

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



**DAFFODIL INTERNATIONAL UNIVERSITY**

**DHAKA, BANGLADESH**

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

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

**Course Code: ENG 334**

**Course Title: Project Paper**

**Submitted by**

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**Date of Submission: 8.12.2019**

## DECLARATION

I hereby declare that the project work entitled “Experiencing Present Scenario of English Language Teaching Learning at a school in Dhaka “submitted to the dept. Of Eng, Daffodil International University is a record of my original work under the guidance of Fatema Begum Laboni , Assistant professor of English. I also declare that 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).

Also, it has not been previously or concurrently submitted toward any other degree or diploma in any other tertiary institution.



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Signature of the intern

Name: Suhana Akter

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Department of English

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### **Certification of the supervisor**

**I hereby certify that the internize Suhana Akter bearing the ID 162-10-403, has undertaken the course: Project Paper coded ENG-334 under my supervision. As part of the course she selected and visited Parashmoni School and maintained regular communication with the facilitators in the host school. She observed three of their classes and taught three classes. During this whole process, she was in touch with me and asked for my guidelines on a regular basis. She also shared updates about her project work time to time. As, she fulfilled all the conditions and completed all the procedures of the course, and this intern is now qualified to submit her report being subject to the evaluation of the panel of the examiners. She must present the findings of the report in front of the panel of the evaluators.**

  
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**Supervisor**

**Fatema Begum Laboni**

**Assistant Professor, Department of English**

**Daffodil International University**

## **Acknowledgement**

English is an international language to communicate with the foreign countries. In Bangladeshi schools English is taught to students for improving the English language skills. I have got an opportunity to do my internship which will be very fruitful for my better career. I am very thankful to the principal who gives me this chance. I would also like to thank my internship supervisor, Ms.Fatema Begum Laboni, Assistant Professor of Daffodil International University. I am also thankful to the principal and all the teachers of Parashmoni Laboratory School, who helped me to observe and conduct my Classes properly. All the Students were very co-operative and they participated in the tasks that I gave to them.

## **Abstract**

This paper is made to show the present scenario of English Language teaching in a Bangladeshi school. To fulfill my task, I had to find a school and gather some knowledge to persuade the principal of that school to give me a chance. Then, he let to conduct and observe the classes. He gave some dates and after that, I taught and observed the selected classes. The main purpose of this report is to learn about the instructions, facilities, techniques and some other aspects used by the teachers to manage their Students. This paper also gives some views about different checklists and teaching activities. I hope, It will be very helpful to improve my skills.

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## **Chapter 1:**

### **Introduction**

English is a global language. In Bangladeshi schools students are dependent on English text books. In English medium schools English is taught as an essential subject.

There are lots of English medium schools in our country where students are properly trained to develop English language. At the present time, an enormous number of people afford efforts to learn English. For communication, English is the best medium. I was permitted by my supervisor Fatema Begum Laboni, to do internship on the present scenario of English teaching in Bangladeshi schools. Mainly, it was the obligation to finish the degree of B.A (Hon's) in English at Daffodil International University. I visited the school and met with the principal. The supervisor asked me to visit an English medium school but I had to choose a Bangla medium school. The teacher and students were too helpful and I could complete all the tasks properly.



## **Chapter 2:**

### **Objectives**

1. To scrutinize the approach of contribution in learning.
2. To observe how many the teachers were successful to teach the students.
3. To see how much the students get involved in learning.
4. To identify how the learners give their efforts to learn English.
5. To manage the class room properly by using lesson plan.
6. To differentiate the four language skills and their various usages.
7. To discuss some common techniques which will be more effective for students to learn English language?
8. To know many information by different observations and interviews.
9. To influence students to communicate with each other in English.
10. To understand the proper Method of learning English.

## **Chapter 3**

### **Methodology**

I had to choose a school to do my internship, and then I had to manage the principal of that school. My supervisor gave me a recommendation letter to show it to the principal. Then he allowed me to take classes in his school. They were all co-operative and they helped me a lot. On their selected date, I went for observations. I observed 3 classes (2 sections of Class 6 and 1 section of class 7). After that, I got a chance to conduct 3 classes. I taught three different Classes (Class 6-2 sections and Class 7) on different topics. It was such a great experience for me to interact with the teachers and students. The teachers were very helpful and all the Students were very attentive in my Classes. The principal also helped me by giving much information about their school. I interviewed the English teachers and the Vice principal of that school. I knew about many curricular activities and other facilities of that school from them.

## **Chapter 4:**

### **Institution Details :**

Parashmoni Laboratory School is a beautiful 5-stored building which is situated at Sector 7, Road 27 in Uttara. It has another 3 campuses. They are situated at Sector 7, Road 5 in Uttara, Sector 10 in Uttara and Board Bazar in Gazipur. There are about 551 students and the number of teachers is about 100. The name of the principal is Md. Helal Uddin. The managing Committee's name is Md. Nur Uddin Sohag. The School has only one shift. It starts at 8:30 am and ends at 2:30 p.m.

Other Information:

Name: Parashmoni Laboratory School

Established in: 2005

Education qualification of the teachers: M.A, B.S.C, And

M.S.C Average Education Qualification: M.A

Building: Rented

## **Class Observation report 1:**

On 27th October 2019 I observed an English 1st paper of class 6 at Parashmoni Laboratory School. The class teacher's name was Md.Asaduzzaman. The total number of students was 19. The class started at 8:30 am and closed at 9:20 am. The room number was 501 and the section was girls (B). The class topic was e-mail writing and discussion about a passage. The objectives of the lesson were to discuss about the rules of e-mail writing, to give some tasks on selected passage, filling gaps, finding out different vocabularies. The teacher encouraged students to fulfill these objectives. Firstly, the teacher talked about techniques to write an e-mail. He showed the different parts. Then he addressed the students to write an e-mail on Father's death.. The class environment was very nice and the students tried their best to learn properly. The teacher was very sincere and friendly. At the end of the class, the teacher gave a home work on e-mail writing. The topic was 'Natural beauty of Bangladesh'. On the whole, the objectives were fulfilled and students gathered some knowledge through some exercises. Though there was a lack of material and other techniques, the teacher managed it properly because of his good interaction with students.

The whole activities and time management can be given through a flow chart:

Warm up (5min)

Discussion on e-mail writing (10 min)

Student's activity (10 min)

Giving another task (10 min)

Checking (5 min)

Feedback and writing diary (5 min)

## **Class Observation report 2:**

On 27th October, 2019 I observed an English 2nd paper of class 6 at Parashmoni Laboratory School. The Teacher's name was Md. NurUddin. The total number of Students was 23. The class started at 9:30 am and ended at 10:15 am. The lesson was right form of verbs. The Objectives of the lesson were to talk about some rules of right form of verbs, to give exercises on this topic. The teacher also used many examples and discussed some rules on the topic. After a few minutes, the teacher asked one student to tell a joke to remove their monotony. It was very interesting. Then he tried to make students concentrated again on his class. He did not use any teaching method or image. In the last 15 minutes, he gave tasks on this topic. After finishing their test, he checked their scripts. Many students answered properly. At the end of the class, the students wrote on their diaries and the teacher gave some exercises for their home work. The students were very attentive and they co-operated with their class teacher to learn properly.

The objectives of the lesson were clearly achieved and both the teacher and the students were very sincere. The teacher had a proper knowledge about the class topic and by giving the tasks he supported the students to improve their knowledge.

The activities and the time management can be given by a flow chart:

Warm up (5 min)

Discussion on right form of verbs (10 min)

Asking questions (5 min)

Giving task (10 min)

Checking the scripts (10 min)

Giving home work (5 min)

### **Class Observation report 3:**

On 27th October 2019 I observed an English class of class 7 of Parashmoni Laboratory School. The class teacher's name was Md.Nur Uddin. The number of students was 16. The class started at 10:15a.m and finished at 11:00 a.m. The room number was 504. The class topic was Voice Change and discussion about a passage. The objectives of the lesson were to make different Voice changes, to identify the rules and examples. After that, he discussed about a passage named 'My First Train Journey 'and gave many tasks. He also asked students some vocabularies. In the last 10 minutes, he checked their scripts and gave them home work. At the end of the class, the students wrote their diaries. Generally, the class room environment was very nice because the students interacted with the teacher without any nervous. They completed their tasks timely. Though he did not use any material or technique, by asking many examples individually he tried to make students concentrated on their class. I think, the objectives of the lesson were achieved and by doing many activities the students were able to improve their skills.

The class activities and time management can be given through a flow chart:

Warm up (5 min)

Discussion on Voice change (10 min)

Giving examples (5 min)

Giving task (10 min)

Talking about a passage (5 min)

Giving another task (5 min)

Checking the scripts (5 min)

### **My experience of teaching (1):**

On 31st October, 2019 I conducted an English Grammar Class of Class 6 on Voice change of Parashmoni Laboratory The class started at 8:30 am and finished at 9:20 am. The total number of Students was 18. The objectives of the lesson were to discuss about some rules and examples of Voice changes, to take a short quiz and identify their common mistakes. The second Person requested him to put some stones. He had much pain because of these stones. The third Person was very clever and he requested him to put the two persons on his back to reduce his pain. Then I started my lesson part. I talked about some common rules of different tenses. There are two basic rules for converting sentences from active to passive, which are common for all tenses.

Past simple tense: Auxilliary verbs used in passive voice: was/were.  
Ex: Active: I bought a car. Passive: A car was bought by me.

Past continuous tense: Auxilliary verbs used in passive voice: Had been.  
Ex: Active: She had found the book.

Passive: The book had been found by her.

Future simple tense: Auxiliary verbs used in passive voice: will be/shall be.  
Ex: Active: They will make the project.

Passive: The project will be made by them.

At the end of the class, I asked the students about their new experience with a new teacher. They expressed their feelings and they told that they have enjoyed their class; I also gathered some knowledge and enlightened my mind.

Actually, my main target was to make the students more confident. I think, I could fulfill my objectives. Student's co-operation and their good interaction supported me to make a good class room.

### **My experience of teaching (2):**

On 31th October 2019 I conducted an English Grammar Class of class 6 on right form of verbs of Parashmoni Laboratory School. The class started at 9:15 am and finished at 10:00 a.m. The total number of students was 24. The room number was 502. The objectives of the class were to practice different grammatical structures, to identify their common mistakes, to teach some



important rules of right form of verbs and to make them confident through different activities.

At first, I introduced with the students and expressed my feelings about the previous class that I had taken. I warmed up by asking them some jokes. I asked two students to tell jokes. One boy and one girl came in front of the class and told the jokes. It was really funny and everybody laughed. Then I started my main part. I wrote many examples on the board and one by one discussed the rules of right form of verbs. I discussed some important rules:

1. In present Indefinite tense, Sub (Third person singular number) +after the verb s/es will be added.Ex: He reads thebook.
2. In present indefinite tense, Sub (plural) +after the verb s/es will not be added. Ex:They playfootball.
3. After the modal auxiliary verb (can, could, may, might) the verb will be present form.Ex: He should studyhard.
4. If the sentence is a universal truth or habitual fact, it will be present Indefinite tense. Ex: The sun rises in theeast.
5. After yesterday, ago, long ago, last month the sentence will be past indefinite tense. Ex: I went to coax's Bazaar lastmonth.

After the discussion, I gave them some worksheets on right form of verbs. After a few minutes, I collected the scripts and checked. Three students got the highest marks. I declared their names and gave them some chocolates as a gift. Everybody collected their scripts. After that I asked about their feelings about the class. They expressed their feelings happily and they were all satisfied. They said that they enjoyed the class. Infact,I tried to achieve the objectives that I wanted to fulfill. By doing some activities, students good behavior, I really enjoyed the class and the students were being able to gather some extra knowledge which will be helpful forthem.

### **My experience of teaching (3):**

On 31th October 2019 I conducted an English Grammar class of class 7 on transformation of sentences of Parashmoni Laboratory School. The class started 10:15 am and finished at 11:00 a.m. The total number of students was 21. The objectives of the class were to give some tasks, to engage them in the test and to identify different categories of sentences. From the beginning of the class I tried to fulfill my objectives.

The rules of transforming affirmative into negative sentences:

1. Sentences with only/alone change into none but/nothing but/not more than.

Ex:Affirmative:Only a brave man can do this.

Negative: None but a brave man can do this.

2. Must/have to turn into cannot but.

Ex:Affirmative: You have to drink cleanwater.

Negative: You cannot but drink cleanwater.

3. 'Always' in affirmative becomes 'never+opposite word' in negative sentences.

Ex:Affirmative:I am always against of smoking.

Negative: I am never in favor of smoking.

Rules of transforming positive/comparative/superlative sentences:

4. No other.....as .....as (positive)-Comparative form of adjective than any other

(Comparative)-the+superlative form of adjective

(superlative). Ex: Positive: No other boy in the class is as talkative as Joy.

Comparative: Joy is more talkative than any other boy in the class.

Superlative: Joy is the most talkative boy in the class.

5. Very few.....as. ....as (positive)-comparative form of adjective+ than most

Other (comparative)-one of the+superlative form of adjective (superlative).

Comparative: Nila is more beautiful than most other girls.

Some are transformed by using not.

For example,

1. He is one of the most brilliant students in the class (pos) =Very few students in the class are as brilliant as he.

2. He always comes early (Neg) =He never comes late.

3. He is an honest boy (neg) =He is not a dishonestboy.

4. No other girl in the class is as beautiful as Rita (com) = Rita is morebeautiful than any other girl in theclass.

I also discussed some other examples and rules. Everybody was attentive and they understood easily. After the discussion, I provided some worksheets based on these sentences. After 5 minutes, I collected their copies. I was very surprised to see that all the girls got the full marks. They were really very brilliant and they did very well. But the boys were weak, they could not manage. They were shy to get a poor mark. I encouraged them to do better in the next exam. At the end of the class, I asked about their feelings, the activities. They really enjoyed my class. I think, they also acquired some knowledge from the worksheet. Infact, I tried my best to make the class effective by arranging some activities, worksheets. Students were good and they cooperated with me friendly. I praised the girls for making a good result and I gave them some chocolates as a gift. I told the boys that through mistakes they will learnbetter.

## **Observation findings:**

### **Overall findings:**

I observed three classes of Parashmoni Laboratory School. Among the three classes, one class was English 1st and 2nd paper and the other two classes were English grammar. In the classes, I observed the teacher's individual techniques to teach.

1. Lesson plan: The teachers had no lesson plan. Without any lesson plan, it's very tough to teach students. They were very skilled and they managed the class room in a proper way. Infact, they were prepared enough and without any lesson plan they handled the classroom.

2. Lesson management: The teachers had a clear idea about the main topic. At the beginning of the class, they discussed the rules and some key points of the topic. Some students could not understand properly because they spoke in English. To make them able to learn sometimes he used Banglalanguage.

3. Student's co-operation: Students were very co-operative during the classes. There existed a good friendship between the teachers and the students. Infact they were very attentive all through the classes and they tried their best to learn. They were asking about their problems without anyhesitation.

4. Use of materials and other techniques: The teachers did not use any material or technique. There was no projector or other technique. They were very much depended on textbook. They gave many tasks from those books. They did not include any real life example. They only wrote some examples and rules on the white board withmarker.

5. Maintaining the classroom: The teachers were very friendly and they individually asked the students about their problems. The teachers tried to motivate students by their speech. They managed the whole class in an effective way.

### **Self-reflection findings:**

I conducted 3 classes of Parashmoni Laboratory School. The classes were based on English grammar. The topics were voice change, right form of verbs and transformation of sentences. During my reflection, I also gathered many knowledge like how to manage the class room, how to make good interaction with the students, how to make a fruitful plan to teach them appropriately.

1. Lesson plan: I wanted to conduct my classes in a proper way. I also made my lesson plan and included many worksheets, tasks so that the students could creatively think about those. They also could be able to gather some knowledge.

2. Lesson management: I applied the CLT method to teach them. I encouraged every student to complete the tasks. I divided my topic in many sections like discussion, student's participation. Overall, I tried to fulfill my objectives.

3. Student's co-operation: Students were very much supportive. They kept their concentration all through the class room. I engaged the students to participate in the tasks and they tried to get good marks. There was a competition between the students that influenced them to get the highest mark.

4. Use of materials and other techniques: I did not use any textbook. I made my lesson plan in another way and included many worksheets, activities. I tried to make students eligible to create their own examples. Every time I influenced the students to participate in the tasks whether they will obtain good marks or not.

5. Maintaining the classroom: I interacted with the students affectionately. They had no confusion because I could not use any tough language. They also asked many questions without any fear and by their good co-operation I really made an effective classroom.

## **Recommendations:**

The teachers of the school are very co-operative. The time management is very good and the whole regulations are strictly maintained. There are many suggestions about their teaching technique that can be changed.

1. Attractive warm-up: Teachers are not much conscious about the attractive warm up. To make students attentive it is very necessary to make good warm up. It can enlighten their knowledge and make them confident before taking the main class.

2. Proper lesson plan: Though the teachers are skilled it is very important to make a lesson plan. By making a lesson plan, they can manage everything like time, discussion, activities.

3. 3. Use of techniques and materials: Students will be benefitted if the teachers use many techniques or other materials.

4. Including real life examples: We need to use many real life examples to teach Students in a proper way. The textbooks are based on limited information. Students can easily memorize those things but it cannot enlarge their knowledge. Students can improve their skills by including many real lifeexamples.

5. Increasing the activities: Teachers need to create many activities to teach effectively. By participating in many tasks the students can overcome their weakness.

6. Student's proper involvement: Only teacher centered classroom is not beneficial for students. Besides the teacher's good co-operation students must be involved in various tasks. Infact a good interaction must be existed between them.

7. Only exam must not be the main fact: In the Bangladeshi schools, teachers only give importance on the examination. Students memorize all the things to pass in the exam. After finishing their exam, they forget everything. It cannot provide them extra knowledge.. They should capture all the things inan

## **Conclusion:**

To sum up, I can say that it was really a new experience for me to teach and observe classes. This study has improved my skills and also provided much information about student's and teacher's performance in the classroom. I also learned about various issues like how to influence students to participate in the tasks, how to manage the classroom environment, how to guide the student to learn more etc. Infact I was able to see the present scenario of Bangladeshi schools and could know about different techniques, many facts about teaching. I had also the opportunity to know the relationship between teachers and students' also found out the weakness of teachers and students. The class room could be more effective by attractive warm up, using technique, including real life examples. However, I am very pleased to get the opportunity to observe and teach classes which will be valuable for being a goodteacher.



## **Appendix 1: Lesson Plan**

### **Lesson Plan - 1**

#### **Lesson Overview**

Course	English 2d Paper
Teacher	SuhanaAkter
Learning Outcomes	After this lesson, student will be able to- Students will be able to know some basic rules of Voice change
Class Description	Class 6
Date	31.10.19
Lesson Topic	Voice Change
Activities	Teach rules of voice change, provide some exercises.
Teaching Resources	Worksheet, Exercises, Tasks etc.
Duration	40 minutes

Stages	Teacher's activities	Students' activities	Time
1.	Teacher will warm up students by introducing herself and telling an interesting story about her weekends.	They will listen and will ask anything they want to know from the teacher.	5 min
2.	Teacher will start the lesson from the text book and give some examples.	They will listen to the teacher carefully.	10 min

3.	Teacher will discuss about some basic rules and give them a worksheet to solve.	Students will try to solve the task.	10 min
4.	Teacher will encourage the students to complete their task.	They will cooperate.	3 min
5.	Teacher will give them a fixed time to complete the task.	They will finish within a fixed time.	8 min
6.	Teacher will ask them if they have any question about the lesson, give them homework and finish the class.	Students will ask questions and write the homework on their diary.	4 min

## Lesson Plan - 2

### Lesson Overview

Course	English 2nd Paper
Teacher	Suhana Akter
Learning Outcomes	After this lesson, student will be able to or will have: Apply the clue in transformation of sentences. Enhanced visualization.
Class Description	Class 6
Date	31.10.19
Lesson Topic	Right Form of Verb
Activities	Give them some examples of right form of verbs and giving them relevant sentences.
Teaching Resources	Worksheet, Exercise, Tasks etc.

Duration	40 minutes
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Stages	Teacher's activities	Students' activities	Time
1.	Teacher will warm up students by introducing herself and showing some pictures related to the lesson.	They will listen and will ask questions if they have.	3 min
2.	Teacher will discuss about some basic features of right form of verbs.	They will listen to teacher attentively.	10 min
3.	Teacher will ask one member from to read out the rules and give an example on that topic.	They will try to create their own examples.	10 min
4.	Teacher will read out rules from the book and ask students to find out new rules and will explain the meaning.	Students will cooperate and listen to the teacher.	10 min
5.	Teacher will give them a worksheet on that topic.	Students will do the activity and help the teacher if needed.	5 min
6.	Teacher will give them homework and finish the class.	Students will write the homework on their diary.	2 min

### Lesson Plan - 3

#### Lesson Overview

Course	English 2nd Paper
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Teacher	SuhanaAkter
Learning Outcomes	To help students write transformation of sentences. To provide some basic rules of that topic and influence them to create some examples.
Class Description	Class 7
Date	31.10.19
Lesson Topic	Transformation of sentences
Activities	Discussion, taking a quiz
Teaching Resources	Worksheets, Exercises, tasks etc.
Duration	40 minutes

Stages	Teacher's activities	Students' activities	Time
1.	Teacher will warm up students by introducing herself and telling some students to share some memorable moments of their life.	They will listen to the teacher and co-operate with the teacher.	5 min
2.	Teacher will teach them how to change sentence.	They will listen to the teacher attentively.	5 min
3.	Teacher will give them some clues to write changing sentences of their own.	They will try to write some own examples.	10 min
4.	Teacher will ask them to tell the examples and correct themselves.	Students will cooperate with the teacher.	3 min
5.	Teacher will provide them a worksheet on that topic.	They will complete their task in a proper time.	15 min

6.	Teacher will give them some task for the next 10 min and finish the class.	They will write task on 2 min their diary.	
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## Appendix 2: Photograph

Class Observation:





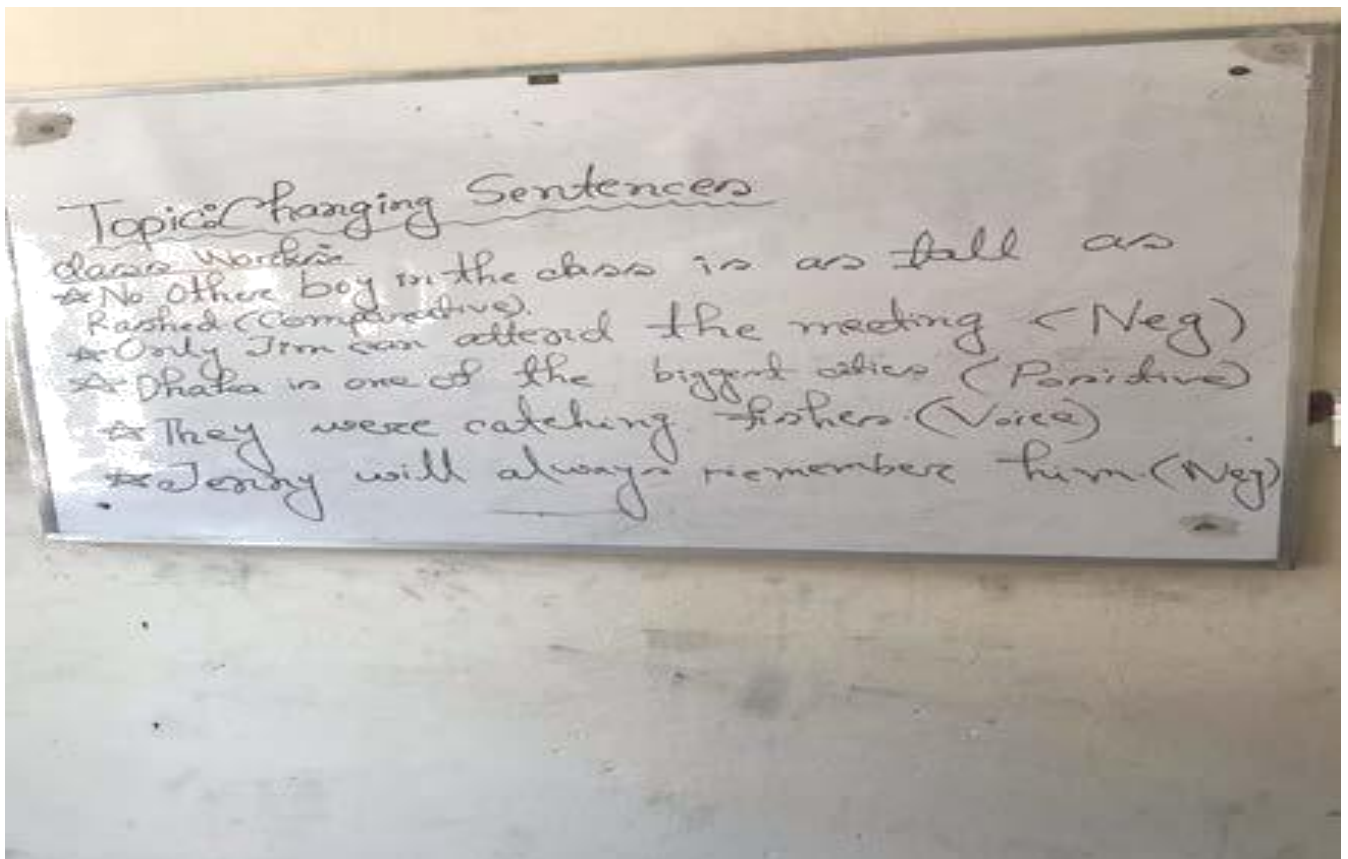
## Self-reflection:







## Appendix 3: Worksheets



1st class

Appendix-4

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

School / College: Parasmoni Laboratory School  
Teacher's Name: Md. Apaduzzaman Class: 6 Section: Girls (B)  
No. of Students Present: 19 Course Title & Code: English 1st Paper  
Room No: 501 Peer/Observer: Suhana Akter Date and Time: 27.10.2019, 8:30 a.m.  
to 9:20 a.m.

Objectives of the lesson (as perceived):

- i. To know the rules of e-mail writing
- ii. To rearrange sentences
- iii. Different vocabularies.

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

The objectives were clearly achieved. The teacher talked about some techniques of e-mail writing. Students understood it and could be able to rearrange sentences.

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)	① Showed good command and tried to develop their skill through exercises.
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)	② He was very punctual but his warm up was not attractive.
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)	③ His voice was not so loud but he interacted with students friendly.

	but also in manner, etiquette and attitude)	
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)	④ Only textbook. He encouraged students through different questions. He focused on the main object.
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)	⑤ He maintained his eye-contact and he created a good classroom environment.

**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)

Warm up (5 min) → Discussion on email writing (10 min) → Writing Task (5 min)

Writing Disc (5 min) ← checking (10 min) ← Rearranging sentences (10 min)

**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

**Strengths observed:** ① The teacher managed the classroom properly and he discussed the topic clearly.

**Suggestions for improvement:** ① The learning method may be much more interesting by including some other materials.

**Overall impression of teaching effectiveness:** The teacher did his best to learn students properly. Every time he focused on text book relative examples, he did not add any

2nd class

Daffodil International University  
Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School"

Checklist for Class Observation

School / College: Parasmoni Laboratory School

Teacher's Name: Md. Nur Uddin Class: VI Section: Boys

No. of Students Present: 23 Course Title & Code: English 2nd paper

Room No: 502 Peer/Observer: Suhana Akter Date and Time: 27.10.19, 9:30 am to 11:15 am

Objectives of the lesson (as perceived):

- i. To know the rules of right form of verbs
- ii. To give exercises
- iii. To talk about many examples

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

The objectives were achieved. The students could know about many rules and they were able to make their own examples.

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)	① He demonstrated his depth of mastery by including some real life examples.
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)	② Time was spent properly. Though his warm up was not so good, he tried to make students confident.
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)	③ He provided feedback. He was very co-operative. He tried to hold students' attention.

	but also in manner, etiquette and attitude)	
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)	④ There was no pair or group involvement. He did not use any real life example.
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)	⑤ He established classroom environment conducive to learning. His voice was clear.

### 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)

Warm up (5 min) → Talking different rules (20 min) → Giving examples (5 min)  
 Giving home work (5 min) ← Checking the scripts (20 min) ← Giving tasks (10 min)

### 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**

Strengths observed: ④ The teacher managed all the issues and students understood all his instructions.

Suggestions for improvement: He could include many pictures and work sheets to understand the topic.

Overall impression of teaching effectiveness: Students were very interested and they were fully involved to do the given task. There was no group or pair work. He was very motivational.

3rd class

Daffodil International University  
Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School"

Checklist for Class Observation

School / College: Parasmoni Laboratory School  
Teacher's Name: Md. Nur Uddin Class: VII Section: \_\_\_\_\_  
No. of Students Present: 16 Course Title & Code: English 1st and 2nd Paper  
Room No: 504 Peer/Observer: Suhana Akter Date and Time: 27.10.2019. 10:15am to 11:00am

Objectives of the lesson (as perceived):

- i. To know different rules of voice change.
- ii. To rearrange sentences, know vocabulary.
- iii. Giving exercises.

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

The objectives were fully achieved. By doing some exercises, students were able to understand the rules and rearranged sentences 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)	① By introducing some rules and giving tasks he showed good command.
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)	② Organized the subject matter properly and he emphasized on the main points. He met class at scheduled time.
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)	③ He had a good interaction with the students. He is very respectful and friendly.

	but also in manner, etiquette and attitude)	
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)	④ There was no material or relevant teaching method. He used many real life examples. There was no group discussion.
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)	⑤ His voice was very clear. He made the classroom environment effective.

#### 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)

Warm up (5 minutes) → Discussion some rulers (10 minutes) → Discussion some examples (15 min)  
 Writing Dairy (5 min) ← Checking (5 min) ← Giving tasks (10 min)

#### 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

Strengths observed: ① Interaction between teacher and students was good.  
② The students completed their tasks properly.

#### Suggestions for improvement:

- ① She could make some groups for discussion.
- ② She could use some other materials.

#### Overall impression of teaching effectiveness:

The teacher tried to develop students' ability to understand the rules of different voice changes. The students hesitate and confuse because



1st class

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

School / College: Parashmoni Laboratory school.

Teacher's Name: Suhana Akter Class: Six Section: B

No. of Students Present: 18 Course Title & Code: English Grammar

Room No: 501 Peer/Observer: Md. Asaduzzaman Date and Time: 28-10-2019 at 8.30 AM

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

- i. Discussion
- ii. Class test
- iii. Evaluation

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

She discussed the topic very deeply. Her teaching system was also nice. Her tone and intonation was attractive. All the students understood very easily. All the students in the class were very pleased to her.

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)	She has a good command on the subject matter. So All the students understood deeply.
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 organizes the topic and she intencity the class. Her energy level was very good.
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 holded interest of students. she provided encourages and feedback.

	but also in manner, etiquette and attitude)	
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)	She used special teaching methods she also used teaching materials so all the students got the topic very easily. she focused many views.
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)	Her attitude was so attractive and she established classroom environment and ensured learners.

### MANAGEMENT

Was the time spent properly?

yes she spent her time properly because she was punctual.

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)

She divided her classtime into two parts. In first twenty minutes she discussed the topic and then she took a written test. ~~on~~ Every students got a good result in the written examination.

**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 no critical event in the class. She identified the student's problem and solved it timely.

Strengths observed: My observation was good.

Suggestions for improvement: From my observation I strongly believe that she will do better in teaching profession

Overall impression of teaching effectiveness: From my overall impression, I saw her teaching technic. And I think she is effective.

2nd class

Daffodil International University  
Department of English

Internship on "Scenario of English Language Teaching in a Bangladeshi School"

Checklist for Class Observation

School / College: Paranhrmoni Laboratory school

Teacher's Name: Suhana Akter Class: Six Section: A

No. of Students Present: 27 Course Title & Code: English

Room No: F02 Peer/Observer: Md. Nur Uddin Date and Time: 28.10.2019 at 9:30Am.

Objectives of the lesson (as perceived):

- i. Class test
- ii. Understanding
- iii. Discussion

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

She was very impressive among the students.  
The students enjoyed their class.

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>She had a good knowledge about the subject matter</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>She emphasized on the main point and discussed it properly.</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)	<u>She had a good interaction with the students.</u>

	but also in manner, etiquette and attitude)	
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)	She used teaching materials. She gave many real life examples.
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)	Here class maintaining was amazing. She had a 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) Yes. She discussed the topic with many examples. After that she took a class test and students got a good mark.
<b>CRITICAL EVENT (if took place)</b> 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.

Strengths observed: She was very honest

Suggestions for improvement: She will do better in teaching profession.

Overall impression of teaching effectiveness: From my overall impression, I think her teaching method is very effective.

3rd class

Daffodil International University  
Department of English

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

School / College: Parashmoni Laboratory school

Teacher's Name: Suhana Akter Class: Seven Section: \_\_\_\_\_

No. of Students Present: 21 Course Title & Code: English

Room No: \_\_\_\_\_ Peer/Observer: Md. Nur Uddin Date and Time: 28.10.2019 at 10:15 Am

Objectives of the lesson (as perceived):

- i. Discussion
- ii. giving examples
- iii. class test

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

Objectives were achieved. The students understood the topic.

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)	She had a good command and proper knowledge.
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 meet the class <del>the</del> at scheduled time.
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 encouraged the students to do better.

	but also in manner, etiquette and attitude)	
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)	She used materials and gave many examples.
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 had a clear voice and maintained her eye contact

#### 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)

She discussed the topic properly and the students got a good mark in the test.

**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.

Strengths observed: She was very sincere.

Suggestions for improvement: I think, she will do better in teaching profession.

Overall impression of teaching effectiveness: From my overall impression, I think her teaching method is very effective.

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Date : 07 November 2019

To

Daffodil International University

