. Optative sentence: The sentence which expresses a prayer, keen wish, curse etc. is called an optative sentence (generally starts with 'may' and 'wish'. Sometimes, 'may' remains hidden).

Examples: May the king of Westeros live long! Long live the king of Westeros.

Picture 8: Worksheet 3. Class 6 (Sentence definition and types with examples)

151-10-319

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