



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

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This Report Presented in Partial Fulfillment for The Awarding of the Degree

Of

BA (Honors) in English

**Supervised by:**  
Shampa Iftakhar  
Assistant Professor  
Department of English  
Daffodil International University

**DEPARTMENT OF ENGLISH  
DAFFODIL INTERNATIONAL UNIVERSITY**

**Date of Submission: 21 August, 2019**

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## DAFFODIL INTERNATIONAL UNIVERSITY

### CERTIFICATE OF APPROVAL

I am pleased to certify that Jabin Sultana, ID: 153-10-362, Department of English, Daffodil International University has completed her project paper under my supervision in the semester of Summer-2019.

She has been very regular and cordial in her works, and I am pleased to certify that the findings presented in the report are reflections of the hard work done by her to make this project work a success. I strongly recommend the report presented by further academic commendation, presentation, and viva-voce.

It has indeed been a great pleasure for me to work with her. I wish her all success in life.



---

Shampa Iftakhar  
Assistant Professor  
Department of English  
Daffodil International University  
Date: 20.8.19

## LETTER FOR TRANSMITTAL

AUGUST - 2019

Shampa Iftakhar  
Assistant Professor  
Department of English  
Daffodil International University

Subject: Letter for Transmittal.

Dear Madam,

Enclosed is the project paper on “The scenario of English language teaching in a Bangladeshi School” completed as partial requirement of BA (Honors) degree.

In preparing the report I have tried to maintain the rules and guidelines you have suggested. I hope it will meet the requirements and standards of the university properly. I hereby certify that the project and its findings are authentic and of my own.

Therefore, I earnestly hope that you would be kind enough to approve my project and oblige thereby. Thank you very much for your time and consideration. It has been great pleasure working with you.

Sincerely Yours,  
Jabin Sultana  
ID No. 153-10-362  
Department of English  
Daffodil International University.

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## DECLARATION

It is hereby declared that

1. The internship report is submitted about my original work while completing degree of B.A (Hons) in English for the course "Project Paper (ENG 334)" at Daffodil International University
2. The report does not contain material earlier released or written by a third party, except where it is properly cited through complete and precise referencing.
3. The report does not approve or presented for any other degree or diploma at a university or other organization.
4. I have recognized all major sources of help.

**Student's Full Name & Signature:**

Jabin Sultana

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Jabin Sultana  
ID No. 153-10-362  
Department of English  
Daffodil International University

**Supervisor's Full Name & Signature:**



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Shampa Iftakhar

Shampa Iftakhar  
Assistant Professor  
Department of English  
Daffodil International University  
Date: 20.8.19

## **ACKNOWLEDGEMENT**

I would like to express my special thanks of gratitude to my teacher Shampa Iftakhar, Assistant Professor, Department of English, Daffodil International University. My work could not be possible without the kind support of my teacher. I feel lucky to do this internship under her guidance.

I am also thankful to the school in which I did my internship for giving me this great opportunity and giving me the suitable instructions.

I also like to express my gratefulness to my parents, who give me love and support in any kind of situation which helps me to fulfill this project perfectly.

## **ABSTRACT**

The report is based on my experience of visiting Progati High School, Mirpur, as a part of my internship process. Throughout this official journey I divided the whole process into two segments: three classes observation, and three classes conduction. In the first instance, I observe three English classes and tried to assess the possible outcome of the classes.

Then I planned to take three theoretical classes; lessons where based on my theoretical training regarding language teaching and my practical experience of previous class observations. This report also includes my personal experience of teaching classes, and the feedback that I had received.

The main object of this report is to present the scenario of English language teaching in Bangladesh. After finishing the entire project, I discern that language teaching techniques should be introduced among all teachers, and the classes should be more student-centered and participatory to ensure proper learning of the students.

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# CHAPTER 1

## 1.1 INTRODUCTION

I am Jabin Sultana, a student of the English Department of Daffodil International University. As a part of the course ENG 334 Project Paper, I was asked by my supervisor Shampa Iftakhar to visit a school and to observe and take three classes. English Language Teaching (ELT) methodologies have been part of our academic syllabus and we have learnt about modern ELT theories and techniques in different courses.

Also, our teachers applied various techniques in their classroom teachings which have always been very useful to us for learning English properly and finally as part of our final semester project work, we got a chance to apply those methods practically.

I visited a school, and then prepared a report on their teaching condition. During this process I perceived that, teachers emphasized on learning rather than memorizing and assigned the student into home and class work in conventional way. According to my experience, findings and recommendation, I prepared this report.

In short the whole procedure helps me out a lot to deep dive into my knowledge and sharpening my skills towards this noble profession.

## 1.2 OBJECTIVES

The objectives of this project work have been as follows:

- i) To know about the present scenario of language teaching in Bangladeshi schools.
- ii) To learn to apply language teaching techniques at real classrooms environment.
- iii) To figure out student's interest, capability and other issues about learning English Language.
- iv) To find out impacts of technical applications upon the learners.

## CHAPTER 2

### 2.1 METHODOLOGY

This chapter provides the whole procedures that I carried out through this research.

#### 2.1.1 Choose an Institution

According to my viewpoint, like other country, schools in our country represent the entire education system of Bangladesh. Most of the students start their first institutional education from the school. So, learning from school put huge impact in constructing the education system. After consulting with my supervisor, I started searching for a school.

Then I selected a Bangla Medium school, because English medium schools are following the British curriculum in the education process and at this point Bangla medium schools are fall behind. Teaching English to a Bangla medium student is more challenging rather than teaching English medium student. That's why I have chosen one Bangla medium school.

#### 2.1.2 Choose Classes

They gave me the opportunity to choose classes by myself, and I choose class 6,7 and 8 as I have to take three different classes of three different teachers. The reason for selecting these classes is that, I wanted to focus on how students would improve themselves gradually in language teaching with the help of their teachers. The age group of the students is between 10 to 14 years.

#### 2.1.3 Meeting with a particular course teacher

When I discuss about my internship process with honorable headmaster, he introduced me with his three senior teachers, I was suggested to work with them. Then I recapitulated with them individually and made a lesson plan according to their suggestions. They helped me to follow the instructions of the school. They helped me to finish my internship.

### 2.2 INSTITUTION DETAIL

*Progati High School* is one of the most well-known academic institutions located at Mirpur, Pallabi Dhaka-1216

- ❖ **History:** The school was established in 01 Jan 1976.
- ❖ **Present Structure:** The school enrolls students from class 1 to 10. The school operates morning and day shift. Morning shift is for girls and day shift for boys. Each section of a class has on average, 65-70 students. The school has one type of education system, Bangla version.
- ❖ **Uniform:** Girls wear navy blue and white salwar kameez and the boys wear navy blue pant with white shirt.
- ❖ **Students Number:** In present there are around one thousand and five hundred students studying at the school. Number of boys is around eight hundred, and that of girls is around seven hundred.

- ❖ **Extracurricular Activities:** They have sports class with a sports teacher where they play and learn in every week. They celebrate annual cultural program and picnic in every year.
- ❖ **Teachers Qualification:** Most of the teachers are well educated from different well known universities and colleges. There are around eighty full time teachers in the school.
- ❖ **Economic Issues:** The economic background of the school is average. The students whom are admitted there belong to middle or lower middle class families.

## CHAPTER 3

### 3.1 PRACTICE AND MY EXPERIENCE

When I went to the school, I met the Principle for permission. On my first day 16th of July, I observed back to back three classes with three different teachers. I used my observation paper given by my supervisor, to write down the major points that I got throughout my observation. The circumstances of the classroom were good. There were chair, table, benches, blackboard, and CCTV in every classroom. The classroom was neat and clean and much airy. I observed that different teacher had their different style of teaching.

### 3.2 AS AN OBSERVER

In this section, I will explain the grammar teaching techniques of the English language teachers allocated to teach class 6, 7 and 8 students. I noted their three different courses and they all followed the same grammar teaching methods for the students.

#### Class 1

The first class that I observed was conducted by S.M Quamruzzaman. He took me in his English class. It was class seven. At first class teacher shared greetings with the students to start the class. There were 48 students in the class. From the very beginning of the class, the teacher used the Bangla language and proceeded until the end of the school.

The teacher performed some easy physical exercises with the students after the greeting session. When I questioned him about the purpose of doing this kind of practice, he said the students could warm up before the class so that they could give complete attention in the class. Then the teacher informed the students that they should show their correct hand, left hand, fingers, etc. These were just the regular warm-up sessions that the teacher regularly practiced in the class period to retain the student's attention.

After the warm up session, the teacher introduced the topic of the lesson to the students which was 'Narration'. He wrote some rules of the Narration following the text book of the class on the board and told the students to copy them. After that teacher explained those rules and provided some examples. He provided examples like –

**Direct Speech:** She says, "I am a little bit nervous."

**Indirect Speech:** She says that she is a little bit nervous.

Then the teacher questioned the students whether they had not understood anything and explained it in more details. Some students had questions and the teacher solved them for the students. After a while, the teacher supplied the students with a worksheet on "Narration".

It was obviously noticeable that the teacher had in mind a particular lesson plan, and consequently he followed his lesson plan. He followed the map of the activity path and he was not confused about what to do one after the other and was going with the flow.

## Class 2

I was also permitted to attend English language classes of class 6 conducted by Md. Tafiqul Islam Chowdhury. There were 30 students. In this class English language teacher was very friendly with the students compared to class 7 teacher, and he followed the very traditional way of language teaching. His lesson was on "Pronoun." The teacher and the students exchanged greetings to begin. Then the teacher told them to stand up and then again told them to sit down, it was for about 15-20 seconds. After doing this, the teacher lastly asked them to sit down.

That was the warm-up session for the students before the main lesson was started. The teacher brought the subject of the class to the students after that. The teacher questioned the students whether they had any concept about "Pronoun". Some students gave responses and raised their hand. Then the teacher told the students about interrogative pronouns and possessive pronouns. The teacher also supplied some examples and wrote them on the board for the better understanding of the topic. Such as-

- 1) This bag belongs to Jessica. It is **hers**.
- 2) Sonia, I forgot to bring my book. Can I borrow **yours**?
- 3) Do not touch this mobile, it's **mine**.
- 4) Do you see the girl? She is a friend of **mine**.
- 5) That cat belongs to Mr. and Mrs. Rahman. It is **theirs**.

This was basically the traditional method of teaching grammar where the teacher launched the entire conversation in the classroom and the students followed only the lecture of the teacher. The students did not have the opportunity to chance to participate in this kind of learning environment. The teacher finished the class by giving the students homework from the book.

## Class 3

Finally, in this portion I will share my experience of watching classes of English in class 8 conducted by Md. Shadin. There were 30 students in the class. In my view this class was better than the previous two language teacher's classes. What I have seen before is that the teachers of class 6 and 7 carried out some refreshing operations before the class, but all courses were performed traditionally with the help of GTM method. The English language teacher of class 8 used different methods to teach English grammar to the learners. I noted the class where the teacher taught the students "Punctuation".

The teacher did not follow the traditional method of learning grammar. For example, while he was teaching punctuation, he tactically went to the subject of the lesson by giving an example like, "My dear students do you know what happened last night I saw a car accident while going home I saw a bus hit an old lady and the lady was lying on the road covered with blood nobody came to help her"

Hearing, the sentences without any pause or intonation the students realized that there were some problems. Then the teacher finally clarified what was wrong in those lines and

presented them with ' Punctuation'. He also showed a video on her mobile phone that helped students learn more efficiently about punctuations.

Especially in this class we can see that the teacher is very passionate and vibrant. This teacher is more creative than the previous teachers. She attempted her utmost to introduce of her own concepts to teach the students. Although the school did not provide multimedia support, she used her own mobile phone as a technology to assist the students learn better and helped to give life to the classroom.

### 3.3 AS A TEACHER

In this chapter I would like to share my own teaching experience in English grammar with students. Becoming a good English language teacher is always my dream. Therefore, I attempted very hard to make the teaching and learning method very efficient when I had the opportunity to teach the children English through this internship.

#### Class 1

I conducted my first class on 17<sup>th</sup> July, 2019 from 12.00 pm to 12.45pm. The duration of the class was 45 minutes. It was class seven. There were 42 students in the classroom. Material I used in the class were blackboard, textbook, worksheet.

#### Lesson Plan

Courses	English 2 <sup>nd</sup> Paper
Teacher	Jabin Sultana
Class description	Class 7
Lesson topic	Voice
Learning resources	Text Book, Printed material
Duration of class	45 Minutes
Warm up (3min)	Teachers activity
Understanding level test (5min)	Ask some questions about voice
Controlled practice (15min):	Give information about voice change, structure, rules, examples.
Free practice (15min)	Taking questions from the students, asking them about the topic, give them worksheet to solve.
Feedback (12min)	Student's respond about class.

The class was on grammar and the topic was voice. The objective of the class was grammatical structure of voice to the students and taught them how to make active voice passive. I started the class with greetings and then I introduced myself. Before going to the main topic, I asked the students what they know about voice.

Approximately, 2 or 3 student gave me a very little information about it, and others were silent. After that I started to give them the lesson. I wrote the structure on the board and told them to copy it. I made the structure and rules clear to the student through the examples.

After giving my lecture I asked them to question me if they had any confusion. I took their question and tried to give the answer as correct as possible. Then I gave them a worksheet which I printed before and asked to solve it. To keep their interest growing, I asked them to give chocolate who worth first. I saw this little approach make them more active than previous. I checked their paper and gave chocolates to all of them, because they all gave their best effort.

Overall I tried to make the class interesting and vivid. Entirely I got their full attention and did not face any difficulties.

## **Class 2**

My second class was on 1.15 pm on the same day. I entered in the class at 1.15 pm and ended up the class at 2 pm. It was class six and the number of the present student were 28. As materials, I used worksheet, board and textbook.

## **Lesson Plan**

Courses	English 2 <sup>nd</sup> Paper
Teacher	Jabin Sultana
Class description	Class 6
Lesson topic	Tense
Learning resources	Text Book, Worksheet
Duration of class	45 Minutes
Warm up (3min)	Teacher's activity
Understanding level test (5min)	Ask some questions about Tense
Controlled practice (15min):	Give information about classification of tenses, structure, rules, examples.
Free practice (15min)	Taking question from the students, asking them about the topic, give them worksheet to solve.
Feedback (12min)	Student's respond about class.

This was another class about grammar and the topic was Tense. At the beginning of the class I greeted them and introduced myself. Then I told them to tell their name one by one. After getting their name I made some fun and told them some jokes to make them easy.

Then I presented the topic towards the students, and asked them whether they knew anything about the topic or not. I found that they knew a very little about tense. Then I started to give them the instruction, and told them about the importance of tense as a basement of English grammar. I gave them the structure and familiar example so that they would easily understand that. After giving my whole lecture I asked them some questions and told them to rise their hand if they got the correct answer.

Then I gave them a worksheet and told them for group work and told them which group would get first, they would get the champion gift and a big clap from all. This command made a competition among the students.

After finishing their quiz, they got excited to get their result. I checked all of their sheets and put them into 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> group and gave them gifts. I ended up my class by giving chocolate and precious advice among the all students in the class.

### **Class 3**

At 3.15 pm on that day I took my third class as well. It was class eight. There were 25 students on that class. I began my class on 3.15 pm and finished the class at 4 pm. I used textbook and printed sheets as materials.

### **Lesson Plan**

Courses	English 2 <sup>nd</sup> Paper
Teacher	Jabin Sultana
Class description	Class 8
Lesson topic	Article
Learning resources	Text Book, Printed sheet
Duration of class	45 Minutes
Warm up ( 3min)	Teachers activity
Understanding level test (5min)	Ask some questions about Article
Controlled practice ( 15min):	Give information about Article and its different rules.
Free practice (15min)	Taking question from the students, asking them about the topic, give them worksheet to solve.
Feedback ( 12min)	Student's respond about class.

I joined the classroom with greetings and a warm smile I welcomed the students. The students previously saw me watching their courses, but that day they were very happy to see me as their language teacher.

I informed the students about myself as part of the ice breaking session and also attempted to find out about them through a brief question and response session. The students liked the meeting as they had the opportunity to speak out. After that, by taking examples from our interaction session, I gradually entered in the lesson.

Like, the students shared their names, favorite things, activities, hobbies etc. and I showed them how their names and activities can be the example. Through that I teach them article and tenses as well. That was how I attempted to use towards the student's inductive technique of learning grammar.



## CHAPTER 4

### 4.1 OVERALL FINDING

I observed three English classes. Among these classes I got several findings which I wanted to share. It was a great experience with all the teachers. I got their different opinion on different classes. All the findings are given below-

- The teachers were well prepared for their lesson; they carried all necessary materials and elements in the class. They displayed their suitable subject knowledge towards the student.
- The teacher introduced the lesson appropriately and delivered the lecture properly during the class.
- They were speaking Bangla language all the time to communicate with the student.
- I did not find any modern technology in the classroom like projector or computer. They still used blackboard for teaching instead of whiteboard.
- The environment of the classroom was good enough to move comfortably.
- There was a construction building besides the school so the student could not concentrate in the classroom due to the noise.
- Library was not enriched with enough book.
- They had a computer lab with insufficient facilities.
- Authority observed the classroom 24 hours through the CCTV camera.
- School has water filtering system for the students.

## CHAPTER 5

### 5.1 CONCLUSION AND RECOMMENDATIONS

In the conclusion, I would like to say that my internship experience was a great journey for me. This is the overall experience that I had gained entirely in my internship. The main purpose of this internship was to have an idea about how the teachers of the new generation are teaching English language to basic level students in the classrooms.

During my internship, I identified some points that can help to teach the students more effectively:

- 1) The class timing should be more than 45 minutes.
- 2) A flexible seating scheme should be given for students so that group work can be readily carried out in the classroom.
- 3) Modern learning instruments such as projector, laptop should be available so that educators can execute various learning methods.
- 4) Teachers should be up-to-date and well-conscious of modern grammar teaching methods so that they can apply those methods in schools.

## **APPENDICES**

**Appendix 1-** Certificate of Internship

**Appendix 2-** Photograph

**Appendix 3-** Classroom Observation Checklist

## Certificate of Internship

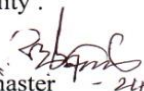
### Progati High school Testimonial for intership

This is to state that Ms. Jabin Sultana, Program : BA (Hon's) in English, ID No 153-10-362, took and observe three classes in this institution for her internship.

I found her hard working, enthusiastic and active, always putting her best efforts into her work. She consistently produced high standard of teaching towards the students.

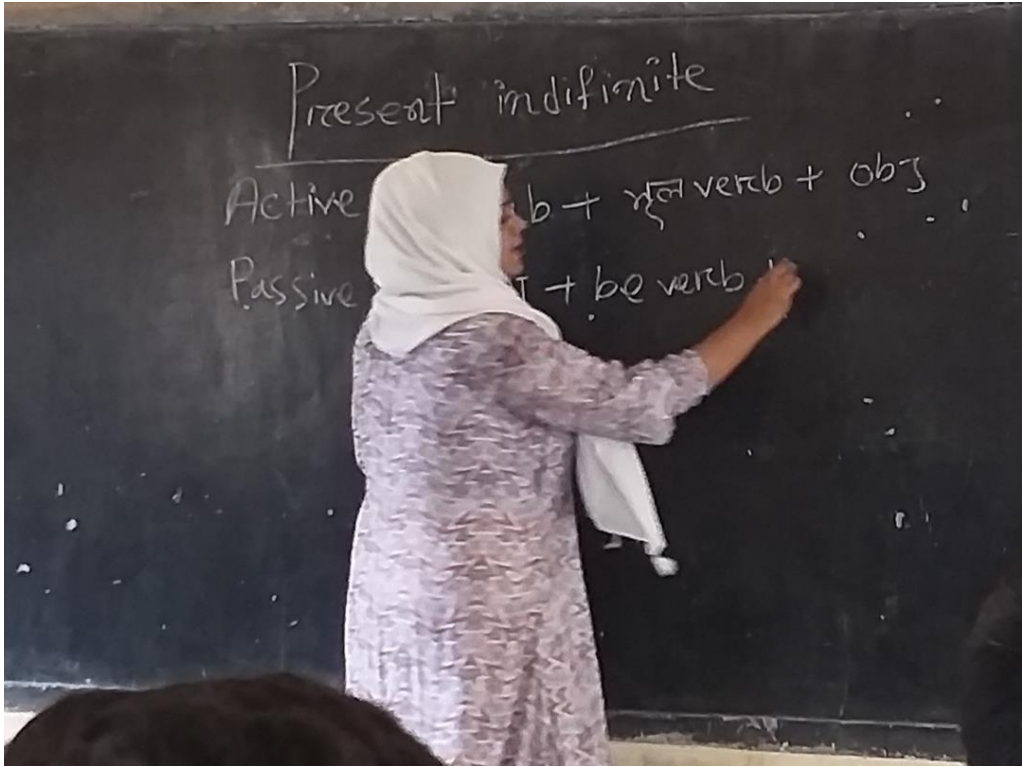
I believe she deserves strong recommendation for her sincerity and cordiality .

Headmaster

  
- 24.7.19  
Progati High school  
MD. REZAUL KARIM  
HEADMASTER  
PROGATI HIGH SCHOOL  
PALLABI, DHAKA

## Photograph





## Classroom observation checklist

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

School / College: Pragati High school  
 Teacher's Name: Md. Tariqul Islam Chowdhury Class: 6 Section: B  
 No. of Students Present: 30 Course Title & Code: Eng 2nd paper  
 Room No: 303 Peer/Observer: Jabin Sultana Date and Time: 16/07/2019

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

- i. Pronouns
- ii.
- iii.

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

Yes the objectives achieved properly.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	<u>giving advise and knowledge to the students.</u>
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	<u>Subject matter is clear. emphasizes on the main point, proper time schedule.</u>
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	<u>Successfully to able to keep students interest.</u>

4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Text book, Black Board, chalk, duster, Give class work, group work.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Good presentation skill, Strong voice and eye contact.

**MANAGEMENT**

Was the time spent properly? *yes time 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)

*He tried to hold learners' attention and made them busy through class work.*

**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:**

*He has good presentation skill.*

**Suggestions for improvement:**

*He is kind of a tough teacher, He can be more polite to his students.*

**Overall impression of teaching effectiveness:**



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

School / College: Progati High School  
 Teacher's Name: SM Guamrozaman Class: 7 Section: B  
 No. of Students Present: 48 Course Title & Code: English 2nd Paper  
 Room No: 302 Peer/Observer: Jabin Sultana Date and Time: 16-07-2019

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

- i. Narration
- ii.
- iii.

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

Yes, the objective achieved successfully.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	giving good advise, command and knowledges.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Has a good warmup, greetings, obseeatives was clear. Start and finished lesson properly.
3	<b>RAPPOR</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Both teacher students relation were good.

4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Text book, chalk, duster, paper, Board.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Use strong clear voice, eye contact was clear as well.

#### MANAGEMENT

Was the time spent properly? *yes the time 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)

*He tried to make clear the rules of grammar and gave example of it.*

#### 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:

*He was friendly to the students, very polite and caring with his ~~sm~~ smile.*

#### Suggestions for improvement:

*Can make more interesting the lesson.*

#### Overall impression of teaching effectiveness:

*He ~~gave~~ tried to give his full effort of teaching.*

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

School / College: Progati High School  
 Teacher's Name: MD. Shadin Class: 8 Section: B  
 No. of Students Present: 30 Course Title & Code: English 2nd paper  
 Room No: 202 Peer/Observer: Jabin Sultana Date and Time: \_\_\_\_\_

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

- i. Punctuation
- ii.
- iii.

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

Yes, objectives achieved perfectly by his wonderful teaching style.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	able to increase attention and interest among the students.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Has a good warm up and greetings. meets class at timely.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	His interact with students was much friendly, teacher student relationship was very good.

4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	His most beautiful skill was giving real life examples to the students.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Presentation was good, hold interest, maintain eye contact and has clear voice.

**MANAGEMENT**

Was the time spent properly? *Yes time 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)

**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:**  
*He is more realistic teacher than others.*

**Suggestions for improvement:**

**Overall impression of teaching effectiveness:**  
*He gave his full effort to make topic clear to the students.*

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