

# **Scenario of English Language Teaching in a Bangladeshi School**



**DAFFODIL INTERNATIONAL UNIVERSITY**

**DHAKA, BANGLADESH**

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# **Scenario of English Language Teaching in a Bangladeshi School**

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

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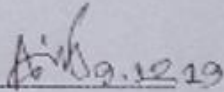


**Date of Submission: 9th December, 2019**

i

## *Declaration by the Intern*

For the completion of the course ENG-334: Project Paper, I was asked by my course supervisor: Ms. Rabeya Binte Habib to visit a school and compile an internship report on the scenario of English language teaching in Bangladesh. I have completed all of my internship work from a Bangla medium School and have made this report entitled "Scenario of English language teaching in a Bangladeshi school". I made this whole report on my own on the basis of my acquired internship knowledge following the conceptual framework given by my supervisor.

  
Arifur Rahman

**Name: Arifur Rahman**

ID: 162-10-402

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Daffodil International University

### *Certification of the Supervisor*

I hereby, certify that the intern: Arifur Rahman bearing the ID: 162-10-402 has undertaken the course Project Paper coded: 334 with me. He visited Uttara Creative School and College for doing his internship. With the help of a facilitator and teachers of the school he observed three classes and taught three classes. During the whole process, he was in touch with me and took guidelines from me on a regular basis. He showed me his work and gave me updates about the project work. Therefore, he fulfilled the condition and completed all the procedures of the course and the intern is now qualified to submit this report.

Rabeya 09.12.19

**Supervisor:**

**RabeyaBinte Habib**

Senior Lecturer, Department of English

Daffodil International University

## *Acknowledgement*

Firstly I am very thankful to Allah who helped me to do my internship work within short time. Then I would like to thank my internship Project supervisor: Ms. Rabeya Binte Habib for her easy and valuable guidance as she managed time for me anyway.

I am very thankful to the Principal who gave me permission to complete my internship in their school I am also thankful to all teachers who showed their friendly behavior and helped me a lot giving right instructions and worked with me facilitators. I am also thankful to the staffs and officers of the school for their decent and cordial behavior. Students were very cooperative and active who joined in class activities that I really appreciate and i am thankful to them too.

## *Abstract*

This internship report was an attempt to know about the present scenario of English language teaching in a Bangla medium school in Uttara named Uttara Creative School and College. From the school, I did my internship from 27th October to 4 December. At first, I went to the Principal of the school with my recommendation letter to seek his permission. After getting permission, I prepared myself through class observation, lesson plans, teaching style, effective strategies, evaluation, assessment and proper feedback. For all of these, I followed ELT methods which I learned from ENG 413: Introduction to ELT (English Language Teaching) course. I tried to apply all acquired ELT theories and techniques when I myself taught. Through this internship, I learnt how to teach English language effectively to gain students' concentration and to seek a knowledge seeking behavior among students. So this internship project was not only to learn about a school's teaching style but also an attempt to learn how should we teach effectively in a school according to ELT methods and style.

## **Table of Content**

Title Page	i
Declaration by the Intern	ii
Certification of the Supervisor	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
Chapter 1:Introduction	1
Chapter 2: Objectives	1
Chapter 3:Methodology	2
Chapter 4:Details of the Institution	3
Chapter 5:Classroom Observation Reports	4-6
Chapter 6: Teaching Experience	7-10
Chapter 7: Overall Findings	11-13
Chapter 8: Recommendations	14
Chapter 9: Conclusion	15
Appendix 1:Lesson Plans	16-18
Appendix 2 : Photographs	19-20
Appendix 3: Worksheets	21-22
Appendix 4: Class Observation Checklists	23-34
Appendix 5: Letter of Recommendation	35
Appendix 6: Plagiarism Report	36

## Chapter 1: Introduction

**Background:** English Language plays an important role in our life. It is understood by many people around the world since it is the most spoken language. English language is one of the most important language in the field of education today and knowing English increases our chances of getting a good job in our home country or in abroad. In Bangladesh, students are introduced with English from the very early age. Though students learn English during primary to tertiary level, still most of them cannot speak or write in a proper way. Most students in this country feel lack of motivation of learning English and every student memorizes to pass in English rather than following creative writing.

This report focuses on my experience of language teaching system in Bangladesh and to observe the classes and method that teachers apply to teach the student.

## Chapter Two: Objective of Teaching Practicum

The primary objective of this teaching practicum was to identify the teaching resources and the present scenario of language teaching and learning.

- ❖ To know about the present scenario of English language teaching in a 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 the text.
- ❖ To learn to apply language teaching techniques in real classroom situations.
- ❖ To figure out student's inability, reading and speaking issues and what they like.
- ❖ To observe the classes and see the teacher's teaching.
- ❖ To take two or three classes and applies the technique and methods.
- ❖ To understand the present practices in teaching –learning situation in school.



## **Chapter Three: Methodology**

### ***3.1 Selecting an Institution***

During the selection process, I visited many schools and asked for permission to do my internship. Many of them refused straightway, few said they proposed to give me permission for the tasks to be done at later time. Finally, among them I chose Uttara Creative School and College to complete the project. The school is located in Sector-11, Uttara, Dhaka.

### ***3.2 Selecting Classes***

The Principal of Uttara Creative School and College allowed me to observe and conduct. Firstly, I observed three classes so that I could learn how to manage students and time. I took classes of grade Six, Seven and Nine.

### ***3.3 Selecting a Facilitator***

YeasminAkter is one of the English teachers of the Uttara Creative School and College. She helped and guided me throughout the process.

### ***3.4 Classroom Observation:***

I observed one class on English 1st paper of Grade Six, two classes on English 2nd paper of Grade Seven and Nine. I think observing classes helped me to learn teaching style and strategies. I sat at the back of the classes to observe them. The teachers entered the class on time and during the class I completed the checklists given by my supervisor. All of the classes were 45 minutes long.

### ***3.5 Interviewing the Course Teacher***

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

### ***3.6 Testing Student and Self-Assessment***

I tested the students by giving them work sheets and taking their feedbacks. Most of the students understood the class but few of them were inactive.

#### *Chapter 4: Details of the Institution*

- Name: Uttara Creative School and College.
- Location: Sector 11, Road 13, Uttara, Dhaka-1230
- Land Area: 4 storied building
- Building Own/Rented: Rented building
- Students Number: Around 5 hundred
- Teachers Number: 20
- Administrative Officers Number: 3
- Staffs Number: Almost 30
- Teachers' Qualifications: BA, MA, BSC, MSC etc.
- Financial Issues: Private funded

This school was established in 2015. It is a Bangla medium school and they have the permission to run classes from Nursery to HSC. They do not have their own building they hired a 4-storied building. This is a low cost and non-profit school. They have two shifts: morning shift for junior level students from 8:30am and day shift for senior level students from 11.30am. There have no playground of their own in front of the school. But I heard that they often go to a sector 11 field with their students for providing them chance to playing and exercising.

## **Chapter 5: Classroom Observation Reports**

### **Class Observation Report-1**

I observed an English 1<sup>st</sup> paper class of grade VI at Uttara Creative School and College, Uttara, Dhaka on Sunday 27<sup>th</sup> October, 2019. The teacher, named Yeasmin Akter, started her class at 11.00 am which finished at 11.45 am. The objectives of the lesson were to justify the true and false by reading a passage about “Health”, The teacher started the class by reading the passage and making them understand in both Bangla and English language. After that she told them to find out the unknown words they never heard of. Students listed some words and then the teacher asked them to say those words loudly. Then she wrote them on the board with their meaning and explained with real life examples to make them understand the intended meaning in the passage.

After explaining the words, she told them to answer the true/false questions and fill in the gaps. Students responded quickly and started to write as the teacher gave them fixed time to finish the task. Few students made mistakes; teacher took care of those mistakes by solving them with accurate answers and explanation.

Overall, the teacher was pre-planned, had excellent knowledge of the topic, encouraged the students and tried her best to help the students by providing real-life examples.

## **Class Observation-2**

On Sunday, 27th October 2019, I observed an English Grammar class of grade VII. Sharmin Hossain was the class teacher. The teacher entered the class on time. The entire class stood up and took their seats when they were asked to be seated. The teacher shared greetings with them and then started the class.

The topic of the class was introduction of right form of verbs; auxiliary verbs. 27 out of 35 students were present at the class. The environment of the classroom was amazing and the teacher was very supportive and friendly. She started his class by warming up with some examples of past, present and future sentences which the students already knew. So they felt comfortable and were motivated to learn the auxiliary verbs. Then she gave some rules so that they could grab the lesson and identify the verbs. After the lesson, she gave them some exercises on the studied topic. During the exercise time of many students came forward and shared their difficulties with the teacher without having any hesitation and the teacher solved them. The teacher helped them understand the topic well even though she had to explain the topic again and again. She did not showing any irritation. She finished the class in time.

### **Class observation-3**

On Monday I observed an English class of grade IX. ShukhoRangon Das was the class teacher. The teacher entered the class on time; he welcomed the students and exchanged warm greetings. The class started at 11.00 and finished at 11.45 am. The total numbers of student were 27 and only 22 were present on that day.

The class had a really good atmosphere and the students were coordinated and punctual. I asked him about the lesson plan before the class started and he told it will be a writing class.

The lessons objectives were to teach them free hand writing so that they could write about any topic. Free handwriting makes students become more thought oriented. To fulfill the lesson the teacher helped them with real life examples.

At first the teacher talked about the previous lesson in which he talked about how to write a paragraph, how to use their creative thinking to write and how to make a paragraph more meaningful.

He gave them various topics such as a moonlit night, a historical place, a starry sky, a railway station, forest, a trip with family. He wrote them on the board and asked student to write one of them by using their writing skill without reading paragraphs from the textbooks.

After the students finished their paragraph he collected all the copies and checked them to see if his students had improved or not.

## **Chapter 6: Teaching Experience**

### ***6.1 Self-reflection-1***

On Sunday 3<sup>rd</sup> November 2019, I took English second paper class of grade seven students. I have started the class at 11.00 am until 11.45 am. The objective of the class was to teach students the basic of sentence formation and evaluate them with a worksheet on that.

At the very beginning of the class, I greeted the student and introduced myself as a new teacher and warmed them up by asking them about their health and how they were. I asked them whether they had breakfast in the morning. Many replied yes and many told that they didn't have the time. I shared a real life story about a person who had suffered from ulcer because of the habit of skipping breakfast.

I started the main lesson by writing the rules of making a sentence and how to find out the subject and predicate. On the board I wrote –

In the most of the sentence whatever we say or write, they have two parts- one subject, and other one is predicate.

### **Subject and Predicate:**

Subject	Predicate
A boy	Lived in a village
His parents	Sent him to school
He	Liked his lessons
She	Never stood second in the class

Then I explained them about subject and predicate in the class in Bangla as they were not able to understand the lecture in English. After making them understand about the basic sentence formation, I gave them a worksheet about identifying subject and predicate. The duration for completing the worksheet was 20 minutes.

Later, I asked them to exchange their worksheet with each other. Then they checked each other's' worksheets. As I read out the answers.

Though some students faced troubles during the completion of the tasks I tried to make them understand and fulfill the objectives of the class. Students were very cooperative, they followed the instructions. I tried to make the class more exciting by engaging them with activities and the class was cheerful.

## **6.2 Self-reflection-2:**

On 3<sup>rd</sup> November 2019, I took my second class of English of grade nine students. I entered the class at 1.00 pm and finished it at 1.45 pm. I used the white board and some worksheet to complete my lessons. I greeted them and warmed them up by asking about their home. I tried to evaluate their speaking skills such as pronunciation, vocabulary etc. First I told them to open their English 1st paper text book and selected few students to read out some of the passages to check their ability on speaking. I gave them some advice regarding they will need to correct their pronunciation if they want to compete in the vast field of education and why speaking skill is as important as writing skills. As they were reading the passages, I asked them if they understood. I created a comfortable atmosphere so they felt comfortable to talk to me. They told that the subject English is the hardest one of all and they don't fully understand but they can catch on if the teacher translates passages into Bangla. So I also tried the grammar translation method and they could catch up quickly. However, I made them understand why they should try to avoid translating everything into Bangla. They were very satisfied and happy with my class. They really did well in reading. I also gave them an exercise on unseen fill in the gaps to be done by a group of four. Later, I collected and brought back the work sheets with me and checked them. My objective was to see if they had speaking skills. I evaluated their group work ability by giving them a crossword puzzle. They were really excited and could complete it with their group members. I encouraged them to read more and to practice speaking.

### 6.3 Self-reflection-3:

On 4<sup>th</sup> November, 2019 I conducted my 3<sup>rd</sup> and last class on English 2nd paper of grade six students as guest teacher in Uttara Creative School and college. The total time duration of the class was 45 minutes and 26 students were present in the class. I started the class at 12 pm and finished it by 12.45 pm. At the beginning of the class I greeted the students, introduced myself and warmed up the class by asking them about their health and studies. The objective of the class was to introduce the students with basic articles.

I started the main lesson by asking them about articles and most of them replied they do not know about the use of articles so I started to write about article on the board and gave a lesson to them –

There are two types of articles:

Definite article: The.

Indefinite articles: A, An.

Then I made them understand, in Bangla, about what is indefinite and definite articles are and where to use a, an and the. I also wrote some examples to make them understand clearly.

I made of the following sentences as Example –

- Give me a story book
- The book will come out in a week or two
- I have seen an ant but not an elephant
- He is an honorable person

After the lesson, I asked them if they had any confusion or trouble understanding. Some students were having trouble understanding about why there is “an” before honorable. I replied that because of the vowel the h is silent. So when ‘h’ is silent then ‘an’ will always sit before the word. Then I gave them some following exercises.

- ✚ 1. \_\_\_\_\_ man is mortal (a / the/ an/x)
- ✚ 2. Shuvro goes to the temple in \_\_\_\_\_ morning (a / the/ an)
- ✚ 3. Joy is-----best student in the school.(a / the/ an)
- ✚ 4. Potter was \_\_\_\_\_ honest king. (a / the/ an)
- ✚ 5. She is fond of \_\_\_\_\_ classical music.(a / the/ an)



✚ 6. He met \_\_\_ girl. (a / the/ an)

✚ 7. He returned after \_\_\_\_ hour. (a / the/ an)

I allowed them ten minutes to complete the task and they started to complete the task in the given time. They checked their answer sheet by themselves as I was reading out the right answers. Students were very excited and happy during the process. After checking their worksheet I asked them if they had any confusion. Few raised their hands so I madethem understand where they were having problems. In the end of the class as I was a guest teacher I gave candy to all of them and they were very happy about it.

Overall, I think I have full filled the objectives that I aimed to teach. I tried to engage all the students to see whether they were able to understand the instruction and the learning process.

## **Chapter 7: Overall findings**

I observed three different classes with three different teachers at Uttara Creative School and College. Both students and teachers were very cooperative with one another and with me. My supervisor gave me three checklists to complete during the observation of the classes and these helped me identify several important things about teaching and students.

### **7.1 Class Observation Findings**

#### ***Lesson Preparation:***

By observing the classes, I understood that all the teachers were well prepared for their classes. They started and finished their classes on time and also had good knowledge about the lesson. I think before becoming a teacher, they had training on this matter. They mentally set up the lesson plan at the beginning of the year and study the syllabus which enables them to be well prepared. They are good but their teaching methods are traditional and not creative.

#### ***Lesson Delivery:***

The teachers conducted the classes with appropriate lessons, most of the time they used Bangla rather than English during the English class. When I asked about it they replied it easier makes it for the students to understand the content as English is not their mother tongue and they do not use English regularly.

#### ***Lesson Management:***

The lessons were book oriented traditional ones, not creative. There was no group work or peer work. The class was teacher centered and there were no creative learning system.

#### ***Classroom Management:***

Classroom management means the wide variety of skills and techniques that teachers use to keep student, organized, focused and attentive on the task. As I observed, the teachers were well behaved and organized and knew how to keep the students attentive in classes.

### ***Use of Technology:***

There were no projectors or any sort of technical use in the class so the teachers had to teach them on black or white board with traditional method.

### ***Use of Language:***

When teaching English 2nd Paper, the important of the teacher was to use the target language as much as possible but in this school I observed that Bangla is used more than English in English classes.

## ***7.2 Self Reflection Finding***

I do not think I have enough knowledge to be a teacher still I tried my best to take three classes. As an intern, I gave three checklists to the teacher for observing my classes. I was nervous as I asked the teachers were observing my classes and completing the checklists. I understood that I needed to improve myself and it is not easy to be a teacher.

### ***Lesson Preparations:***

I choose suitable topics and took preparations. I was well prepared for the classes along with the lesson plan; the classes went as I planned them to be. My objectives were to teach them articles, formation of sentences and test their reading and speaking skills.

### ***Lesson Delivery:***

I do not know whether I gave proper lesson or not but I tried my level best by introducing myself at the beginning of the class, gave clear instructions, explanations and enough activities. Sometimes I repeated the instructions if they did not get it at first.

### ***Lesson Management:***

In my class, lessons were not only book centered. I gave them group works by providing worksheets that I made for them. In one of the classes, there was crossword puzzle for the students, too. I also encouraged them to be expressive and ask questions if they find any difficulty to understand the lesson.

### ***Use of Language:***

I used familiar and short words of English in a friendly tone but I understood that they were not getting me. So, I was constantly switching from English to Bangla to make them clear about the topic.

## Chapter 8: Recommendations

Though the teachers are well educated and knowledgeable, they have some issues about their teaching methods. So that can be changed and improved.

- Warm up activity has a number of benefits. Starting a class with a warm up activity may promote interest among students, set a friendly atmosphere, increase students' participation and attract their attention. By warming up students in pleasant way, teachers can encourage them for the whole class. A warm up activity can be a fun game, short story, a joke or a song.
- Teachers should think outside the box, they should give the students real life examples as it keeps the student in the center, knowledge relation amplified and encourage learners to apply the knowledge immediately.
- There are many more materials except the book, markers and the board such as colorful paper, handouts and work sheets.
- Use of technology now-a-days is very important for students to get a clear idea. It would be more effective if they watch it while taking lectures such as video clips, topic related shows.
- Teachers need to encourage students to challenge themselves by asking them questions in creative ways.
- The students may be asked to list problems, errors or ethical dilemmas in a case study, find the logical flaw in an argument, predict the outcome of an experiment or explain an observed outcome in terms of course concept or choose from among alternative answers or design for models or strategies and justify the choices made. The more practice and feedback the students get in the types of thinking the instructor wants them to master, the more likely they are to develop the requisite skills.

## **Chapter 9:**

### **Conclusion**

In this fast changing 21st century Bangladesh is too flourishing country. It is progressing rapidly in different sectors. Education is one of them. However, Bangla is the first language where English is the second. Practice and training make a person perfect. English teachers and learners could be more effective if they got perfect training as well as perfect instruction. I hope the concerned authority will take concrete steps toward the development of English Language Teaching in Bangladesh. Now I know what my teachers have gone through and how patient they were. This was an unique experience and I have learned a lot from my internship teaching task. It will help me to become a better person and to achieve my goals in future.

## Appendix 1: Lesson Plan

### Lesson Plan-1

Lesson Plan	
<b>Class Duration:</b> 45 minutes <b>Date:</b> 03.11.2019	
<b>Course Name:</b> English Grammar <b>Class:</b> VII <b>Teacher:</b> Arifur Rahman	
<b>Objective:</b> To teach students the basics of sentence formation	
Time	Procedures Followed
5 minutes	Warm Up, Greetings
15 minutes	Lesson Content: <ul style="list-style-type: none"><li>• to introduce them with the sentence formation.</li><li>• Assisting them with queries.</li></ul>
15 minutes	Work Sheet Activities
10 minutes	Problem solving

## Lesson Plan-2

<b>Lesson Plan</b>	
<b>Class Duration:</b> 45 minutes <b>Date:</b> 03.11.2019	
<b>Course Name:</b> English First Paper <b>Class:</b> IX <b>Teacher:</b> Arifur Rahman	
<b>Objective:</b> To see their pronunciation, vocabulary and speaking skills	
<b>Time</b>	<b>Procedures Followed</b>
05 minutes	Warm Up, Greetings
20 minutes	Lesson Content: <ul style="list-style-type: none"><li>• to check their ability of understanding a comprehension</li><li>• Assisting them with queries.</li></ul>
05 minutes	Queries & Problem Solving
15 minutes	Fun activities with crossword puzzle



Lesson Plan-3

<b>Lesson Plan</b>	
<b>Class Duration:</b> 45 minutes	
<b>Date:</b> 04.11.2019	
<b>Course Name:</b> English Grammar	
<b>Class:</b> VI	
<b>Teacher:</b> Arifur Rahman	
<b>Objective:</b> To introduce them with the use of articles	
<b>Time</b>	<b>Procedures Followed</b>
5 minutes	Warm Up, Greetings
15 minutes	Lesson Content: <ul style="list-style-type: none"> <li>• to introduce them with articles.</li> <li>• Giving clear concept.</li> </ul>
15 minutes	Task Activities
10 minutes	Problem Solving

## Appendix 2: Photograph

Class Observation:



Picture-1:Teacher was teaching articles.



Picture-2:Teacher asked students to answer some question about Tense

Self-reflection:



Picture-3: I was teaching students the basic of sentence formation.



Picture-4: I was talking about their speaking skills such as pronunciation, vocabulary.

## Appendix 3: Worksheets

Name: Tasjia Date: 20

### Make a Sentence Worksheet

The subject part of a sentence names whom or what the sentence is about. The predicate part of a sentence tells what action the subject does.

Directions: Add a predicate to each group of words.

Example A: The man \_\_\_\_\_  
Answer: The man traveled to the woods.

- The horses are eating.
- The baseball team are ~~win~~ won the game.
- The man is working in the field.
- The joggers are playing.
- My best friend is Hossain.
- My mother is a housewife.
- The man in the bank working as a manager.
- The cashier are laughing.
- The scientist is the ~~inve~~ greatest man.
- The dog is playing with football.
- In the month of June, will my birthday.
- My friends and I are working in my clo
- The group of kids are playing in the field.
- The woman are is illiterate.
- The school kids are playing.

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Name: Grazi

### Write a Sentence Worksheet

The subject part of a sentence names whom or what the sentence is about. The predicate part of a sentence tells what action the subject does.

Directions: Add a subject to each group of words to form a complete sentence.

Example A: \_\_\_\_\_ heard a loud noise.  
Answer: The man heard a loud noise.

- All students walked to the assembly.
- He spoke to the crowd.
- I went to class in the morning.
- The headmaster was happy for her students.
- They were relieved that they won the game.
- He won the race.
- My mother made dinner.
- My friends cheered loudly.
- My friend was lost in the crowd.
- I hit a homerun.
- we went shopping at the mall.
- They worked together.
- They moved into their new house.
- I went to school in the morning.
- He served food for lunch.

Copy

## Paragraph Railway station

Railway station is place for transportation. It is called Railway station, because people or passengers go to different places ~~thru~~ with train and train goes to different places using the Railway of the road. There are different Railway station in different city and town connected together. Passengers use goes to these station to go to another place. ~~Many~~ <sup>All the</sup> trains goes from one place to another. These trains play a very important role in the society. as well as it develops the country and helps with the well-fare of human beings. Railway station is an amazing place, where you go to meet different people and

## MCQ Model Question 214

- 1) State of both body and mind.
- 2) Old wise saying.
- 3) Concern.
- 4) Soundness of body and mind.
- 5) Poverty.
- 6) The rule of practices of keeping good health.
- 7) Proper functioning of both body and mind.
- 8) They are essential for health.
- 9) Good health.
- 10) A combination of two



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

School / College: Uttara Creative School and College  
 Teacher's Name: Yeasmin Akter Class: VI Section: A  
 No. of Students Present: 29 Course Title & Code: English for Today  
 Room No: 103 Peer/Observer: Arifur Rahman Date and Time: 21-10-2019

Objectives of the lesson (as perceived):

- i. to get feedback from students on how to tell a story.
- ii. to form an answer from question.
- iii. to learn new words.

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

Yes, the objectives were achieved.  
 Students understand the story and were able to answer any question from the story.

SN	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)	She had enough subject knowledge to make students more knowledgeable.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met what they have learned today)	She started the class with a welcome tone. She taught the lesson with perfection.
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)	She was very open to the students, they were also respectful to the teachers.

but also in manner, etiquette and attitude)	
<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)	No electronic devices were used. Just used traditional materials.
<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)	Her presentation was good.

### MANAGEMENT

Was the time spent properly?

The time was spent properly.

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

- \* Warm-up → 5 minutes
- \* Delivery → 28 minutes
- \* Activities → 5 minutes
- \* Feedback → 5 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?

No critical event was found.

Strengths observed:

She was a very confident person. Students were friendly with her.

Suggestions for improvement:

She should improve her pronunciation skill.

Overall impression of teaching effectiveness:

She was very energetic and tried her best for lecture.

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

School / College: Uttara Creative School and College  
 Teacher's Name: Sharmim Hossain Class: VII Section: A  
 No. of Students Present: 21x Course Title & Code: English Second Paper  
 Paper No: 203 Peer/Observer: Arifur Rahman Date and Time: 21x-10-2019

Objectives of the lesson (as perceived):

Right forms of verbs.

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

The objectives were achieved as the students could solve the exercise after learning the rules of the right forms of verb.

IN	Review Section	In what ways? (Specific examples/ clarifications)
	<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)	She had a great knowledge of subject matter and demonstrated breadth and depth of mastery.
	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time; starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	She had a proper preparation of her class.
	<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)	She was polite to the students.



but also in manner, etiquette and attitude)	<p><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)</p>	<p>She encouraged questions from students and responds too. Her lecture was clear and appropriate.</p>
<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)	<p>She established classroom environment. Her voice was strong and clear.</p>

### MANAGEMENT

Was the time spent properly?

The time was spent properly.

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

Rules - 23 minutes

Task - 25 minutes

Homework - 2 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?

The environment was noisy.

### Strengths observed:

She can hold the interest of students, her teaching method was good.

### Suggestions for improvement:

She should be friendly with the students.

### Overall impression of teaching effectiveness:

She is perfect for teaching profession.

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

School/College: Ut-tara creative school and college  
 Teacher's Name: Shukho Rangan Das Class IX Section A  
 No. of Students Present: 22 Course Title & Code: English first paper  
 Room No: 204 Peer/Observer: Anifur Rahman Date and Time: 28-11-2019

Objectives of the lesson (as perceived):

to write better paragraph

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

The objectives were achieved. Students were able to write better paragraph.

Review Section	In what ways? (Specific examples/ clarifications)
<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>He developed student knowledge by encouraging them.</u>
<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>He met the class at scheduled time, started the class with a preview of last class.</u>
<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)	<u>He was very friendly and students were very excited to do her class.</u>

but also in manner, etiquette and attitude)	
<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate, stays focused on and meets stated objectives)	He asked students to write free writing and students did that.
<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)	His pronunciation was average but voice was good.

### 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)

Free hand writing → 35 minutes  
 Homework → 5 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?

They have no electronic devices, students make too much noise but teachers could not control them.

Strengths observed:

He was friendly to all students.

Suggestions for improvement:

He should improve his pronunciation and should have the ability to control the class.

Overall impression of teaching effectiveness:

He tries to make the lesson interesting and do new things.



**Daffodil International University**  
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 Checklist for Class Observation

School / College: Uttara Creative School and College  
 Teacher's Name: Arifun Rahman Class: 7 Section: A  
 No. of Students Present: 24 Course Title & Code: English 2<sup>nd</sup> Paper  
 Room No: 203 Peer/Observer: Sharmin Hossain Date and Time: 3/11/2019  
 (11.00-11.45) a.m.

Objectives of the lesson (as perceived):

- To gain knowledge about sentences.
- To exercise in the class

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

Yes.

Review Section	In what ways? (Specific examples/ clarifications)
<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)	He had a good knowledge of subject matter.
<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)	He organized the subject matter well.
<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)	He was friendly with students.

but also in manner, etiquette and attitude)

<p><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)</p>	<p>He used relevant teaching method.</p>
<p><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)</p>	<p>He was good in presentation and managing the class.</p>

**MANAGEMENT**

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

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

**CRITICAL EVENT (If took place)**  
Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?  
No, there was not any critical event.

Strengths observed:  
He was confident.

Suggestions for improvement:  
He has some time management issues. He should be more efficient in managing time

Overall impression of teaching effectiveness:  
Overall impression of teaching was good.

5  
3/11

**Daffodil International University**  
 Department of English

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

School/College: Uttara Creative School and College  
 Teacher's Name: Arifur Rahman Class: 09 Section: A  
 No. of Students Present: 20 Course Title & Code: English 1st Paper  
 Roll No: 207 Peer/Observer: Shukho Prayon Das Date and Time: 3-11-2019  
1:00 - 1:45 pm

Objectives of the lesson (as perceived):

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

SN	Review Section	In what ways? (Specific examples/clarifications)
	<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)	He shows a good command over the subject
	<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)	He utilizes the time and he has tried to connect with the students by giving them group work and an interesting game also
	<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)	He encourages participation of students and he has friendly behavior he can hold interest of the students.



4	but also in manner, etiquette and attitude) <b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	He encourages questions from student and also responds with interest. He gives examples related to the topic. He also provided worksheets 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)	She maintains eye contact with students and his voice tone is very good.

**MANAGEMENT**

Was the time spent properly?

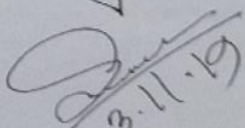
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

**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: Makes the lessons interesting and can control the class. He has smiling face.

Suggestions for improvement: He needs to give an attention on his speaking and grammar.

Overall impression of teaching effectiveness: He is good at teaching.

  
 3.11.19

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

School / College: Ottana Creative School & College  
 Teacher's Name: Arifur Rahman Class: Six Section: A  
 No. of Students Present: 28 Course Title & Code: English 2nd Papers  
 Room No: 602 Peer/Observer: Yeasmin Akter Date and Time: 04.11.2019  
12:00 - 12:48 pm.

Objectives of the lesson (as perceived):

i. To learn how to Compose a formal letter

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

yes

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)	Yes his Subject matter was clear.
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)	He organized the Subject matters wisely with good warm up.
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)	His relation with students was friendly.



4	<p>the use of images, objects and models)</p> <p><b>TEACHING METHODS</b>          assess effective teaching methods, aids, materials, techniques, and technology, includes: variety, balance, imagination, group, individual, encourage questions from students, and responds with interest, is open to ideas, uses real life examples that are simple, clear, precise, and appropriate, stays organized, and meets stated objectives)</p>	<p>He used creative materials and technologies.</p>
5	<p><b>PRESENTATION</b>          establishes classroom environment conducive to learning, ensures learners' interests, maintains eye contact, uses a clear voice, strong projection, proper enunciation, and suitable lighting)</p>	<p>His presentation was overall good.</p>
<p><b>MANAGEMENT</b></p>		
<p>Was the time spent properly?</p>		
<p>What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)</p>		
<p><b>CRITICAL EVENT (if took place)</b></p>		
<p>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?</p>		
<p>No Critical event</p>		
<p>Strengths observed:</p>		
<p>Smiling and friendly</p>		
<p>Suggestions for improvement:</p>		
<p>Overall impression of teaching effectiveness:</p>		
<p>Good</p>		
<p><i>[Signature]</i> 01.11.2019</p>		



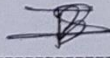
Date: 05-11-2019

**Recommendation letter on Class Observation.**

This is substantiate that Arifur Rahman ID: 162-10-402 the student of Daffodil International University has recently observed three classes in my institution (Uttara Creative School and College). While our observation, the classes were monitored and he originated his project precisely.

After all, I state that I would be keen on the skill he acknowledged and generated those to indulge our demand in our classroom.

I wish him every success in life and career.

 05.11.19

**Principal**

162-10-402

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